

# Lever House Primary School



## Behaviour and Discipline Policy

Date agreed: October 2024  
Review date: October 2025

by: Emma Cooper  
Designation: Headteacher

## **1. Statement of Principles**

The Lever House school environment must be one in which all pupils and staff members feel valued, trusted, safe and secure for effective teaching and learning to take place.

In line with the school aims and ethos, we want to equip our children with the skills they need for a successful future. We want them to be able to tackle challenges with integrity and compassion. We want to develop resilience, tolerance and confidence in our pupils and these values will be promoted through the implementation of this policy. Above all, we want our pupils to develop high levels of respect for themselves and each other.

The whole school behaviour policy will provide clarity for everyone in the Lever House family about our expectations of good behaviour and of the measures we put in place to deal with any problems.

We believe in a positive approach to behaviour management, building and developing positive relationships. We see it as being an incentive, rather than a punishment driven process. We do however recognise the need for sanctions, by maintaining a structure, within which they are to be applied.

To establish and maintain high standards in pupil behaviour it requires a consistent, whole school approach. Successful strategies for managing pupil behaviour are those that balance the use of rewards and sanctions, with emphasis placed on good behaviour. They are also characterised by the consistent treatment of behaviour by all staff throughout the school. It is important to remember that most children respond to praise and will emulate behaviour that they see being praised.

The behaviour policy should be clearly understood by all members of the school community — pupils, parents, governors, teaching and non-teaching staff.

The behaviour policy will offer support systems for staff, who, in turn, have a responsibility in setting a good example to children and in contributing to the support systems if they are to succeed.

Parents should be involved in all aspects of a child's development and they will be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as bad will be drawn to parents' attention.

## **2. Context**

This policy should be read in conjunction with other related school policies: Health and Safety; Safeguarding; Attendance; Teaching and Learning; Home school agreement; Race Equality; Anti-bullying; PSHE; Special Educational Needs; Equal opportunities; Use of Reasonable force(DfE guidance); Behaviour and Discipline in schools (DfE Guidance)

## **3. Classroom Management**

It is the responsibility of the class teacher and other staff members to ensure that high levels of good behaviour are developed and encouraged to support the learning of all pupils, within the classroom and around school.

All staff members have high expectations of behaviour. Our aim is to promote positive behaviours in order to prevent any inappropriate behaviours.

### **It is expected that Teachers and all other School Staff Members will:**

- Support the whole school agreement towards positive behaviour management
- Are consistent in their approach to all pupils
- Teach pupils about the importance of taking responsibility for their own actions and how their responses effect those around them
- Give pupils a choice and ask them to consider their actions before making negative decisions
- Where appropriate, give pupils strategies or areas within school to 'calm down' and reflect before making an inappropriate decision
- recognise the importance of mutual respect and building positive relationships with pupils
- Support the behaviour policy
- Teach pupils through a values based curriculum
- Include PSHE lessons to discuss behaviour issues / teaching of emotional stability
- Teach skills necessary for good behaviour and behaviour for learning – embedded throughout the curriculum and also taught discreetly
- Act as role models
- Identify and praise good behaviour
- Identify children that need extra help / support with their behaviour / emotions and liaise with the family support worker and where appropriate with help / advice from external agencies

### **Good Behaviour for Learning/Learning Environment**

It is important that our pupils understand that we expect good behaviours for learning every day. These behaviours enable children to participate fully in learning activities and get the most from them.

We teach children about **Growth Mindset** at Lever House. We encourage them to want to learn to better themselves for themselves, not for external reward. We want our children to understand that learning is a process and it is only through trying new things and sometimes making mistakes that we improve and excel. We acknowledge that different people have different preferences and varying levels of skill in different areas but that we can all improve.

In our classrooms we are consistent in strategies to encourage children to be independent in their thinking, responsible for their own learning and participate in each opportunity. To encourage discussion and debate, we use: A – Agree B – Build C – Challenge. We expect everyone to listen to the speaker during discussions. We have 'Best mistakes' displays around school to show that when we have 'gone wrong,' we can learn from it. We see it as a learning step not a failure.

We teach children to show:

- Resilience
- Perseverance
- Reasoning
- Independence
- Confidence

These behaviours build self esteem and collaboration and respect for each other during learning activities, preventing feelings of resentment and failure that can lead to negative learning behaviours and disaffection.

Teachers use effective classroom management strategies during learning activities to achieve good behaviours, including:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Well planned lessons with appropriate work set and with differentiation to ensure success
- Pupils encouraged to aim high, reflect on progress and set goals
- High emphasis on academic achievement
- High recognition of positive achievement
- Low emphasis on punishment
- Enthusiasm and use of humour by the teacher
- Resources well-cared for and well organised
- Quality display of children's work and learning prompts (updated regularly to reflect current learning)
- Order but not rigidity
- Fostering and promotion of a Growth Mindset approach.

## **Relationships**

The relationships between the adults and pupils in school are key to achieving the highest standards of behaviour. We want children to understand the importance of good behaviours for themselves and our community and not just for the school day. Our staff members get to know the children and use their knowledge to support them in school. We will always communicate with

parents if we see a change in behaviour and will work with you to move forward. Likewise, if parents and carers notice any changes we would expect them to get in touch at the earliest opportunity so that any potential issues can be resolved before they escalate.

#### **4. Rules**

We promote positive behaviours at Lever House, but above all we expect children to choose behaviours which show:

**RESPECT**, for ourselves, for each other, for our property, for our community for our world.

#### **Class Charters:**

At the start of every new school year, the children in each class use the broad school rules to create a 'Class Charter' together with their new teacher and classmates. These charters provide the class rules that the children use daily to ensure they work collaboratively and safely. All of the Charter rules encompass the RESPECT aims and begin with, 'We will...' Class charters can be found on the class blogs.

#### **5. Rewards**

We do not use formal systems of reward at Lever House. Intrinsic rewards must be the driver for the best behaviours at our school. We want to create an atmosphere where children make choices based on what they believe is the right thing to do and will therefore make them proud of themselves. We in turn will be proud of them.

- We show praise in many different ways. These include:
- Verbal / non-verbal praise
- Eye contact and smiling!
- Special responsibilities (trust earned)
- Lunch time staff may share good behaviours with the class teacher(s)
- Share good behaviours in our learning assemblies or through a positive visit to other teachers/classes (Head teacher, Deputy, Assistant Headteacher) to share good behaviour
- Positive behaviours shared with parents/carers informally at the end of the day or at information evenings

*Where individual support plans are in place exceptions may be made. This could include when external agencies have offered support that may use alternative methods in the short term for unique circumstances, in which case we will adapt our approach to suit the needs of the individual pupils.*

#### **6. Sanctions**

If there are instances of inappropriate behaviour they will be dealt with quickly and consistently in accordance with the sanctions outlined in this policy.

In applying sanctions, staff should:

- Make it clear that poor behaviour affects others and is a serious offence against the school community
- Never be humiliating or degrading
- Never apply to a whole group for the activities of individuals
- Be in proportion to the offence
- Be consistently applied by all staff to help to ensure that children and staff feel safe and supported
- Only be applied by a paid member of staff in school
- Be considered for behaviour outside of the school gates (Teachers have a statutory power to discipline pupils for misbehaving outside of school premises - See 'Behaviour outside of school' section).
- Not breach any other legislation (for example in respect of disability, SEN, race and other equalities of human rights)
- Must be reasonable in the circumstances.

All staff members treat children fairly and with respect and understanding. We discuss behaviour regularly with the pupils, as whole classes, small groups and with individuals in order to understand and to challenge inappropriate acts, and to communicate effectively our expectations. Class teachers may ask members of Senior Leadership to join or lead discussions dependent on the circumstances.

We expect children to take responsibility of their actions and undertake a consequence linked to their behaviour. The member of staff will always consider whether the sanction is proportionate, i.e. reasonable and taking into account the pupil's age, any SEN / disability and religion.

This will be directly related to what they have done and will help them to learn how they can put things right. This links to the restorative approach which teaches children to see the results of their actions and how they need to make amends.

### **Restorative Approaches**

Lever House adopts a Restorative Approach. Pupils are given the opportunity to reflect on what is happened with an adult and discuss how they may put it right.

'Think sheets' are used to support restorative conversations:

- What happened / what's happening?
- What were you thinking / feeling at the time?
- What do you feel / think now?
- How have you and the others been affected?
- What do you need?
- What do you need to do to put it right?

Through working through these steps with an adult, we hope to ensure that the behaviours will not be repeated as the children have taken the time to discuss the consequences of their actions and learn from them.

We often ask a range of children to take part in discussions about an incident as this can support the dialogue and help draw out all of the facts. When this is the case, we always make sure the individuals involved have a friend or someone they want to support them so they do not feel intimidated or isolated. See appendix \*\* for examples of inappropriate behaviour and possible sanctions used.

#### Record Keeping:

All records of behaviour (which may include bullying allegations, homophobic or racial incidents) are kept on CPOMs.

#### **Behaviour Outside of School:**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises.

Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances to such an extent as is reasonable. Where non-criminal bad behaviour and bullying occurs off the premises and is witnessed by a staff member or reported to the school, the sanctions detailed above will be applied as deemed appropriate by the Headteacher in line with school policy.

Teachers can apply sanctions for misbehaviour when the pupil is taking part in any school organised or school-related activity, travelling to or from school, wearing school uniform or in some other way is identifiable as a pupil at the school.

Teachers may also discipline for misbehaviour, whether or not these conditions apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

#### **Detention**

Whilst this school does not use a formal system of detention, in following through with the logical consequences pupils may well miss all or part of a playtime or lunchtime.

Parental consent is not required in these circumstances but staff will act reasonably giving consideration for time to eat, drink and use the toilet. Detentions out of school hours will not be used.

#### **Exclusion**

It may be necessary to exclude a child from Lever House Primary School although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will

already have been identified by the school and will most likely have their own Individual Behaviour Plan (IBP).

The decision to exclude is taken by the Headteacher and this may be a fixed term or permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community.

The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

**Criminal Law:** It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

### **Prevention of bullying.**

Bullying is unacceptable at Lever House Primary School and is treated very seriously by all members of staff.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies including:

- Assemblies linked to our school values

- Regular PSHE lessons and 'circle time' to discuss positive behaviour
- Staff Training
- Monitoring areas within the school building e.g. toilets, cloakrooms
- Monitoring of playground by staff on duty and the Headteacher

We believe that by developing excellent relationships we are promoting a school environment where everyone is treated with respect and trust. Children are taught the difference between right and wrong and it is expected parents and carers will reinforce this message at home. (Also see our anti-bullying policy.)

## **7. Confiscation of inappropriate items**

Members of staff have the power to search, without consent, for prohibited items such as:

Knives and weapons  
 Stolen items  
 Pornographic images  
 Alcohol  
 Illegal drugs  
 Tobacco  
 Mobile phones

If such items are discovered they will be confiscated and disposed of as deemed appropriate. (Knives, weapons and child pornography must be handed in to the Police.)

## **8. Power to use reasonable force**

The vast majority of instances are dealt with without the need for any form of physical intervention. In extreme circumstances, it should be noted that force can be applied following DfE guidelines:

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **9. Roles and Responsibilities**

All members of our school community have a part to play in the achievement of good behaviour.

### **Staff Responsibilities**

To treat all children fairly and with respect.

To raise children's self-esteem and develop their full potential.

To provide a challenging, interesting and relevant curriculum.  
To recognise that each child is an individual and to be aware of their particular needs — making adjustments to learning programmes or adapting responses accordingly, especially for vulnerable pupils.  
To create a safe, pleasant environment both physically and emotionally.  
To set out and use the code of conduct and deal with its application clearly and consistently.  
To ensure consequences are followed through.  
To be a good role model and set a good example.  
To make every effort to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.  
To offer a framework for social education and encourage children to be aware of the needs of others.  
To develop rules with children so that they are very clear about how they are expected to behave.  
To encourage children to take care of their own property, their school, and the property of others.

### **Children's Responsibilities**

To do their best to contribute to a positive learning environment and allow others to do the same.  
To treat everyone, including all adults in the school, with respect.  
To take responsibility for their own behaviour before focusing on the behaviour of others.  
To tell the truth.  
To follow the instructions of all school staff.  
To take care of property and the environment in and out of school.  
To co-operate with other children and adults.  
To be actively involved in creating class code of conduct.

### **Parents' Responsibilities**

To make children aware of appropriate behaviour in all situations.  
To encourage independence and self-discipline.  
To encourage their child to take responsibility for their own behaviour before focusing on the behaviour of others.  
To encourage their child to tell the truth.  
To show an interest in what their child does in school.  
To foster good relationships with the school.  
To support the school in the implementation of this policy.  
To be aware of the school's expectations.

### **The Role of the Headteacher**

The headteacher is responsible for developing the behaviour policy, deciding on the standard of behaviour expected of pupils, how this standard will be achieved and setting the school rules, rewards and punishments.

### **The Governor's Responsibilities**

The governing body is responsible for setting general principles that inform the behaviour policy at our school. They must consult the head, staff, parents and pupils when developing these principles. The head teacher has the day-

to-day authority to implement the school's positive behaviour policy and advise the governors about particular disciplinary issues. 4 It is the responsibility of the Governing Body to monitor the rate of fixed term exclusions and to ensure that the school policy is administered fairly and consistently. The Governing Body reviews the policy every three years.

## **10. Support systems**

### **Pupil Support Systems**

- All negative behaviour is monitored through the CPOM system in school. DSL's and school leaders monitor this and may highlight pupils who need further support with managing and regulating their behaviour
- Teaching staff highlight pupils that need further support / intervention for managing and regulating their behaviour or who made need SEND support, at which point a referral would be made to either the SENCO or FLM
- Pastoral / behavioural / social support is provided in school through the Family Support Worker - Amanda. Where appropriate the CAF process will be initiated to access further support for the family and pupil e.g. through Early Help and Well Being service or medical services (paediatrician, CAHMS, Neurodevelopmental Pathway assessment)
- Where appropriate IBP's are put in place to support the pupil
- Time is planned into the school year for class transitions so that pupils can become familiar with their next class teacher these may also include a transition plan being put in place for key pupils which involves meeting with the parents
- Clear systems are in place to induct our pupil into EYFS this includes: meetings, contact (sharing or information) with nursery providers and the facility to speak to our SENCo or FSW prior to a school start.
- School works closely with key members of staff from the local high schools to plan for a smooth transition

### **School Support Systems**

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice.

We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan (IBP) will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Family Support Worker and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

Staff have access to CPD opportunities throughout the school year. This can include: staff / inset meetings, training from outside agencies, working closely with colleagues from the PRU or other specific setting and online training.

## **11. Consultation, monitoring and evaluation**

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The class teacher records minor classroom incidents in their behaviour file. Any incidents that occur at break or lunchtimes are recorded by lunchtime supervisors and are passed to class teachers for their files.

Any incident brought to the attention of the Headteacher/ Deputy Headteacher where a parent has been contacted, will be recorded in the central behaviour file (in the Headteacher's room). The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **12. Complaints procedure**

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office and on the school website.

In respect of this particularly policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law — that is, they have used reasonable force in order to prevent injury, damage to property or disorder

— this will provide a defence to any criminal prosecution or other civil or public law action.

3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true — it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with 12 Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

## Appendices

### Appendix 1\*\*

The table below gives an indication of some of the types of inappropriate behaviour we may see at school and how they may be sanctioned.

<p><b>Low level behaviour -isolated incidents</b></p> <p>Shouting out/interrupting the teacher Incorrect uniform Not paying attention Running in school Not lining up Off task Not following instructions</p>	<p>Show disappointment Verbal Reminder Move places Praise behaviour Give instructions Remind pupil of class rules Non verbal warning, looking at pupil and waiting for behaviour change Point out inappropriate behaviour to pupil and ask for behaviour change. Verbal warning ... "if you choose to... you will miss..."</p>
<p><b>Serious incidents</b></p> <p>Repeated low level behaviour Answering back Throwing objects Swearing and verbal aggression Name calling Deliberate distraction of others Lying 'Play' fighting</p>	<p>Move places Pupil reflects using 'Think Sheet' during their time to reflect on lost learning/ inappropriate behaviours. Class teacher contacts parents/carers After period of reflection, discussion with pupil using 'Think Sheet process</p>
<p><b>Very Serious incidents</b></p> <p>Repeated level 2 behaviour Fighting Deliberate damage to property Spitting Swearing and physical aggression</p>	<p>Head teacher / SLT involved Pupil reflects using 'Think Sheet' during their time to reflect on lost learning/ inappropriate behaviours.  Class teacher or SLT contact parents/ carers.  Possible plan for future monitoring drawn up with individual expectations over a fixed period.</p>

<p><b>Level 4</b>  <b>Repeated level 3 behaviour</b>  Lack of respect for members of staff  Breaking safety rules e.g. leaving school premises  Bullying  Racist Behaviour  Theft  Extreme Vandalism</p>	<p>Head teacher / SLT involved  Head teacher / SLT contacts parents/ carers  Loss of privileges  Individual Behaviour Plan reviewed  Fixed term exclusion discussed with parents/ carers</p>
<p><b>Level 5</b>  <b>Repeated Level 4 behaviour</b></p>	<p>Head teacher / SMT contacts parents/ carers  SLT /Governors /parents/ outside agencies /carers meeting  Fixed term exclusion  Permanent exclusion</p>

### **SUGGESTED STRATEGIES FOR DEALING WITH DISRUPTIVE BEHAVIOUR.**

In cases involving sustained disruption, parents should be involved at an early stage. Initially the class teacher should take the lead role in this.

In cases of disruptive behaviour, it is important to discuss the behaviour with the child, concentrating on the behaviour, not the child. In addition to the sanctions ladder some of the following may be helpful:

- Select something that has been done well, however trivial, and praise it.
- Set a target, e.g. stay out of trouble for 1 day, 1 week etc, and reward its achievement.
- Show disappointment about broken promises and repeated misbehaviour.
- Sit attention-needing children near the teacher with a task if possible.
- Use another teacher as a backup, e.g. “ Go and tell Mr/Mrs XXX what you did and see what he/she thinks.” Or make a reciprocal arrangement with a colleague whereby a child may occasionally be sent to work in the other’s classroom thereby allowing a cooling off period.
- Isolate the child by making him/her work alone.
- Child misses part of a lesson or break time and fills in a **‘thinking sheet’** (available in the staff room). This allows the pupil to reflect on what happened, what they did wrong, what are the consequences of this, how do all parties involved feel now, how they

could have handled it better, what do they need to do to make it better and how can we stop this happening again in the future.

- Deny the child privileges or treats, including educational visits and parties where circumstances warrant – each case judged individually.
- Remove participation in the event or activity in which the child is disrupting .
- Completion of a daily behaviour report book, which is sent home to the parents. This book will be explained to parents, so that they are better able to use it to support the school. The book is not intended to be used as a response to a “one off “ incident, but as a considered response to an ongoing problem of poor behaviour. Once the book is no longer used, i.e. it has either worked or has outlived its effectiveness, it should be stored in the child’s record folder.

## **SPECIAL EDUCATIONAL NEEDS SUPPORT.**

### **For full details of SEN support please refer to SEN and Inclusion Policy**

Behavioural difficulties are recognised as Special Educational Needs and thus should be dealt with in accordance with the school SEN and inclusion policy. Children at School Support benefit from school intervention strategies and may have an Individual Behaviour Plan (IBP) if appropriate.

## **INVOLVEMENT OF PARENTS**

We aim to work closely with parents in all instances of sustained behaviour problems and serious, one off misdemeanours.

Please see Levels of Behaviour below for a guide to when to involve parents.

## **LUNCHTIME**

These periods of the day are supervised by Welfare Staff under the direction of the Lunchtime Supervisor and a TAs for part of the lunchtimes.

The Welfare Assistants on the spot should initially deal with children misbehaving. Persistent or more serious incidents are referred to a member of staff, usually the class teacher of the pupil(s) involved. Serious incidents or persistent bad behaviour will be referred to the a TA who may then escalate this to the SLT.

Playground leaders operate in the key stage 1 playground. These pupils help to minimise disruptive behaviour through playing with all children and report-

ing bad behaviour or problems to the Welfare Staff before it escalates. Playground leaders are not expected to sort out problems with children but refer them on.

### **PHYSICAL RESTRAINT**

No member of staff should be physically restraining a pupil unless the pupil is at risk of harm to themselves or others. See care and control below.

### **BULLYING**

Lever House has a zero tolerance approach to bullying, please refer to the Anti Bullying Policy for further guidance.

### **EQUALITY**

Lever House has a zero tolerance approach to any discrimination based on gender, colour and disabilities. All incidents of this kind must be reported to the headteacher immediately.

Please refer to the Race, Gender and Disability Policies for further guidance.

### **CONCLUSION**

Lever House Primary School recognises the entitlement of pupils to attend a safe, happy school in which the atmosphere is conducive to effective learning.

The above policy states the means and tools whereby all staff working together can bring this about.

## Lever House Primary School Rules

We want Lever House to be a happy safe place where we can all learn together.

If your behaviour is stopping this then the following sanctions will occur.  
You can stop any of these sanctions by changing your behaviour.

1	<b>NON-VERBAL REMINDER</b> Teacher looks at you to let you know that your behaviour is not acceptable.
2	<b>VERBAL REMINDER</b> Teacher tells you that your behaviour is not acceptable.
3	<b>MOVED IN CLASS</b> You are asked to sit nearer the teacher or away from group.
4	<b>LOSE FREE TIME</b> You will go to the key stage 1 corridor and complete a reflection sheet during playtime and/or lunchtime break.
5	<b>PARENTAL INVOLVEMENT</b> We will work with your parents to help you improve your behaviour.
6	<b>LOSE PRIVILEGES</b> Your behaviour may force us to prevent your selection from school teams or attending clubs, plays, trips, positions of responsibility etc.
7	<b>REFERRAL</b> You may be asked to stay at home for a day to reflect on your continued unacceptable behaviour.

**We want YOU to do your best all the time. We work in partnership with your parents, carers and family immediately to discuss your behaviour as required.**

Inappropriate Behaviour	Teacher actions / Consequence	Expected Behaviour
<p><b>Level 1</b>            Shouting out/interrupting the teacher            Incorrect uniform            Chewing            Not paying attention            Running in school            Not lining up            Off task            Not following instructions</p>	<p>Show disappointment            Non Verbal / Verbal Reminder            Move places            Praise behaviour            Give instructions            Remind pupil of class rules            Non verbal warning, looking at pupil and waiting for behaviour change            Point out inappropriate behaviour to pupil and ask for behaviour change.            Verbal warning ... "if you choose to... you will miss..."</p>	<p>Waiting turn            Dress smartly            Walking sensibly            Following instructions            Follow class rules</p>
<p><b>Level 2</b>            Repeated level 1 behaviour            Answering back            Throwing objects            Swearing and verbal aggression            Name calling            Deliberate distraction of others            Lying</p>	<p>Move places            Lose free time - pupil sits at the reflection station and completes a 'make it better sheet."            Class teacher contacts parents/carers            After period of reflection, ask child to explain why it was unacceptable</p>	<p>Being polite and respectful            Using good manners            Following instructions            Cooperating            Being kind            Following class rules            Respecting others            Telling the truth</p>
<p><b>Level 3</b>            Repeated level 2 behaviour            Fighting            Deliberate damage to property            Spitting            Swearing and physical aggression</p>	<p>Class teacher contacts parents/carers            Head teacher / SMT involved            Lose free time - pupil sits at the reflection station and completes a 'make it better sheet."            Class teacher contacts parents/carers            Loss of privileges            Individual Behaviour letter sent home            Individual Behaviour Plan agreed and put in place</p>	<p>Showing care and consideration to others            Looking after property            Speaking sensitively to others</p>

<p><b>Level 4</b>  <b>Repeated level 3 behaviour</b>  Lack of respect for members of staff  Breaking safety rules e.g. leaving school premises  Bullying  Racist Behaviour  Theft  Extreme Vandalism</p>	<p>Head teacher / SMT involved  Head teacher / SMT contacts parents/ carers  Loss of privileges  Individual Behaviour Plan reviewed  Fixed term exclusion discussed with parents/ carers</p>	<p>Show respect  Follow rules  Report racist incidents  Report bullying to staff  Look after others property</p>
<p><b>Level 5</b>  <b>Repeated Level 4 behaviour</b></p>	<p>Head teacher / SMT contacts parents/ carers  SMT /Governors /parents/ outside agencies /carers meeting  Fixed term exclusion  Permanent exclusion</p>	

