



Headlands Primary School

Behaviour and Discipline

Rationale

At Headlands we have high expectations of behaviour as this is essential for effective teaching and learning, and central to our school ethos. From an early age, pupils are taught the difference between right and wrong and understand that there are consequences for their actions. These clear boundaries help safeguard and promote the welfare of all pupils, including those with special educational needs (SEN), in accordance with the Equality Act 2010. We reward good behaviour through praise and encouragement, and have reasonable and proportionate sanctions for inappropriate behaviour.

This policy has been written in accordance with the following Department for Education guidelines;

- 'Behaviour and discipline in schools' January 2016
- 'Use of reasonable force' July 2013
- 'Searching, screening and confiscation' January 2018
- 'Preventing and tackling bullying' July 2017

Aims

- To regulate the conduct of pupils to maintain good pupil behaviour, conduct and attitude towards learning.
- To have clear boundaries of acceptable behaviour and prevent bullying.
- To encourage a calm, purposeful and happy atmosphere within school.
- To have a consistent and fair approach to behaviour management throughout the school.
- To work in partnership with parents and all school staff to maintain appropriate standards of behaviour.
- To foster positive caring attitudes for and about each other, showing respect and understanding towards everyone.
- To encourage increasing independence and self-discipline so that each child has an understanding that they are responsible for the consequences of their actions.

Guidelines

1. Parents are asked to sign the Home-School agreement during the first term at school. This explains the joint commitment of parents and teachers working together to maintain good pupil behaviour.
2. Pupil behaviour will be tracked and monitored by the class teacher. Incidents are logged on CPOMS, an electronic recording system in school. Parents will be contacted if their child's behaviour is not meeting the expected school behaviour standards and may be asked to work in partnership with school to implement sanctions both at home as well as school.
3. In September, each teacher and class will revisit the school rules:
 - Do as you are asked first time,
 - Allow others to learn,
 - Keep hands and feet to yourself,
 - Be kind and speak courteously to everyone,
 - Move around school quietly and sensibly.
4. Playtime and Lunchtime Rules (Appendix 1) are also based on these key statements.
5. Incidents will be dealt with immediately by a member of staff. After listening to both parties, a fair decision will be made and sanctions implemented where appropriate. The School's suggested routine of dealing with an incident is outlined in Appendix 2.
6. If poor behaviour results in children not completing work of a sufficient quality or quantity, a pupil may be required to complete more or redo work at the end of a lesson.
7. Members of staff may discipline pupils for misbehaviour when the pupil is taking part in any school-related activity; travelling to or from school or wearing school uniform; or in some way identifiable as a pupil at the school. They may also discipline pupils for misbehaviour at any time which: could have repercussions for the orderly running of the school; could pose a threat to another pupil or member of the public; or could adversely affect the reputation of the school. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. If a pupil has serious persistent behaviour problems they may be placed on an Individual Behaviour Plan which outlines targets and specific strategies to improve behaviour. These targets are discussed with parents and pupil. The City of York Pupil Support Service provides support where appropriate. An individual behaviour chart may be used to address a pupil's behaviour and this will be discussed with parents on implementation and regularly reviewed together.
9. Incidents of bullying will be dealt with in accordance with the 'Anti-Bullying Policy'
10. The use of appropriate physical intervention may be used when the situation requires 'reasonable force' to be used by an adult; to prevent pupils from hurting themselves or others; from damaging property, or causing disorder. Reasonable force may be used to physically separate pupils fighting or if a pupil refuses to leave a room when instructed to do so, they may be physically removed. In these instances the Deputy Head/ Head teacher will be contacted immediately and parents informed.
11. Inappropriate items, or items being used inappropriately, will be confiscated. These will be returned to the pupil, or if more appropriate, to the pupil's parents at a suitable time.
12. Staff are able to search without consent for 'prohibited items' such as; knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school.
13. Malicious allegations against staff are taken very seriously and action will be taken as outlined in our Child Protection Policy.
14. The principles and practices of restorative justice will be used where applicable.

Rewards

We reward good behaviour throughout the school through:

- Praise
- House points issued to individual children and milestones celebrated at 25, 50, 75, 100, 125, 150 with a certificate for the children to take home.
- Half termly House Treat
- The use of Peer Mentor badges.
- Star of the Week certificates
- Infant and Junior School Trophies awarded each half term.
- Sharing good work/ news
- Positive comments to parents

Collective class rewards may be in the form of stickers, gems in a jar, star of the day or a dip in the box.

Sanctions

We are assertive, consistent and fair in dealing with behavioural issues. Sanctions are age appropriate and may include; a verbal reprimand, time out, missing part of playtime, writing a letter of apology, writing out the school rules, undertaking work in another classroom, withdrawal of their peer mentor badge, or loss of privileges. In extreme cases it may become necessary to use temporary or permanent exclusion. In these cases the Governing Body Disciplinary Panel will meet to consider the Head teacher's recommendation.

Routine of dealing with general poor behaviour

These are linked to the school rules and include things like; not doing as you are asked, calling/shouting out, answering back, disrupting other children, saying unkind things, making noises.

Step 1: Directly prompt the pupil as to what they should be doing stating 'This is your reminder'.

Step 2: Tell the pupil that that is the second time of having to remind them of our rules, and write their initial on the board. Remind them that if they do it for a third time there will be a consequence.

Step 3: Tell the pupil that this is the third time of being reminded and implement sanction. (S1)

If the behaviour continues:

Step 4: Remind the pupil of the expected behaviour stating 'This is your reminder'.

Step 5: Repeat step 2

Step 6: Implementation of increased sanctions. Teacher to inform parents of incident and Head teacher where appropriate. (S2)

If a regular pattern of inappropriate behaviour at S1 becomes apparent, the class teacher may hold an informal conversation with the pupil's parents.

Routine for dealing with more serious behaviour

Incidents such as pushing, shoving, spitting, kicking, tripping people over will incur an appropriate sanction and will be marked on the Behaviour Tracking Sheet as a S1, or a S2 if a S1 has already been issued that day. Teacher to inform parents of incident where appropriate.

Routine for dealing with extreme behaviour

Incidents such as deliberate aggressive, discriminatory and prejudicial behaviour and stealing, will go straight to the Head teacher. (S3)

Headteacher Mrs. Ruth Ellis

Chair of Governors Rev Ron Smith

Date: 07.07.2025

Appendix 1

Lunchtime Expectations (Dinner Hall and classrooms)

These were devised by the School Council and the children will be reminded of the expectations at the beginning of each year. Posters around the dining hall remind the children of the agreed expectations;

1. Walk
2. Talk quietly
3. Eat nicely
4. Hands up

If they do not meet our agreed expectations, they will be asked to stop and reminded of what is expected. If they continue or do it again, they will be asked to move onto another seat but within the same area.

Lunchtime Expectations (Outside)

For general poor behaviour the same steps will be applied:

Step 1: Directly prompt the child as to what they should be doing stating 'This is your reminder'.

Step 2: Tell the child that that is the second time of asking. Remind them that if they do it for a third time they will be asked to have time out on a bench.

Step 3: Time out (5 minutes) on the bench. (L1)

If the behaviour continues;

Step 4: Directly prompt the child as to what they should be doing stating 'This is your reminder'.

Step 5: Tell the child that that is the second time of asking. Remind them that if they do it for a third time they will be asked to have time out on a bench.

Step 6: Time out (10 minutes) on the bench and teacher informed of incidence. (L2)

For more serious behaviour the Senior Midday Assistant will go straight to Step 6 (L2). For extreme behaviour the children will be withdrawn from the playground, with the class teachers, Head teacher and parents informed, and a sanction will be implemented. (L3)

If a regular pattern of inappropriate behaviour at Lunchtime becomes apparent, the class teacher may hold an informal conversation with the pupil's parents.

Appendix 2

Routine of dealing with an incident

1. Reiterate the need for the children to be honest in their recount of events.
2. The children take turns to tell the adult what has happened.
3. If needed other children who witnessed the incident will be questioned to get an accurate picture of events.
4. The staff member will make a judgement and reinforce what was inappropriate behaviour and refer to the school rules and expectations of the school for good behaviour.
5. Tell both parties what action will be undertaken and when. This will usually be the same day, however, it may be the following day.
6. The child will apologise saying what they are sorry for.
7. Ensure closure of the incident for both parties.