



Leen Mills Primary School

BEHAVIOUR and ATTENDANCE POLICY

Rationale behind this policy

Every child has the right to learn without the disturbance of others.

Good behaviour is a necessary condition for effective teaching to take place.

Leen Mills Primary school has a central role in the children's social and moral development, just as it does in their academic development. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Leen Mills Primary school we work towards standards of behaviour based on the basic principles of respect and consideration for others and responsibility for our own choices and actions.

This policy was written following the input from staff meetings in the autumn term 2013 and follows the DFE guidance 'Behaviour and discipline in schools: Advice for Headteachers and School Staff' January 2016. The staff meetings were attended by teaching staff, non-teaching staff and representatives of the Governing Body. Children's views have also been asked for, considered and incorporated where appropriate.

The school acknowledges its legal responsibilities under the Equality Act 2010 and in respect of pupils with SEND.

The policy complies with section 89 of the Education and Inspections Act 2006.

The aim of this school policy is:

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions

- These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and around the school.
- To ensure that the school's expectations and strategies are widely known and understood

Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. The adults encountered by the children at school have an important responsibility to model high standards of behaviour both in their dealings with children and with each other, as their example has an important influence on the children. All adults are expected to model the behaviour we expect from children.

School Rules

We follow a set of school rules which are introduced to the children when they begin full time schooling.

<u>Respect</u>	
R	Ready to learn
E	Everybody tells the truth
S	Show good manners
P	Pride in everything
E	Everyone is important
C	Care and share
T	Together we make Leen Mills

Each classroom and work area will display the rules which will be visible to all children and staff. This is to help the children understand and follow our expectations.

Rewards and Sanctions

We aim to reward good behaviour

We believe that good behaviour should be acknowledged and rewarded with a consistent and positive approach.

It is however also necessary to ensure that there are sanctions in place for those children who do not follow our code of behaviour.

With the above in mind, we have developed the following reward and sanction systems.

Rewards

All classes will use Class Dojo points, stickers and positive praise as an immediate acknowledgement of positive behaviour choices.

All classes will adopt a system of both individual and team rewards.

Children will work towards their 25, 50, 75, 100, 125, 150, 175 and 200 certificates, which will be awarded to them in our weekly Celebration assembly.

A weekly Celebration assembly will share the achievements of two children from each class.

Each term, 100% attendance will be rewarded with an attendance certificate. A child who has 100% attendance for the year, will be awarded a small prize.

Sanctions

If a child has not been following the code of behaviour the following will happen;

1. Verbal warning
2. Time out within the classroom
3. Miss playtime outside – standing against the wall or walking round with an adult
4. Miss playtime outside the HT office, or in the hall completing a specific task. The HT will be informed and will speak to the child at the time.
5. Child is sent to the Head Teacher.

Stages 4 and 5 will be recorded as an incident on Scholarpack and parent(s) / guardians informed.

It is essential that children are approached justly and fairly

Fixed term exclusions may be used in extreme circumstances.

Parents need to be kept informed in order that a positive partnership can develop.

If a child is regularly unable to demonstrate good behaviour, a meeting with the parents, class teacher and SENDco will be arranged in order to implement an Individual Behaviour Plan. Parental consultation is required in agreed strategy of support for child. Referral to outside agencies will occur if necessary.

The Tree House - Nurture

Following a referral from the SENDco and Class teacher, the Tree House will be used to support children who have specific emotional or social needs. Specific work will be carried out with the intention that the individual child will develop strategies which enable them to fully reintegrate with their peers. (Refer to the Nurture policy).

Guidance for All Staff:

1. Positive re-enforcement of good behaviour is more effective than negative punishments.

2. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.H.S.E. lessons and in school assemblies.

3, Staff use reward systems to re-enforce positive behaviour as well as academic achievement. Praise should always outweigh censure.

4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem, censure should focus on the behaviour not the child.

5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.

6. The use of physical punishments will NEVER be supported under any circumstances.

7. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is not acceptable and should always be dealt with when encountered by either the class teacher or through involvement of the head teacher.

8. Very serious inappropriate behaviour will be dealt with by the Head Teacher after referral by the class teacher or other adult in school. This includes;

- Not doing as you are told, i.e. refusing
- Answering back
- Bullying
- Physical abuse
- Verbal abuse
- Fighting
- Stealing

Parents will be notified when the head teacher deems this necessary.

9. The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to a fixed term exclusion. Staff should consult the Head Teacher or the Deputy Head when behaviour causes concern. It is the responsibility

of the head teacher to implement the school behaviour policy consistently throughout the school and to report to governors when requested on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in school.

10. The ultimate punishment that can be applied under law is for a child to be excluded from school. Each case will be treated on an individual basis. All Government regulations will be adhered to.

Guidance for the playground:

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.

3. School rules should be applied consistently and children reminded of them regularly.

4. If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor will follow the sanctions as listed above. If behaviour persists they will be referred to the Senior Midday Supervisor or a teacher on duty.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

What to do when behaviour is unacceptable

DCSF Guidance (2012) states that:

- Teachers can discipline pupils
- Teachers can discipline pupils whose conduct falls below the standard that could be reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil.
- The head teacher may limit the power to apply particular punishments.

Pastoral Care

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

Damage to property

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Circle Time / PSHE

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning.

With its co-operative activities and discussion, Circle time ensure that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teachers, children and staff to 'walk the talk'

The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is treated in which no participants feel threatened.

There should be no 'put-downs' allowed.

Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together.

A regular time should be set-aside for Circle Time in class. It may also take place between set times as the need arises or as a cross curricular teaching and learning tool. This forms an integral part of our discipline policy and pastoral support for the children.

Bullying

The school has a bullying policy to which all staff need to be familiar. Please refer to this document to ensure familiarisation. A copy is available on the school web site www.leenmillsprimary.co.uk in the policies section.

Discipline beyond the school gates

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The governing body must be satisfied that the measures proposed by the head teacher are lawful.

The governing body will need to ask the head teacher to consider what the school's response should be to:

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity

- travelling to or from school
- wearing school uniform
- 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
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy

Teachers Power to Search

Pupils are not to bring any illegal items, or items considered to be dangerous, on to the school premises. This includes knives or other sharp implements.

Refer to

- Keeping Classrooms safe for teaching and learning policy
- Screening, Searching and Confiscation Advice for head teachers, Staff and Governing Bodies.

Use of Reasonable Force in School

At Leen Mills Primary School we strive to use a range of strategies to deal with all situations but sometimes physical intervention, as a last resort, is necessary. Physical interventions must only be used in the best interests of, or out of necessity for, the child or young person. Parents and carers will be informed if this happens. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and other relevant factors.

Refer to

- Keeping Classrooms safe for teaching and learning policy
- Use of Reasonable force in schools, a summary for head teachers, staff and Governing bodies, attached to this policy.

Malicious Allegations against staff

If a pupil is found to have made malicious allegations against a member of the school staff the school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

For more information contact Cheryl.stollery@nottsc.gov.uk

Attendance

At Leen Mills Primary School, we expect regular attendance and punctuality. Both of these are a type of behaviour and we recognise this by including them in our Positive Behaviour policy.

Children are expected to attend school for the full 190 days of the academic year, unless there is a good reason for absence. Authorised absences are at the discretion of the school. This includes holidays during term time, which will only be authorised for 'exceptional circumstances'.

In the event of a child not attending school, we encourage first day contact to be made. If we are not contacted then we will contact the parent by phone or text. If a reason is still not provided for non-attendance, a letter will be sent home.

The school day starts at 8:45 am, although doors are opened at 8:40 to allow children to have a prompt start to the day. It is important that children are on the playground for this time so as to reduce disruption to their day. We follow official guidance for the twice daily registration procedure.

We reward children for 100% attendance each term.

Equal Opportunities statement

The staff and pupils of Leen Mills Primary School are committed to equality of opportunity in all aspects of their work. Leen Mills Primary School will not accept practices which intentionally, or unintentionally, discriminate against anyone on the grounds of colour, race, religion, nationality, gender, disability, age, sexual persuasion or language. The school is committed to supporting and implementing the Equal Opportunities policy. The staff and pupils of the school recognise that personal relations of respect, trust, honesty and openness underpin equality of opportunity. Staff and pupils recognise that the school is strengthened by diversity.

The policy complies with Section 89 of the Education and Inspections Act 2006.

R. Tew

This policy will be reviewed on an annual basis.

The policy is available at www.leenmillsprimary.co.uk or a paper copy is available, on request, from the school office

The school rules will be shared with parents annually at the beginning of the academic year.

Reviewed September 2019