



A Family, Uniquely made and loved by God.

All Saints Laxfield Primary School

Behaviour and Discipline Policy and Statement of Behaviour Principles

Approved by: Governors **Date:** Summer 2023

Last reviewed on: Summer 2024

Next review due by: Summer 2025

1. Introduction

Our school is a community of pupils, teachers, teaching assistants, lunchtime staff, governors, parents and other adults. A community works best where there is mutual respect between all members and an agreed code of conduct within which all activities take place. It is our aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built upon mutual trust and respect for all. This behaviour and discipline policy is designed to support the way in which all members of the school live and work together.

2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

All Saint's Primary, Laxfield Aims

A Family. Uniquely made and loved by God.

Our primary aim is to ensure that everyone feels valued and respected within a safe, happy environment, so that they may work hard to meet their full potential. Our Christian ethos and set of core values celebrates the individual and builds positive relationships, so the children become caring, responsible and supportive members of our community.

Our broad, balanced curriculum encourages our children to challenge and question unacceptable behaviour and attitudes in the wider world. It develops their self-esteem, confidence and independence enabling them to promote good behaviour and to actively show what it means to belong to the family of our school.

Our three rules for behaviour are:

Ready, Responsible, Respectful.

All our behaviour expectations and management, conversations, rewards and sanctions are based upon these three behaviour expectations.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018

- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. Roles and Responsibilities

Whilst roles and responsibilities will vary, the creation of a happy, caring, safe and conducive working environment is the responsibility of all members of our school communities.

4.1. The governing board

The governing board is responsible for monitoring this behavior policy's effectiveness and holding the Head of School/Executive Head to account for its implementation.

4.2. Staff:

Staff have the right to:

- Be treated with respect by all members of the school community (children, colleagues and parents/ carers)
- Work in a supportive and safe environment

Staff will:

- set a good example to children in the way that they treat others and actively model appropriate behaviour and conduct.
- promote pupils' self-esteem through their interactions with them.
- have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.

- foster the aims and values of this Behaviour and Discipline Policy through the curriculum by using relevant PSHE sessions to develop positive self-esteem, emotional intelligence, friendship skills, co-operation and collaboration.
- treat each child fairly and enforce the school and classroom rules consistently.
- build a supportive dialogue between home and school, and inform parents immediately if there are concerns about their child's welfare or behaviour.
- Record behaviour incidents on Arbor.

4.3. Children:

Children have the right to:

- Work and learn in a supportive and safe environment
- Have a voice and be listened to
- Be treated fairly and with respect
- Have their belongings treated with respect
- Have responsible adjustments made to best support their individual needs

Children will:

- agree to follow the rules made.
- act as good role models to each other and remind each other of School and Class Rules.
- Be mindful of how others work and learn
- Show that they are ready, responsible and respectful
- Use appropriate language
- Represent the school in a positive manner

4.4. Parents:

Parents have the right to:

- Share their views with school staff in a calm and constructive manner
- Be respected by all members of the school community
- Be told about and concerns with regard to their child's behavior promptly and appropriately

Parents will:

- work with the school, so that their child receives a consistent message about how to behave at school and at home.
- read and support the home-school agreement including the Internet Acceptable Use Policies.
- read and support the school behaviour policy.
- support the actions of the school where it has had to use reasonable sanctions to uphold behaviour and discipline. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or Head of School. If these discussions do not resolve the matter informally, parents may use the school's formal complaints procedure.

4.5. The Executive Headteacher and Head of School will:

- be responsible, under the School Standards and Framework Act 1998, for implementing the school behaviour and discipline policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

- be responsible for ensuring the health, safety and welfare of all children in the school.
- support the staff in the implementation of the behaviour policy.
- record all reported serious incidents of mis-behaviour.
- be responsible for giving fixed-term exclusions to individual children for serious acts of mis-behaviour. For repeated or very serious acts of anti-social behaviour, permanent exclusion may be applied. These actions are reported to the Governing Body.
- be responsible for monitoring Arbor

5. Recording Behavioural Incidents

Behavioural incidents are recorded electronically using the Behaviour System on Arbor. Incidents are tagged and rated to show their severity and how they have been dealt with. The points system is detailed below (appendix 3).

6. Consequences

6.1. Rewards

The intention of this policy is to encourage pupils to exhibit good behaviour. This is reinforced through a system of praise and reward for all children. We praise and reward children for good behaviour in the following ways:

- staff praise and congratulate children.
- staff give stickers and certificates
- staff give house points. There are four houses in our school. Whilst each child receives awarded points individually they count towards the team and the team with the most points will be rewarded.
- staff send pupils to the Executive Headteacher/Head of School for praise of good work/behaviour/ progress.
- children are nominated to receive a certificate in a weekly Celebration Assembly held on a Friday and attended by all staff. This assembly also acknowledges all the efforts and achievements of children out of school.
- Individual teachers will decide upon class-based rewards as appropriate to age and circumstance.

6.2. Consequences

To ensure that the aims and values of our school community are upheld, the following series of consequences will consistently be applied:

6.3. During Breaktime and Lunchtime

Step 1- All children begin each lunchtime.

Step 2- If a child misbehaves or breaks a rule, the adult will remind them to behave appropriately and remind them of the rule they have broken.

Step 3- If the child responds, praise will follow.

Step 4- If the child continues to break the rule they will be given a verbal warning.

Step 5- If the child persists a member of teaching staff will be consulted and take appropriate action.

If a more serious incident occurs, the child(ren) will be sent in immediately, the Head of School or Executive Headteacher will speak to the pupil. The pupil may miss part of the rest of that dinnertime and subsequent playtimes (depending on the severity of the incident) or may be excluded.

6.4. During Lesson Time

Step 1- All children start the day.

Step 2- If a child breaks a rule, the adult will remind them to behave appropriately and remind them of the rule they have broken and a verbal warning.

Step 3- If the child responds, praise will follow.

Step 4- If the child persists a senior staff member will be consulted and will take appropriate action. A staff member will record the incident on Arbor.

Step 5- If a child behaves inappropriately repeatedly the Executive Headteacher or Head of School will work alongside the class teacher to take appropriate action. Parents informed as necessary.

Step 6- If a child's behaviour doesn't improve after further action then their parents will be contacted to make an appointment to discuss the situation, with a view to improving the behaviour of the child. If the child continues to be consistently disruptive and is not able to respond to the rewards and sanctions in place, an individual behavioural plan (IBP) will be drawn up and support from outside agencies will be sought. The pupil will be supported and monitored closely. Further meetings will be arranged with parents and outside agencies to discuss progress.

Suspensions and exclusions

Step 7- Serious breaches of behaviour and discipline such as acts of physical assault, verbal abuse, stealing, deliberate severe damage to property and absconding from school premises may result in a fixed-term exclusion (Appendix 1) which may lead to permanent exclusion (Appendix 2). All aspects of the case will be taken into account before this step is taken.

Step 8- Permanent exclusions are the final course of action when all other steps have been taken yet the behaviour of the pupil continues to disrupt the learning and safety of others. However, there may be some instances where step 10 may be the most appropriate action.

- Only the Executive Headteacher has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the EHT excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the EHT makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- The EHT informs the Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and any support services, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

Anti-Bullying

Our schools do not tolerate bullying of any kind (see Trust Anti-Bullying Policy). If we discover that an act of bullying or intimidation has taken place, the Head of School/Executive Headteacher will be informed, the incident will be logged and parents will be notified. We will do everything in our power to ensure that all children attend school free from fear.

7. Behaviour management

7.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behavior within the classroom

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Work with the children to discuss the school rules at the start of the year. They will be displayed and referred to regularly throughout the school year.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Modelling and promoting positive behaviour choices
 - Concluding the day positively and starting the next day afresh
 - Utilising a range of strategies for responding to low-level disruption
 - Using specific positive praise

School has the power to detain a pupil after school in the case of a serious case of misconduct and this will be discussed with parents

7.2. Physical Restraint

In the event of a pupil needing to be restrained to prevent danger to themselves or others, reasonable force will be used. Two trained members of staff will be present and the safety of the pupil and adult monitored throughout.

7.3. Pupils conduct outside the school gates

The law allows teachers the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Subject to this behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

7.4. Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

School staff have the authority to confiscate any:

- banned item (including mobile phones)
- items which could be harmful or detrimental to school discipline,
- Items that might pose a danger to another member of the school community.

Such items will be stored safely and returned to parent/carer at end of day.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.5. Childrens with Special Educational Needs

In the case of pupils with disabilities or those with special educational needs, reasonable adjustments will be made to manage their behaviour. For example, in the case of pupils suffering from hearing loss, written instructions will be provided in lieu of verbal statements.

7.6. Pupil support

Our aim is to support children to be emotionally regulated as often as possible. Emotional regulation is the ability to manage our emotions. If a child is emotionally dysregulated, we recognise that they are not in a place that they can manage their emotions. In these situations, our aim is to support the child to help them become emotionally regulated again.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, we will make reasonable adjustments to our positive behaviour policy in response to children's individual needs.

The school's special educational needs co-ordinator will evaluate a child who exhibits dysregulated behaviour to determine whether they have any underlying needs that are not currently being met.

An individual risk-assessment is completed in conjunction with parents, class teacher and SLT and reviewed by the SENCo to ensure that all elements of dysregulated behaviour are fully considered as well as the measures that can be put in place to reduce their likelihood. Children with an individual risk assessment also have a Positive Behaviour Support Plan, again written by the parents, class teacher and SLT and reviewed by the SENCo. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9. Training

Our staff are provided with training on managing behaviour as part of their induction process.

We work with a range of agencies including to equip staff with a range of strategies to support children with emotional regulation. This includes strategies for de-escalation. Training on proper use of restraint is given as required. Behaviour management will also form part of continuing professional development. Staff training certificates are held on staff files. If the SENDCO identifies a need for specific training relating to children's individual needs then this is arranged accordingly.

10. Monitoring

The Executive Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This is done through discussion at weekly staff meetings and by regular discussion with all staff members. The Executive Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded on their SEN files. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10. All Saints Laxfield's definition of Child on Child abuse is that of the All Saints Trust (see Trust Behaviour policy extract below).

Child-on-child abuse is defined as "any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate" (Abuse between young people: a contextual account (Routledge 2017).

2.2 All staff should be aware that child-on-child abuse takes many forms. This is most likely to include, but is not limited to:

- a. Bullying (including cyberbullying)*
- b. Physical abuse.*
- c. Sexual abuse: see Appendix 1.*
- d. Sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.*
- e. Upskirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm.*
- f. Sexting.*
- g. Initiation / hazing type violence and rituals.*

Gender-based violence.

- i. Relationship abuse (including domestic violence) where abuse takes place within existing intimate relationship(s).*
- j. Non-consensual sharing of nude and semi-nude images and videos.*

Appendix 1

Letter to parents re: fixed term exclusion

Dear ,

I am writing to inform you of my decision to exclude CHILD'S NAME for a fixed period of AMOUNT OF DAYS. This means that he will not be allowed in school until Thursday. The exclusion began on DATE and will last until DATE.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude NAME has not been taken lightly. NAME has been excluded for this fixed period because REASON.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the Chair of Governors at All Saints Primary, Laxfield as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You also have the right to see a copy of NAME school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of NAME school record.

You may wish to contact SEND Family Services team who can provide advice. Their contact details are below:

| Bury St Edmunds and Central Suffolk Family Services based at West Suffolk House, BSE(email SENDWS@suffolk.gov.uk) | | |
|---|------------------|--------------|
| Assistant Co-ordinator | Paul Nicholls | 01284 758583 |
| Assistant Co-ordinator | Joanna Gibbs | 01284 741254 |
| Co-ordinator | Kelly Martin | 01284 741318 |
| Co-ordinator | Tracey Moulton | 01284 758720 |
| Co-ordinator | Mary Marks | 01284 758785 |
| Lead Co-ordinator | Germaine Stogdon | 01284 758722 |
| Family Services Manager | Jan Rawlings | 01473 265194 |

You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk .

NAME exclusion expires on DATE.

Yours Sincerely,

Mr. Daryl Jones
Executive Headteacher

Appendix 2

Letter to Parents: Permanent exclusion

Dear Parent,

I regret to inform you of my decision to permanent exclude PUPILS NAME because of REASON. PUPIL NAME is permanently excluded with effect from DATE. This means that PUPIL NAME will not be allowed in this school unless HE/SHE is reinstated by the governing body or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude PUPIL NAME has not been taken lightly. PUPIL NAME has been excluded because of REASON.

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, i.e. on DATES until DATES unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for PUPIL NAME education to continue will be made. For the first five school days of the exclusion we have set work for PUPIL NAME and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from DATE the local authority Suffolk County Council will provide suitable full-time education.]

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Appeal Panel. The latest date by which the governing body must meet is DATE. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact INSERT CHAIR OF GOVs DETAILS, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform CHAIR OF GOVs if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body.

You have the right to see a copy of PUPIL NAME school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of PUPIL NAME school record. I will be happy to supply you with a copy if you request it. There may

be a charge for photocopying.

You may wish to contact SEND Family Services team who can provide advice. Their contact details are below:

| Bury St Edmunds and Central Suffolk Family Services based at West Suffolk House, BSE(email SENDWS@suffolk.gov.uk) | | |
|---|------------------|--------------|
| Assistant Co-ordinator | Paul Nicholls | 01284 758583 |
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| Co-ordinator | Kelly Martin | 01284 741318 |
| Co-ordinator | Tracey Moulton | 01284 758720 |
| Co-ordinator | Mary Marks | 01284 758785 |
| Lead Co-ordinator | Germaine Stogdon | 01284 758722 |
| Family Services Manager | Jan Rawlings | 01473 265194 |

You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk .

Yours Sincerely,

Mr. Daryl Jones
Executive Headteacher

Appendix 3

| Behaviour as labelled on Arbor | | Defined as the following by All Saints Staff |
|--------------------------------|----|---|
| Assault – Pupil | -3 | Physically abusive towards a pupil or member of staff. |
| Fighting | -3 | Displaying or engaging in violence against a pupil or member of staff. |
| Homophobic | -3 | Having or showing a dislike of members from the LGBTQ+ society/ Using homophobic language, jokes or comments |
| Racist | -3 | Having or showing dislike towards a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority/ Using racist language, jokes or comments |
| Bullying | -3 | Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. |
| Illicit substances | -3 | Possessing objects/ materials in school which shouldn't be on themselves. |
| Verbal abuse - pupil | -3 | Using words to demean, frighten, intimidate, or control another child. |
| Verbal abuse - teacher | -3 | Using words to demean, frighten, intimidate, or control a teacher. |
| Damage property | -3 | Destruction of property, caused by negligence or willful destruction. |
| Defiance | -2 | Disobeying an instruction given by a member of staff. |
| Insolence | -2 | Rude and disrespectful behaviour towards a member of staff. |
| Equipment | -2 | Destruction of equipment caused willfully. |
| Disruption | -1 | A disturbance which interrupts an event, activity, or teaching. |
| Theft | -1 | Taking another person's property without that person's permission or consent. |
| Aggressive play | 0 | Play that may lead to an unfortunate incident that happens unintentionally, typically resulting in damage or injury. |