

Lew Trenchard C of E Primary School

Behaviour and Discipline Policy

Introduction

The Behaviour Policy in our Church of England School is informed by Christian values which underpin every aspect of the community's life and work, including the curriculum. We believe that children need to develop empathy to treat others as they wish to be treated themselves.

Jesus said, "Do unto others as you do unto yourself." Luke 6:31

In order to enable effective teaching, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment in the school. To achieve this, we have a set of Golden Rules which are linked to our core Christian values and which all staff work with our pupils to embed. Our core values are: -

Kindness, respect and responsibility.

Underpinned by our school vision: *LEW, (Love, Equality, Wisdom). Together we grow in wisdom inspired by the parable of the Good Samaritan - showing compassion to others; upholding dignity; supporting the potential in everyone.*

Our Golden rules consists of three key words:

READY: Care and respect everyone and everything

RESPECT: Show good manners at all times

SAFE: Follow instructions with thought and care.

Behaviour Policy Aims:

Our school's vision of *Love, Equality, and Wisdom* is intentionally woven into everyday practices to support the spiritual growth of all pupils in meaningful and accessible ways.

- Behaviour policies are grounded in restorative approaches that reflect our vision—promoting forgiveness, reconciliation, and understanding rather than punishment. Pupils are encouraged to reflect on their actions, understand the impact on others, and grow in empathy and self-awareness.
- Playtime protocols prioritise inclusion, kindness, and peer support. Staff model and encourage loving, respectful interactions, and children are taught to resolve conflicts wisely and fairly, valuing every individual equally.
- Prayer spaces and reflection areas are provided both indoors and outdoors, offering pupils quiet moments to be still, pray, or reflect on big questions, life experiences, or school values. These spaces help pupils connect with themselves, others, and God in a personal and meaningful way.
- Worship and classroom activities regularly include opportunities for *windows, mirrors, and doors*—encouraging pupils to look outward with compassion, reflect inward with honesty, and step forward in wise, loving action.

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How we do this:

- foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the Governing Body.
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have demonstrated values in practical ways.
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- give children the confidence that issues relating to behaviour will be referred back to the Golden Rules and the school's Christian values.

Low Trenchard School uses the guidance on behaviour provided by the Department for Education (Sept 2022)

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

As a direct consequence of our Behaviour Policy-

Children will:

- be supported and encouraged to build strong relationships
- benefit from a calm and secure learning environment and experience what it means to live as a member of an open, generous and forgiving community
- be fully involved in regular reviews of the Behaviour Policy

Teachers will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children following a restorative approach
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- be supported and encouraged to develop personally and professionally

Families will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rules and the school's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the school's values at home
- feel welcome in school to discuss their child's progress in a positive atmosphere

Leaders will:

- Create a culture that promotes excellent behaviour through having a clear vision of what good behaviour looks like to ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption.
- Be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community.
- Ensure that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.
- Take responsibility for implementing measures to secure acceptable standards of behaviour and ensure the school's approach to behaviour meets the following national minimum expectation

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- Ensure the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- Visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- Ensure measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- Support teachers to ensure pupil behaviour does not normally disrupt teaching, learning or school routines.
- Be clear disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- Ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Response to Good Behaviour

Celebrating Values in Action:

Teachers will write the names of children who have demonstrated the 'values in action', (e.g. shown generosity towards them). This behaviour will be affirmed and praised during the Celebration Assembly on Fridays.

Good Learner of the Week:

Each week the class teacher (after consultation with support staff and lunchtime supervisors) will select a Good Learner of the Week from his/her class. This will be noted at the Celebration Assembly on Friday afternoon.

Both pupils' photos will be displayed on the classroom door for the week.

Praise and positive comments:

Praise and positive comments will be given readily both verbally and through house points. Class and supply teachers, lunchtime supervisors and support staff will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. compassion, looks like in practice.

Demonstrating Good Values / Great attitudes House Points:

There are four school houses. When a child demonstrates a value, a house point will be awarded.

What Would Jesus Do/Child of the Term

These are awards given out termly to children who consistently demonstrate the Christian qualities and good learning effort.

Diamond Behaviour:

Staff will reward children representing the school values independently through giving 'diamonds' to children in the pupils' diamond jar in class. Diamond jars will be shown in Friday's celebration assemblies.

Response to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- use the Golden Rules Words – [READY/RESPECT/SAFE](#) as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy;
- ensure that the child understands why his/her behaviour is not appropriate;
- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and reserve initial judgement;
- consequences will be applied in an age-appropriate, proportionate manner and following our agreed [STEPS](#) and [CONSEQUENCES](#) guidance;
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups;
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable;

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- deal with classroom problems, whenever possible, within the classroom
- require unacceptable learning to be repeated
- expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time
- inform families if equipment is deliberately damaged and invite them to replace it
- Loss of playtime will be the consequence of physical aggression towards another pupil
- use the 'ask, tell, send' approach. (Ask – Ask child to behave, reminding him/her of appropriate behaviour. Tell – Tell the child to behave appropriately e.g. I've asked you to sit quietly, now I'm telling you to sit quietly... Send – If the child continues to misbehave, he/she is sent to another area of the classroom for a 'Time Out' session.

When the teacher has an opportunity he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to a member of the Senior Leadership Team.

Exclusion

Fixed term exclusions and permanent exclusion will follow a formal procedure as agreed by the Governing Body in consultation with the LA. We will strive to avoid this. In most cases exclusion from school will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusions will result following behaviour as listed in the National Standard List of Reasons for Exclusion.

There are two sorts of exclusions:

- **Fixed Term exclusions**

A pupil may be excluded for any period up to 45 days in any school year. A date is given for the pupil's return to the same school.

- **Permanent exclusions**

It is not intended that the pupil will return to the same school.

If your child is excluded the school will tell you about the exclusion as soon as possible. You will receive a letter telling you:

- the reasons for the exclusion;
- whether the exclusion is fixed term or permanent;
- the arrangements for continuing your child's education. During the **first five days** of any exclusion you are responsible for your child's education.

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- If the exclusion is **six days or longer** and **fixed term**, then the school needs to make arrangements to provide education (normally off site) from day six onwards. If the **exclusion is permanent** then the Local Authority will arrange education from day six. This does not affect your right of appeal against exclusion;
- that you have the right to appeal to the governing body's discipline committee;
- who to contact if you wish to appeal and the latest date for doing so;
- if the exclusion is fixed term, the date of return to school;
- that you have the right to see your child's school record.

For Further information regarding Exclusion:

<https://www.devon.gov.uk/educationandfamilies/school-information/education-inclusion-service/>

Complaints Procedure

If you are not happy with the way that you or your child is treated by any member of the staff or other parent at the school, you can write to or speak to The Chair of Governors in the first instance. If you wish to take it further, please follow the Complaints Policy procedures. We hope that any concerns are settled between the parties concerned quickly and amicably with a positive outcome for all concerned. Policy to be reviewed annually.

Note on behaviour outside of school premises

In line with DFE Guidance for Schools on Behaviour (September 2022), Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.