



**The Levels Academy Trust**

**Raising Aspirations, Realising Potential TOGETHER**

## **Behaviour and Discipline Policy**

**Date adopted:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Review date:** \_\_\_\_\_

The Levels Academy comprises four schools, namely:

Hambridge Primary School (including Little Levels Pre-School)

Huish Episcopi Primary School

Middlezoy Primary School

Othery Village School (including Hatchlings Pre-School)

This policy has been reviewed to cover each of the above schools.

This agreed Policy for Behaviour and Discipline adheres to our agreed principles and The Levels Academy Trust expect every member of the school community to behave in a considerate way towards others. Every child in The Levels Academy Trust schools knows the standard of behaviour expected; this is regularly reinforced through Teachers in class, Teaching Assistants, other school staff and School Assemblies.

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## Discipline and Behaviour Statement

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**“Good behaviour and discipline in schools are essential to successful teaching and learning”**

DFE Circular 8/94

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As an academy we feel it is important to promote a caring and supportive environment so that all members of our community feel secure and respected.

The maintenance of such an environment requires a continuous fostering of socially acceptable, thoughtful behaviour. This will be achieved in part through our Personal and Social Education programme of study, our assemblies and worship and partly through adherence to agreed codes of behaviour for adults and children.

The aims of this discipline/behaviour policy are to:

- encourage a consistent whole school approach to discipline and behaviour;
- establish clear guidance of what are acceptable and unacceptable behaviours;
- give clear guidance to children and staff on the types of rewards and sanctions we use within our school.

## The Rules of The Levels Academy Trust

At our school there are **Six Golden Rules** we have talked about together:

1. Do be kind and helpful
2. Do look after property
3. Do be gentle
4. Do work hard
5. Do listen to people
6. Do be honest

### Our Vision

To create a future of educational excellence for all children of the Somerset Levels community.

### Our Mission

- To put the child at the centre of all we do
- To engender a love of learning
- To continually improve our skills and practices so that the children get the best possible education in a safe environment
- To collaborate with others and grow so that our schools thrive and are successful

### Our Core Values - **Raising Aspirations, Realising Potential TOGETHER**

- Expanding children's horizons
- Providing a range of educational opportunities
- Embracing challenge and change
- Celebrating diversity and individuality
- Placing the 'whole child' at the centre of what we do
- Developing confidence and trust to learn from each other
- Committing to life-long learning and continuing professional development
- Providing an 'intelligent' curriculum which supports each and every child
- Demonstrating commitment and intent to develop at every level
- Believing that every child can succeed

### What we want to achieve

All of the school within The Levels Academy aim:

- To inspire and nurture our children to be well rounded individuals and the best that they can be in a safe environment
- To ensure our schools sit at the heart of our communities
- To ensure our schools are well lead and managed
- To provide high quality learning opportunities within a balanced and relevant curriculum
- To work together with professionalism, integrity and trust to achieve the quality provision for all

## **The Ethos – School Staff and Children**

As a staff we believe strongly in the following issues and aim to commit ourselves consistently to them.

All staff have high expectations of our children in terms of their behaviour and their approach to their school work

### Dress – School Staff

The staff's standard of dress is smart, reflecting the high standards that the school expects.

### Dress – Children

Children wear a school uniform, outlined in the school handbook.

### Communication

The way we talk with each other, parents, visitors and children is very important. Whether in the playground, the classroom, the corridors or in the staffroom, we should at all times remember our responsibilities as professionals, particularly when we are under pressure and should try to continue to be exemplars of good practice. There will inevitably be tensions but we must try at all times to listen carefully and respond positively. We may ultimately disagree with what is being expressed, but we must respect other people's views and the positions they hold.

At times, sensitive information concerning individual pupils at the school may be discussed.

**Confidentiality is of paramount importance.**

By committing ourselves to these important principles, then this can only have a positive effect on the way everyone else conducts him/herself and behaves at school, on the street, in the work place and at home.

### Expectations of the Children

We expect all children to respond to teachers and other adults calmly, sensibly and with respect. As we expect them to do this we must ensure that we set the right example for them to follow. Children should never be encouraged to be familiar with school staff. Although we know that for some children we are viewed as almost 'family friends' they must be taught respect for all members of staff, including support staff as well as teachers.

## **The Roles of Staff within our schools**

Children need a calm and purposeful atmosphere through-out the school, whether in the playground, classroom or school field. The staff are pivotal in the promotion of good standards of behaviour and discipline. All staff need to have high expectations of all pupils, in terms of both achievement and behaviour. Discipline is most effective when staff can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable.

Therefore, as a role model, staff can play a significant part in shaping the attitude, values and personal and social development of children in school by:

eg:

- 1) valuing the contributions made by each member of the class.

- 2) encouraging good classroom working relationships.
- 3) encouraging mutual respect and tolerance
- 4) encouraging the development of an ethos within the classroom which supports the proper exercise of responsibility.
- 5) giving children the opportunity to be involved in decisions about their life at school [School Council]
- 6) using a range of teaching styles which supports the **active** involvement of pupils in lessons.
- 7) maintaining an attractive and well organised classroom environment.

Within our school, staff continually reinforcing these principles through word and action and using a range of strategies to encourage children to appreciate and understand them.

### **ABC: Actions Bring Consequences (A Consistent Code of Conduct)**

#### **Promoting Good Behaviour**

The staff at The Levels Academy Trust recognise that by adopting a positive approach, giving the children a secure and caring environment and by having high expectations of them, they can provide the kind of environment that promotes good behaviour. Verbal praise is the most frequently used reward given for work, effort or behaviour.

There are two strands to the ABC Code: the first provides a consistent system to reward pupils, particularly, but not exclusively, for good, improved or, occasionally, outstanding achievement and effort in the classroom with the second strand providing a clear and consistent approach to managing inappropriate, disruptive or anti-social attitudes or behaviour mostly, but not entirely, within the learning environment.

Each strand relies heavily on each member of staff's high expectations of pupils, both in respect of their learning and their attitude and behaviour, being communicated to the pupils on a regular basis.

The ABC Code will operate as an integral part of the 'Teaching and Learning: Consistency Framework', and will be yet another strategy to improve the quality of teaching and learning across the school.

#### **ABC: Expectations of pupils (linked to the Golden Rules):**

- 1. Do be kind and helpful**
- 2. Do look after property**
- 3. Do be gentle**
- 4. Do work hard**
- 5. Do listen to people**
- 6. Do be honest**

## **ABC Code: Rewards:**

In addition to verbal and/or written praise, stickers/stars and displaying pupils' work etc. the following rewards are appropriate to pupils of all ages. It is expected that individual class reward systems will be subsumed within the ABC Code.

All members of staff keep an up-to-date record of all formal rewards which are issued to pupils.

<b>Actions</b>	<b>Bring</b>	<b>Consequences</b>
Consistent good work* 1) (within one week)		House Points or Golden Ticket
Consistent improved work*1) (within one week)		House Points or Golden Ticket
Individual piece of good work		House Point
Individual piece of improved work		House Point
Outstanding piece of work (Pupil sent to HT)		Golden Ticket
Consistent outstanding effort* 1) (within one week)		Golden Ticket
Example of outstanding effort (Pupil sent to HT)		Golden Ticket
Contribution to school community		Golden Ticket
Acts of kindness, courtesy etc* 2)		House Point or Golden Ticket
Half termly house points collation to decide which house has achieved the reward (2)		Reward decided by the children for an afternoon per half term

1. Individual pupils only, not groups or whole classes
2. Individual pupils who fail to meet expectations will be denied these rewards. House points cannot be taken away.

All children who receive a golden ticket will go in the Golden Book giving the reason why they achieved the ticket. These names will be read out in assemblies of celebration.

## ABC Code: Sanctions

It is important to make clear that poor behaviour is unacceptable and will be dealt with appropriately. Rules of behaviour should be constructed in such a way as to ensure that pupils learn to expect fair and consistently applied consequences when merited. Such sanctions should be designed to promote good behaviour and should make apparent the distinction between serious and minor offences.

Occasional instances of inappropriate behaviour will be dealt with informally by staff talking to the pupil without recourse to the ABC code (e.g. running in school) or 'making the punishment fit the crime' (e.g. picking up litter if litter has been dropped). (\* = class teacher responsibility)

<b>Actions</b>	<b>bring</b>	<b>Consequences</b>
Disruptive behaviour in class Or Refusal to follow instructions *		<ol style="list-style-type: none"> <li>1. First verbal warning: KS2</li> <li>2. Second verbal warning: KS2</li> <li>3. (KS1 have third warning)</li> <li>4. (KS1 have 5 mins. 'timeout')</li> <li>5. Lose 10 mins. at break: KS2</li> </ol>
Persistent disruption in class * Or (twice in one week) Persistent refusal to follow instructions (twice in one week)		<ol style="list-style-type: none"> <li>1. As above but also:</li> <li>2. Referral to HT</li> <li>3. Lose 30 mins lunch: HT</li> <li>4. Parents informed (letter)</li> </ol>
Verbal 'abuse' of pupils (first incident) *		<ol style="list-style-type: none"> <li>1. Referral to class teacher/Mediation with 'victim'/Lose 10 mins. lunch play</li> </ol>
Physical 'abuse' of pupils (first incident) *		<ol style="list-style-type: none"> <li>1. Referral to class teacher/Mediation with 'victim'/Lose all lunch play</li> </ol>
Repeated verbal or physical 'abuse' of pupils, bullying or any form of 'dangerous behaviour'. (* if considered very serious)		<ol style="list-style-type: none"> <li>1. Referral to HT and letter to parents</li> <li>2. (*meeting with parents/FTE)</li> </ol>
Verbal 'abuse' of staff		<ol style="list-style-type: none"> <li>1. Referral to HT</li> <li>2. Parents Meeting: HT</li> <li>3. Fixed term exclusion</li> </ol>
Physical 'abuse' of staff		<ol style="list-style-type: none"> <li>1. Referral to HT</li> <li>2. Parents Meeting: HT</li> <li>3. (Fixed Term) Exclusion</li> </ol>
Stealing or damage to property (first incident)		<ol style="list-style-type: none"> <li>1. Referral to HT</li> <li>2. Lose all lunch play: HT</li> </ol>
Repeated stealing, damage to property or bringing a weapon into school		<ol style="list-style-type: none"> <li>1. Referral to HT</li> <li>2. Parents Meeting</li> <li>3. Fixed term exclusion</li> </ol>



## **‘Individual Behaviour Logs’ – pupils with recurring behaviour issues**

In certain circumstances there may be the need for a record of ongoing behaviour to be kept on an individual pupil by the class teacher. Parents will be informed if the class teacher feels that a child requires this monitoring and will liaise with the parents about the next steps that child needs to take in order to improve their behaviour. If after a period of monitoring there is still little or no improvement, further steps will be set in place with parental involvement. If this is unsuccessful after a reasonable period of implementation, the pupil will be discussed at the next consultation meeting.

In a very small number of cases, individual pupils may continue to use unacceptable behaviour despite a number of sanctions being imposed upon him/her. If this occurs, then the Head will request involvement from the Behaviour Support Team. This will usually involve a member of the team visiting the school and observing and/or working on a one to one basis with the pupil. Permission from the pupil’s parents will be requested before this intervention.

### **School Behaviour Log**

The school keeps a behavior log on one off incidents that need following up. This log is kept in the Head of School’s office.

### **Exclusion**

If unacceptable incidents still occur, then the Headteacher has the authority to decide whether a fixed term or permanent exclusion is warranted. If the decision is made to exclude the pupil from the school, the Headteacher will seek advice from Pupil Services at County Hall and follow the advice given in the ‘Guidance for Schools - Volume 3’ manual.

Teachers should only ever restrain children if they believe:

- the child poses a potential risk to the teacher or other children, or
- the child poses a potential physical risk to him/herself and should therefore be prevented from possibly hurting him/herself  
(See County’s draft Physical Intervention Policy)

### **Bullying**

Bullying may be distinguished from other unacceptable forms of aggression in that it:

- involves dominance of one pupil by another, or a group of others
- is pre-meditated
- usually forms a pattern of behaviour rather than an isolated incident

Children are taught the acronym **S.T.O.P.**

- Bullying is happening if it happens **Several Times On Purpose.**
- Children are encouraged to remember to **Start Telling Other People** if this is happening.

The staff at The Levels Academy Trust endeavour to be alert to the signs of bullying and always act promptly and firmly against it if allegations of bullying are substantiated.

If staff are alerted to bullying taking place either by seeing signs within an individual or by being told by an individual, group or parent, the following course of action takes place:

- 1 The class teacher talks sensitively to both the victim and the aggressor(s) separately, listening to both sides of the story. This should be done at a convenient time but as quickly as possible after being made aware of it. It is advisable to take notes of what each party

says as these may be requested at a later stage.

- 2 If the allegations of bullying are substantiated, then the aggressor(s) should be sent to the Head who will deal firmly with the child(ren) in accordance with the rest of this policy and inform the parents where appropriate.
- 3 If the allegations of bullying cannot be proven and need further investigation then both the victim and the aggressor(s) should be sent to the Head who will then endeavour to investigate the matter further. If the allegations are found to be true then the matter will be dealt with as in 2) above. If following further investigation the matter can still not be resolved, then the Head will inform the class teacher and both will monitor the situation for a period of time. Parents will once again be informed.
- 4 If the allegations are found to be untrue then the class teacher will:
  - a. investigate further why the allegations were made as the child may have other problems or concerns which need to be sorted out.
  - b. inform the Head of School of the incident so that she is aware of it too.

Failure to respond to allegations of bullying may be interpreted as condoning the behaviour. As with bullying, any form of racial or sexual harassment is totally unacceptable at The Levels Academy Trust and will be treated very seriously and dealt with firmly. If staff are made aware of any racial or sexual harassment then they follow the same course of action as for bullying.

### **Conclusion**

The success of the implementation of our policy is seen to be deeply rooted in the quality of the relationships we have in the schools between children, staff and parents. We recognise that membership of our community confers duties, responsibilities and rights upon all of us who work together across all of the schools within the trust.

By following the guidance set out in this policy we can be consistent in our approach to discipline and behaviour and continue the promotion of all the good qualities we have at The Levels Academy Trust.

**A Code of Practice for Adults Working with Children**

DO	DON'T
Actively listen to children and as often as possible find time for them.	Become exasperated.
Value and respect what children say and do.	Undermine or disregard opinions and feelings.
Be friendly; let children feel that you like them. Be approachable.	Be aggressive or bully the child.
Be sympathetic, sensitive and caring. Make the child feel secure.	Use sarcasm or ridicule.
Be enthusiastic and give praise whenever the opportunity arises.	Make the child look stupid or put them down, particularly in front of peers.
Involve children in decision making or explain decisions.	Patronise the children or ignore or dismiss their ideas.
Put yourself in the child's place.	Be insensitive to the child's needs and feelings.
Use a quiet, calm voice.	Shout, use verbal threats or "nag".
Distance the child from the fault.	Make the child feel isolated or rejected because of his/her behaviour.
Be fair and open.	Use rough justice.
Encourage children to support each other.	Set children against each other.
Be a good role model.	Expect more from children than they are capable of giving.