



**BELMONT PRIMARY SCHOOL**  
**Behaviour and Discipline Policy**

Signed by Chair of Governors: .....

Date approved by governors: .....

Date shared with staff: September 2022

Reviewed: September 2024

Next Review: September 2026

## **Rationale**

We would like Belmont School to be a safe place where children, teachers, parents/carers and the community, work together in an atmosphere of mutual respect to achieve the full potential of all individuals in the context of a well ordered, happy and purposeful learning environment. As such, this policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **Links with other Policies**

Our Behaviour Policy underpins the working of the school. There are, however, specific links with other important school policies – Equalities, PSHE, Health and Safety, Attendance, Special Educational Needs, Anti Bullying and Staff Code of Conduct. It will be updated as necessary to include any new Government initiative or policy.

## **Key Principles**

- **Setting good habits early**

We strive to help our children establish regular punctual attendance and good behaviour from the start, involving parents/carers in the process.

- **Early intervention**

We believe in early intervention where there is poor behaviour, or unexplained absence, in order to help our children adapt to the rules and routines of school life.

- **Rewarding achievements**

The majority of our children follow the school rules. Rewarding them for their good behaviour and attendance is important in maintaining their motivation and sense of self-worth.

- **Supporting behaviour management**

We work as a team, in close liaison with outside agencies in dealing with children with behaviour problems. Staff support each other, through offering advice on strategies and through giving respite to the teacher and class for short periods of time. We also firmly believe that the way in which adults relate to the children has a huge impact on behavior and attitudes. Where children are treated with fairness, kindness and respect, it will usually ensure that they

apply similar principles within their own interactions. Further to this, discussions are also facilitated in PSHE sessions where areas such as, but not limited to, behavior, emotional regulation and social skills are discussed. Behaviour charts and positive incentives and recognitions are used to help improve and maintain high standards of behaviour and discipline.

### **Working with parents / carers**

We believe that we can best support our children by working closely with parents/carers to improve a child's attendance and/or behaviour. We do this through meetings and discussions with parents and regular communication in the form of newsletters. Further to this, we provide termly progress reports and parent / teacher meetings (or 'Parents' Evenings' as also known). We ask that parents/carers to keep us informed of any issues affecting the child. We also look to use our online platform (Class Dojo) to share examples of positive work / interactions.

### **Involving pupils**

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. We encourage them to contribute ideas through the School's Council and in class discussions;

### **Commitment to equal opportunities**

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

### **Identifying underlying causes**

We try to identify underlying causes. Poor behaviour may be linked to a pupil's problems in understanding lessons or they may be due to circumstances outside of the school's control. In all instances we work closely with parents/carers and outside agencies to identify and address the causes of a child's behaviour difficulties.

Through the success of our Behaviour and Discipline Policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents/carers in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

**All staff should:**

- Follow the hierarchy of rewards and sanctions.
- Make children aware of appropriate behaviour in all situations.
- Use adherence to the 'Golden Guidelines' as a measure of good behaviour.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents/carers in dealing with any behavioural issue.
- Inform parents of the victim and of the perpetrator, as soon as possible, where a significant incident has occurred and that it has been dealt with/will be dealt with.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'.
- Display the 'Golden Guidelines' clearly and mention them frequently. There are also 'class rules', a set of values agreed on by class members which they which to invoke in their own classes.
- Be punctual in meeting children.
- Escort his/her class around school, ensuring all children are monitored – stop the children at regular intervals, walking towards the middle of the line of children.
- Ensure children are never left unattended in the working area.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly and empathetically.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips.
- Ensure incidents of inappropriate behaviour are recorded and reported on CPOMS system.
- Ensure parents are informed of episodes of poor behavior.
- Follow the Staff Handbook and Code of Conduct to ensure all interactions with children are appropriate.

ULTIMATELY, IT IS THE RESPONSIBILITY OF EVERYBODY TO FOSTER POSITIVE WORKING RELATIONSHIPS BETWEEN ONE ANOTHER AS OUTLINED IN THE STAFF HANDBOOK / CODE OF CONDUCT. THIS MEANS THAT EVERYBODY IS TREATED RESPECTFULLY IN THE WAY THAT WE WOULD LIKE TO BE TREATED OURSELVES!

**Pupils should:**

- Follow the 'Golden Guidelines'.
- Co-operate readily with all school staff and their peers.
- Treat one another with fairness and respect.

### **Parents/carers should:**

- Support the school's hierarchy of rewards and sanctions.
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Ensure their child attends school regularly/punctually and notify the school of reasons for absence.

### **Rewards for Appropriate Behaviour**

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Golden Rules:

The following details the hierarchy of rewards available to the children for following the Golden Guidelines (all do not need to be followed):

- Verbal praise; body language (smile, thumbs-up, nod) – specific to the child and directed to a rule; Golden Time (R / KS1)
- stickers; star of the day/week; stamps; achievement passports, golden tickets
- celebrations assembly; certificates, whole class awards
- Headteacher stickers
- attendance awards
- Reader / Writer of the Week
- Recognition on the Class Dojo platform
- Parent/teacher consultation – positive comments and report on target sheet; annual reports - recognising good behaviour and attitude to school.

Class teachers may also operate other 'informal' methods of recognising appropriate behaviour.

Remember – overt praise can embarrass some children.

### **Early Years**

The Foundation Stage supports the Golden Guidelines to encourage good behaviour. If necessary, children who are unable to behave appropriately are given 'time out' - i.e. removed from an activity, sitting apart from the others for a period of time. Foundation Stage staff work very closely with parents and outside agencies in dealing with children who may be experiencing difficulties.

### **Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Deliberate unkindness / disrespect to others
- Incorrect uniform (however, there may be mitigating circumstances for this)

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - 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)

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Further, more in-depth information can be found in our **Anti Bullying Policy**.

### **Use of Reasonable Force**

Where there are concerns about children hurting themselves or others, damaging property or causing disorder, reasonable force may be used. 'Reasonable in the circumstances' means using no more force than is needed. More information is published in 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (DfE. July 2013).

### **Strategies to Support Inclusion**

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life. These may include:

- PSHE / SRE lessons
- Anger management strategies
- Class profiles - looking at a child's behaviour in relation to the rest of the class
- Team building
- SEN referral – School support plans formulated and strategies to support
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parent/carer, referring parent/carer to the LA Parent Advice Service
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour Contracts / 'target cards' e.g. stating targets and outcomes
- Home/school diaries / communication books
- Thrive
- Counselling within school where this is deemed appropriate
- Social interaction and skills groups

Other children may access Play Therapy and/or other professional help such as counselling. ***There may be occasions whereby the most appropriate means of 'inclusion' involves a designated staff member to support children with identified challenges, barriers or difficulties relating to behaviour during break and lunchtimes. This will be organised by the SENDCo, thus allowing the child concerned to engage in breaktime activities with the appropriate supervision.***

### **Legislation, statutory requirements and statutory guidance**

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

- [Behaviour In Schools: Advice for Headteachers and Staff](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Including Pupil Movement](#)
- [Use of Reasonable Force in Schools 2013](#)
- [Supporting Children with Medical Conditions in School](#)
- [Special Educational Needs and Disability Code of Practice](#)

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 to 94 of the [Education and Inspections Act 2006](#) which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Behaviour and Discipline Policy

(An outline of behaviours, strategies and sanctions. This is neither definitive or exhaustive)

### APPENDIX 1

**WHEN NOTING THESE EXAMPLES, IT IS IMPORTANT TO REMEMBER THAT THERE ARE SOME CHILDREN WHO EXPERIENCE GENUINE DIFFICULTY IN 'SITTING STILL' AND 'NOT FIDGETING'. IT IS THEREFORE ESSENTIAL THAT STAFF MEMBERS KNOW THEIR CHILDREN AND ADDRESS INCIDENTS IN THE MOST APPROPRIATE MANNER, RECOGNISING IF THEY ARE 'DISRUPTIVE' BEHAVIOUR OR SOMETHING OF A LESS VOLUNTARY NATURE.**

	Types of behaviour	Strategies to minimise poor behaviour	Sanction
<p><b>Level 1 behaviour</b></p> <p>(minor incidents)</p>	<ul style="list-style-type: none"> <li>*Fidgeting/moving about/disrupting/interrupting</li> <li>*Time wasting</li> <li>*Chatting/calling out on the carpet/in assembly</li> <li>*Deliberately distracting other children.</li> </ul>	<ul style="list-style-type: none"> <li>*Identification of behaviour &amp; reminder of rules.</li> <li>*Whole class discussion of problem although it may be one child who is causing the problem.</li> <li>*Teacher/child discussion.</li> <li>*Rewarding good behaviour.</li> <li>*Use other children's good behaviour as a positive example.</li> </ul>	<ul style="list-style-type: none"> <li>*verbal warning.</li> <li>*name on whiteboard with an agreement as to next steps if there are repeated behaviours</li> </ul>

<p><b>Level 2 behaviour.</b></p> <p>Continued Level 1 incidents or more serious incidents)</p>	<ul style="list-style-type: none"> <li>*Continued Level 1 behaviour.</li> <li>*Being significantly off task</li> <li>Ignores instruction and fails to correct behaviour when asked after a 2<sup>nd</sup> warning.</li> <li>*Continued inappropriate verbal or non-verbal noises.</li> <li>*Inappropriate/disrespectful verbal responses.</li> </ul>	<p>Ongoing strategies as listed above</p>	<ul style="list-style-type: none"> <li>*isolate within class 'Time out' for 5 minutes to allow 'cooling off' time</li> <li>*Involvement of Team Leader</li> <li>*Loss of breaktime/s to allow child to catch up on missed work or to write a letter of apology to the teacher/child they have upset</li> <li>*Completion of behaviour reflection sheet</li> <li>*Parents / Carers to be informed</li> </ul>
<p><b>Level 3 behaviour.</b></p> <p>Continued Level 2 incidents or more serious incidents</p>	<ul style="list-style-type: none"> <li>*Continued Level 1/2 behaviour.</li> <li>*Deliberate swearing or other verbal abuse to children or adults</li> <li>*Damaging property</li> <li>*Persistently refuses to respond to instruction.</li> </ul>	<p>Ongoing strategies as listed above and:</p> <ul style="list-style-type: none"> <li>*Class teacher to inform parents/carers of concerns re inappropriate behaviour.</li> </ul> <p>Behaviour monitoring chart set up</p>	<ul style="list-style-type: none"> <li>*'Time out' in another class and escalate to Headteacher (as long as Team Leader has already been involved)</li> <li>*Behavioural Chart or home/school 'target' book</li> <li>*Children may be asked to replace damaged items</li> <li>*Incomplete work will be made up in breaktime 'detentions'</li> <li>*Formal interview with Parents/carers.</li> </ul>
<p>Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from outside agencies may be necessary.</p>			
<p><b>More Serious Behaviours</b></p> <p>(Continued Level 1,2 and 3</p>	<ul style="list-style-type: none"> <li>*Bringing in dangerous objects.</li> <li>*Being very aggressive e.g., threatening another Child/member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>*Involvement of other agencies (Behaviour Support,</li> </ul>	<ul style="list-style-type: none"> <li>*Removal from activity or visit.</li> </ul>

behaviour or one off serious incidents	<ul style="list-style-type: none"> <li>*Fighting/hitting/pushing/spitting/biting/kicking persistently</li> <li>*Unprovoked attacks.</li> <li>*Persistent bullying</li> <li>*Stealing/damaging other children's or school property.</li> <li>*Racist comments.</li> <li>*Very violent/dangerous/damaging behaviour e.g. throwing furniture / physical aggression / assault</li> <li>*Refusal to cooperate, creating a danger.</li> </ul>	<p>Pastoral Support, EP)</p> <p>*Team Leader to see child on a regular basis</p>	<ul style="list-style-type: none"> <li>*Separate eating area at lunchtime in designated place.</li> <li>*Possible redress for damages.</li> <li>*Internal seclusion i.e. lessons and/or social time/ lunchtimes to be spent in isolation from other pupils but within the school. Modification of school times may be involved in consultation with parents. (Head teacher's decision, or deputy in his absence)</li> <li>*Fixed term or permanent exclusion (see note below)</li> </ul>
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\*When these steps have been exhausted, or in the event that an incident or persistent misdemeanours are deemed sufficiently serious / present an on-going risk to other pupils or staff, or serious risk to property, a suspension or permanent exclusion may be given at discretion of the Head teacher. Following any exclusion there will be a reinstatement interview where terms and conditions of behaviour will be agreed. It should be noted that Belmont Primary School does not actively seek for children to be excluded and as such will exhaustively investigate all measures to prevent the outcome of either suspension or permanent exclusion.

### ***Behaviour and Discipline Policy***

***(An outline of behaviours, strategies and sanctions for use at Playtimes and Lunchtimes. This is neither definitive or exhaustive)***

	<b>Types of behaviour</b>	<b>Strategies to minimise poor behaviour</b>	<b>Sanction</b>
<p style="text-align: center;"><b>Level 1 behaviour</b></p> <p style="text-align: center;">(minor incidents)</p>	<p>For minor incidents</p>	<ul style="list-style-type: none"> <li>*Identification of behaviour &amp; reminder of rules.</li> <li>*Discussion, what behaviour needs to stop and why</li> <li>*Use other children's good</li> </ul>	<p>*verbal warning.</p>

		behaviour as a positive example.	
<p><b>Level 2 behaviour.</b></p> <p>Continued Level 1 incidents or more serious incidents)</p>	<p>*Continued Level 1 behaviour.</p> <p>Ignores instruction and fails to correct behaviour when asked after a 2<sup>nd</sup> warning.</p> <p>*Inappropriate/disrespectful verbal responses.</p>	<p>Ongoing strategies as listed above</p>	<p>*Class teacher to be informed</p> <p>*Child remains by the side of member of staff for duration of break or lunchtime</p> <p><b><i>(In KS2 it may be more appropriate for the child to walk around with the teacher / adult on duty)</i></b></p> <p>*Details recorded on school's online reporting system (CPOMS)</p>
<p><b>Level 3 behaviour.</b></p> <p>Continued Level 2 incidents or more serious incidents</p>	<p>*Continued Level 1/2 behaviour.</p> <p>*Deliberate swearing or other verbal abuse to children or adults</p> <p>*Damaging property</p> <p>*Persistently refuses to respond to instruction.</p>	<p>Ongoing strategies as listed above and:</p> <p>*Time out</p> <p>*Report to class teacher immediately after lunch</p>	<p>*'Time out' in a particular area or zone (whilst remaining under supervision such as a designated supervised indoor area )</p> <p>*Children may be asked to replace damaged items</p> <p>*Details recorded on school's online reporting system (CPOMS)</p>
<p>Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from outside agencies may be necessary.</p>			
<p><b>More Serious Behaviour</b></p> <p>(Continued Level 1,2 and 3 behaviour or one off</p>	<p>*Being very aggressive e.g., threatening another Child/member of staff.</p> <p>*Fighting/hitting/pushing/spitting/biting/kicking persistently</p> <p>*Persistent bullying</p> <p>*Racist comments.</p>	<p>* Report to the member of teaching staff on duty (Head teacher or Deputy)</p>	<p>If a child reaches this stage at playtime, their name and brief details of their behaviour will be registered on the school's online recording system (CPOMS) with key members of staff to be included</p>

serious incidents	<p>*Very violent/dangerous/damaging behaviour e.g. throwing furniture.</p> <p>*Refusal to cooperate, creating a danger.</p>		<p><b>*referral to the member of staff on duty (Head teacher or Deputy) will lead to sanctions listed for teaching staff being applied as above and may include lunchtime exclusion in exceptional circumstances</b></p>
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If the child's name is recorded 3 times in one week it will trigger further action

- For lunchtime misbehaviours at this level, the class teacher will inform the parents/carers and invite them in to discuss the problem. Details of this should be shared with the Team Leader and SENCo.
- For playtime misbehaviours at this level the consequences will include; Loss of Golden Time (KS1)
- Loss of breaktime
  
- If behaviour continues at this level, parents will be invited in to school to discuss the issue with the child's teacher
- If there is no improvement, the team leader will interview the child and their parents and outside agencies may be involved (Behaviour Support, Pastoral Support Plan)

\*When these steps have been exhausted, or in the event that an incident or persistent misdemeanours are deemed sufficiently serious / present an on-going risk to other pupils or staff, or serious risk to property, a temporary or permanent exclusion may be given at discretion of the Head teacher. Following any exclusion there will be a reinstatement interview where terms and conditions of behaviour will be agreed.