



**Russell Scott**  
Primary School

## **Behaviour and Discipline Policy**

This policy will be reviewed annually and more often should legislation or circumstances require it.

This policy was <b>last reviewed:</b>	September 2025
This policy <b>next review:</b>	September 2026

**Approved by:**

Elaine Healey  
Chair of Governors

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## **Our Mission Statement:**



Russell Scott is a happy school where pupils enjoy learning. As a school we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with the expectation that pupils will demonstrate a high standard of behaviour throughout the school. All staff consistently promote good behaviour, self discipline and mutual respect. The mutually respectful way in which pupils and adults behave has a profound effect on all the work that is undertaken.

At Russell Scott we want our children to have high aspirations and self-belief whilst maintaining empathy and respect towards others. Our school aims to instil the belief that if pupils 'Reach High' they will 'Go Far' - this embodies everything that we do. Our school ethos is one where all pupils are consistently encouraged to be **kind, respectful, determined, positive, creative and curious** in everything they do. Pupils are supported to fulfil their full academic potential, realise and celebrate their individual talents and build their social and cultural capital.

This policy is one of a series in Russell Scott's integrated safeguarding portfolio. It has been developed following discussion and input from members of the school community including The School Council. This policy is based on current advice from the Department for Education (DfE) regarding managing behaviour in school as well as the Education Act 2002, Education and Inspections Act 2006, Equality Act 2010 and SEND code of practice.

## **Our aims are:**

- To create an atmosphere of mutual respect and care in which successful learning takes place
- To develop for all learners a sense of self-worth, self-discipline and acceptance of personal responsibility
- To develop respect for the environment
- For all learners to listen to, and have respect for the viewpoint of others
- To support the emotional health and wellbeing of all

At Russell Scott we believe that a positive approach of praise, encouragement and raising self-esteem will allow all learners to thrive in an environment where they feel safe, secure and respected.

## **Objectives**

We will achieve our aims through a variety of strategies including:

- All staff to apply a fair and consistent approach to behaviour across school
- The establishment of respectful pupil, staff, parent and governor relationships
- The setting of appropriate and acceptable standards around dress, attitude, punctuality and commitment
- Creating a positive environment for our pupils- this includes lunchtime and playtime.
- Recognising the importance of the home-school partnership
- Age appropriate reward systems to acknowledge and recognise achievements by all pupils

## **Linked Policies**

The following policies are closely linked to the Behaviour and Discipline Policy:

- E Safety Policy
- Anti-Bullying Policy
- Equalities Policy

## **Roles and Responsibilities**

It is the role of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified and all local authority guidelines followed.

The Governing body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Governing bodies also ensure that policies are

carried out with a view to safeguarding and promoting the welfare of children alongside the elimination of discrimination under section 149 of the Equality Act 2010.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the rules with respect and consideration. It is part of the school ethos that all children are treated with respect and understanding at all times.

If parents have a concern about either their child's behaviour, or the impact of another child's behaviour on their child, staff welcome early contact either by phone or by requesting a meeting. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

## **Rules and Routines**

Whole school rules are negotiated and agreed by the school community. These rules form the basis of classroom, school and playground rules and routines.

Our rules are simple and apply at all times of the school day:

- **Treat each other with kindness and respect**
- **Look after our school and property**
- **Listen carefully –it keeps us safe and helps us to learn**
- **Be honest**
- **Work hard**

Our rules allow the classroom to operate effectively within a safe, happy and busy learning environment. The personalisation within each classroom of these rules ensure that children agree to a mutually respectful space where they can thrive both emotionally and academically.

## **Home School Agreement**

Our Home School Agreement is signed by parents/carers as well as the class teacher or headteacher when a child joins the school. See Appendix 1.

## **Teaching Positive Behaviour**

All staff have a responsibility to actively help children develop positive behaviour strategies. Key skills of collaboration, responsibility, honesty, respect, empathy and reflection will be taught regularly and repeatedly. These may be explicitly taught through lessons as part of our PSHE curriculum as well as through regular assemblies and classroom discussions. Staff will also model these behaviours through their daily dealings with pupils and colleagues.

At all times, school staff will manage behaviour as positively as possible, commenting on improvement and the making of good choices whenever possible. Staff understand that children's behaviour is about emotions and associated traits including confidence, self-esteem, peer relationships, group

acceptance, empathy, belonging, resilience. Staff are encouraged to be inquisitive about behaviour in order to understand and support the child.

## Rewards

At Russell Scott we believe that children should be encouraged to behave well and work hard. The vast majority of pupils do behave well and follow the rules appropriately.

Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use a number of positive rewards to recognise this including:

- *Non-verbal rewards – for example a thumbs up sign or a smile*
- *Verbal praise*
- *Sharing work with classmates, another teacher or senior staff*
- *Stickers and star charts*
- *Certificates recognising effort, achievement and positive behaviours*
- *Learner of the week*
- *Displaying work*
- *Good work assemblies*
- *Owl Awards- Wise, Busy, Caring and Golden*
- *Golden Time/ Whole Class Rewards*
- *Dojo Points in class*
- *Marbles in a jar*
- *Positive feedback about work or behaviour*
- *Postcards home*

Rewards may vary from class to class.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

## Sanctions/ Unacceptable Behaviour

We recognise that the vast majority of our pupils are well behaved and contribute positively to the atmosphere in our school.

On occasions when reward and praise strategies prove ineffective, we are aware that clearly understood sanctions may be necessary. These will apply for a small minority of pupils who need to know that there is an expectation of behaviour which follows the school rules. These will be used when behaviour is impacting on the learning or wellbeing of others.

At Russell Scott, our procedure for dealing with any unacceptable behaviour is as follows:

### **Within the classroom:**

- Express disapproval (the look, quiet word).

- Withdrawn attention if appropriate (ignore attention seeking behaviour).
- Tactical positioning of teacher to eliminate problem.
- Praise of other children behaving well.
- Whole class reminder of Class Rules.
- Withdrawal from the group but keep within classroom.
- Parents contacted to discuss behaviour. Behaviour monitored daily by class teacher.
- Time out from the classroom, working through tasks in isolation where appropriate with support/supervision.
- Loss of privileges (classroom/school responsibilities)
- Time out to allow for cooling off period either within or outside classroom.
- Refer to Assistant Headteacher or Deputy Headteacher.
- Refer to Headteacher
- Parents contacted to discuss school behaviour. Behaviour monitored daily by senior member of staff.

#### **At playtimes/lunchtimes:**

- Isolate from group for stipulated period;
- Loss of use of sports equipment and lunchtime activities;
- Refer to Senior Midday Supervisor;
- Refer to class teacher;
- Refer to Assistant Headteacher, Deputy Headteacher or Headteacher. This may lead to loss of playtime/ lunchtime alongside a discussion with parents/carers to agree how behaviour can be improved.

#### **At Extra-Curricular Activities:**

If behaviour is unacceptable in extra-curricular activities a warning will be given. If behaviour does not improve then the pupil will not be allowed to attend the activity.

#### **Representing School as part of a Team**

Children who are persistently badly behaved should be aware that they will not be considered for representing school as part of a team. To be selected for a school team is an honour. It is for pupils who can be trusted to be exemplary ambassadors for their school and its reputation. Any exclusions from teams for this reason, will have been agreed by the head teacher/deputy head teacher.

### **Serious Behaviour Concerns**

Examples of Serious Behaviour:

Serious assault, vandalism e.g. extreme damage to school property/toilets, serious physical/verbal threats made to staff or children, violent outbursts- verbal/physical, leaving school without permission, racist, homophobic and transphobic incidents, dangerous behaviour walking to the swimming baths, sexual harassment or sexual violence
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Serious types of behaviour are immediately reported to senior members of staff who will investigate further. They are recorded and will be discussed with the parent/carer as soon as possible. Where necessary, outside agencies may be contacted to provide additional support or advice. For behaviour concerns around sexual harassment or sexual violence the agreed procedure will be followed – see Child Protection Policy Appendix 6

Timetables may be modified to support reintegration to class. Serious behaviour may result in exclusion, either fixed term or permanent. ***Physical violence towards members of staff will result in exclusion.***

**Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.**

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person where the relationship involves an imbalance of power. We recognise the serious impact that this type of behaviour can have on a child's emotional health and wellbeing. Bullying can include: emotional, physical, racial, sexual, verbal and cyber.

Children are taught to recognise and speak out about bullying through regular lessons in the classroom, informal chats, assemblies and peer support. Younger children recognise bullying through the acronym **STOP** (Several Times On Purpose).

Bullying is **not tolerated** and any instances will be treated with utmost seriousness. The school's approach to preventing and addressing bullying is set out in our Anti-Bullying Policy.

## **Malicious Allegations**

Malicious allegations from a child against any member of the school community including other pupils, parents, staff and governors will be taken very seriously. Any allegation will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation (see Procedures for Managing Allegations Against Staff). Every effort will be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Should the allegation prove to be malicious, then the child will be excluded following consultation with the Governing Body.

## **Out of School Incidents**

All pupils are expected to behave to a high standard when out of school on a trip or visit (this includes visiting the swimming baths for lessons). Any unacceptable behaviour where a pupil breaks school rules, or fails to follow reasonable instructions, will not be tolerated. These incidents will be reported to a senior member of staff who will investigate further before deciding on an appropriate consequence. Parents will be informed.

If a pupil's behaviour when out of school either poses a threat to another pupil or member of staff, or adversely affects the safe running or reputation of the school, then a member of SLT may investigate the incident further before deciding on appropriate consequences. Parents will be involved.

## **Parental Involvement**

Where significant concerns are raised by staff or another pupil's parents then the child's parents will be contacted. As a school we recognise that parental involvement is very important. When school and home work together, behaviours can be addressed consistently and actions can be understood. A communication system may be set up to enable closer monitoring.

Where a child's behaviour at lunchtime is persistently unacceptable, the school may exclude the child for the lunchtime period following appropriate prior notification to parents by the Headteacher or Deputy Headteacher.

Where inappropriate standards of behaviour continue to be exhibited by the child the Headteacher or Deputy Headteacher, in consultation with the child's parents may seek the involvement of the LA Educational Psychologist or LA's Behaviour Support Service to provide specialist guidance.

## **Managing Behaviour**

### **Classroom Behaviour**

Teaching and support staff are responsible for setting the tone and context for positive behaviour in the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils by
  - Greeting pupils in the morning
  - Establishing clear rules
  - Sharing expectations of behaviour
  - Highlighting and promoting good behaviour
  - Using positive reinforcement
- Follow a consistent stepped behaviour management approach

All staff will receive support and training in behaviour management. Newly qualified staff will be given the opportunity to work alongside more experienced colleagues in developing classroom strategies and techniques to support classroom behaviour.

### **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property intentionally

Incidents of physical restraint will only be used as a last resort and will be used to de-escalate any incident. Any physical restraint will be used as a last resort and for a minimum length of time.

### **Confiscation**

Any prohibited or dangerous items found in any pupils' possession will be confiscated in line with DFE guidance.

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Transition**

It is recognised that times of transition either from one year group to another, or from one key stage to another, can cause considerable stress and anxiety for some children. These anxieties may display in a variety of ways including poor behaviour in and around school. To support vulnerable children, transition days will be organized before the transition happens. Pupils will meet their new teachers, visit their new classroom and hear about the plans and expectations for the next year. This will be done in a supportive way. Should a child need additional support, the learning mentor will prepare a transition book to allow the child to revisit and reflect on this process. Secondary school transition days will be discussed in advance and all pupils will be encouraged to attend.

***By using a positive system of rewards, and reinforcing good behaviour, we help children to feel good about themselves. The need for sanctions will not disappear but it should be clear that the central purpose of our policy is to encourage good behaviour rather than simply punish bad behaviour.***

**Parental Consent for time at Russell Scott P.S.**

- ⇒ I give permission for my child to be taken out on visits or walks in the local area yes/ no
  
- ⇒ I give permission for photographs/video footage to appear on the school website and on school social networking accounts where my child will not be identifiable by name yes/no
  
- ⇒ I give permission for my child's image to be used in printed publications including brochures and newspapers yes/no
  
- ⇒ I give permission for my child to taste different foods or drinks as part of topic work in class and have provided appropriate allergy information yes/no

Allergic to .....

SIGNED (parent):

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DATE:

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# Home School Agreement

## Russell Scott Primary School



Russell Scott  
Primary School

Name of child:

At Russell Scott Primary School we aim to provide a happy, caring environment in which children strive for excellence and where their achievements are recognised and celebrated by all.

**The Governors, Headteacher and staff at Russell Scott will:**

- ⇒ Provide a safe, caring atmosphere in which you are able to learn and enjoy school. Ensure your well-being, and help you in developing self worth, mutual respect and consideration towards others.
- ⇒ Promote healthy and safe lifestyle choices and develop your awareness of your responsibilities to others and the world you live in.
- ⇒ Provide the best possible education and help you to develop a lively enquiring mind as well as skills for life.
- ⇒ Have high expectations of your work and behaviour by setting targets and helping you achieve them. Provide challenge to help you develop personally, socially and intellectually.
- ⇒ Report regularly on your progress and academic achievement and encourage good communication between school and home
- ⇒ Utilise the tremendous benefits of online teaching, learning, showcasing and communication opportunities (including social networks). Celebrate your achievements online (including on social networks), but will not allow you to be identified by name
- ⇒ Ensure your safety whilst using the Internet and teach you how to keep yourself safe online.

SIGNED :

\_\_\_\_\_  
*Headteacher*

\_\_\_\_\_  
*Teacher*

DATE :

\_\_\_\_\_  
PARENT/CARER

DATE :

**Parent/Carers Responsibilities**

As parents signing this agreement we will work closely with the school to help our child achieve their full potential and keep themselves safe. I/We will:

- ⇒ Ensure my child attends school regularly and on time, wearing school uniform. Inform school immediately by phone or in writing if my child is to be absent from school for any reason, including illnesses and/or medical appointments
- ⇒ Encourage my child to work hard in school and become an enthusiastic learner. Help with homework and talk about experiences in school.
- ⇒ Inform the school of any concerns and/or problems that might affect my child's work or behaviour.
- ⇒ Support the school's policies and practice for promoting good behaviour and attend parent/teacher discussions.
- ⇒ Give my consent for my child to access online learning activities in school, both to research and seek information as well as to interact with other learning communities around the world.

SIGNED :

\_\_\_\_\_  
*Parent/Carer*

DATE: