



BEHAVIOUR AND DISCIPLINE POLICY

Behaviour and Discipline Policy for St Mary's C.E. School

First agreed by Governing Body:	March 2000
Revised and Updated:	2008, 2010, 2013, 2016
Reviewed by:	Ben Egan / Ruth Knight
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Behaviour and Discipline Policy

"One of the major themes of the gospel is the unique value of individual human beings and their importance in the eyes of God. Within a Church school the basis on which human relationships are built will be this belief. Everyone in the school from the three-year-old just started in the nursery down to the Headteacher is a uniquely valuable human being, whom God loves. They are all entitled to the love and respect which that fact demands." - A Shared Vision by David Lankshear

1 Aims

Our aims are to:

- create a positive, encouraging atmosphere throughout the school
- build trust and understanding
- create an awareness of how our actions impact on others
- make all pupils and staff feel valued and respected, recognising that each person has a unique contribution to make to the life of the school
- use appropriate rewards and sanctions
- have positive relationships with parents and a supportive, welcoming attitude to all visitors
- have consistent and fair relationships between staff and pupils
- have all staff accept responsibility for behaviour around the school - to praise good behaviour and deal with the inappropriate.

2 Starting Place

To achieve these aims, our starting point must be to:

- have mutual respect
- encourage good behaviour and attitudes
- have positive rules
- promote equal opportunities.

St Mary's CE Primary school is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that no one should receive less favourable treatment than another on the grounds of gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

3 Rewards

Rewards must be accessible to pupils of all abilities. Examples of rewards are:

- a smile
- words of encouragement and praise
- sharing the work/behaviour/attitude with class
- sharing assembly
- achievement stickers

- recording the child's name in the celebration book
- displaying the child's work on the classroom exemplary work board
- Gold Awards
- Postcards home from the Head teacher
- Housepoints (given out verbally)
- showing achievement (work/behaviour) to Headteacher or Deputy or another member of staff
- occasional use of stickers.

4 Sanctions

Sanctions must be fair and consistent. It must not be our intention to humiliate - this breeds resentment. Sanctions include:

- a discussion with class teacher
- time out of a situation
- use of 'good to be green' card system using warning yellow and red cards
- withdrawal of privileges eg jobs/monitors, playtimes
- collegial support by temporary placement in another class for a short time
- a discussion with Headteacher or Deputy
- completing a consequence form which is copied to Headteacher and parents
- parents invited into school if unacceptable behaviour continues
- temporary exclusion
- exclusion. Exclusions will only be used as a last resort sanction and will follow our Exclusion Policy.

See Appendix 1 for examples of unacceptable behaviour and actions that may be taken.

5 Conflict

The key points are that:

- our aim is to 'succeed' not to 'win'
- success is more likely from de-escalation than from confrontation
- humour helps!

6 Bullying

We must all be alert to its existence and must:

- treat it (including all accusations by children or parents) seriously
- deal with instances firmly
- support and protect any victim
- encourage pupils to share knowledge with staff
- communicate with parents about any incidences or concerns
- encourage pupils to be aware of the impact their behaviour has on others.

See Anti-Bullying Policy for further details.

7 Ways to encourage good behaviour

We aim to encourage good behaviour by:

- offering a balanced, stimulating environment
- offering a curriculum relevant to each child and accessible to pupils of all abilities
- teaching children to respect equipment, property, animals and plants
- positively reinforcing good behaviour (see rewards)

- discussing and agreeing class aspirations for the year and reviewing them periodically
- Playground/ equipment monitors
- Specific classroom job monitors.

8 Positive discouragement

We positively discourage:

- name calling (NB racism and sexism - Equalities Policy)
- play weapons
- play fights
- retaliation
- any form of physical or verbal aggression (eg pinching, hitting)
- any behaviour which causes distress
- biting and kicking
- inappropriate language.

9 Circle Approach

A circle approach (or an adaptation) may be the way forward in the classroom where there are whole class issues which can be valuably addressed in this way. It can be used on a weekly basis or on specific occasions in response to a particular need. In addition issues may also be discussed through PSHCE lessons.

10 Role of Support Staff

We ensure that support staff:

- understand the school policy
- have regular opportunities to discuss standards, rules, behaviour, problems and ideas with the Headteacher or other staff.

11 Rules

As in every community it is necessary to have some rules. We have kept these to a minimum. We try to help the children to understand the reason behind them and to contribute to the classroom charter.

- Polite and friendly behaviour is expected from everyone.
- Children should walk around the school, not run.
- Children may not leave the school grounds during school hours unless written permission is provided by the parent or guardian.
- PE apparatus must not be used without a member of staff present.
- Chewing gum is not allowed on the premises.
- Jewellery, high heels, open-toed sandals should not be worn to school. If a watch is worn to school the child remains responsible for it.
- Excessive amounts of money and valuable possessions must not be brought to school. Any essential money should be given to the class teacher for safe keeping until the end of the school day.

These rules pick out some of the key points from the information given in various related documents, in particular:

- St Mary's School Uniform Policy
- St Mary's School Health and Safety Policy
- our classroom charters.

12 Children with a Disability

In accordance with the school's Equalities Policy, positive attitudes to disability are promoted throughout the school.

13 Children with Special Educational Needs or Children in the Gathered Provision

The mainstream class teacher and teaching assistant should be given all the -background information about each SEN child by the Headteacher and the SEN Co-ordinator. This knowledge enables the teacher to understand the child's needs and the possible reasons for challenging behaviour. It is this understanding which enables the teacher to interact with the child with a sensitive, consistent and considered approach and enables the child to feel secure and valued.

In the Gathered Provision all children have statements of special needs / Education Health Care Plans . The Gathered Provision at St Mary's has been named on the statement/ EHCP because it is deemed by the parents and the local authority to be the best setting to meet the child's needs. The specialist staff in the Gathered Provision have the expertise to help each child develop strategies to manage any challenging behaviours and to reach their full potential. Children from the GP integrate into the mainstream school regularly, and all staff will be aware of the child's particular difficulties and have developed strategies (with the help of the Gathered Provision Team) to enable the child to participate in the mainstream to their full potential.

It is important for all staff in the school to be aware of, and support, a child with a disability or special educational need. This information may be shared at a staff meeting (teaching staff), or at meetings of non-teaching staff and of SMSAs. The involvement of the teaching assistants and SMSAs is particularly important as these staff are with the children for considerable periods of the day and can offer a sensitive and sympathetic approach allowing the children to confide in them. They may observe relationship problems which do not always reveal themselves in the classroom.

14 Persistent behavioural difficulties

The teacher will discuss any behavioural difficulties with the Headteacher, Deputy Headteachers, Unit Lead Teacher or the Special Needs Co-ordinator. This may initially be for advice and support. It may lead to discussions with the parents and to discussions with outside agencies if further support is needed. This referral could be to the Educational Welfare Officer (EWO), Social Worker or Educational Psychologist (EP) depending on the particular need. Appendix 1 gives guidance on how staff may deal with unacceptable behaviour in the classroom and during lunch and playtimes.

See also the St Mary's Child Protection Policy when considering this policy and its implications.

15 Reasonable Force

What is 'reasonable force'?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or to restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact (such as standing between pupils or blocking a pupil's path) or active physical contact (such as leading a pupil by the arm out of a classroom). Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use 'reasonable force'?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people who the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can 'reasonable force' be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images,
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rule

APPENDIX 1

Unacceptable behaviour in the classroom

This may be:

- disobedience
- rudeness/impoliteness
- name-calling
- inappropriate language
- persistent disruption to others
- refusal to work

Action taken:

- discussion with the teacher
- warning from the teacher, using the “good to be green” card system
- moving the pupil to another part of the classroom
- withdrawal of privileges eg. jobs/monitors/playtimes
- removing the pupil to another room for time out with a TA
- sending him/her to another class as the teacher feels appropriate eg. could be an older year group or younger
- send to Deputy Headteacher who will take the responsibility for further action
- if the offence is severe, the child should be sent directly to the Headteacher. If the Head is on one of the other sites, he will be called. If the Head is unavailable, a member of the SLT, or if no SLT member is available a TLR Leader, will deal with the offence
- no child should be sent to sit outside the classroom unattended
- any action from the teacher must be communicated to the Headteacher
- the Head will advise on contacting parents, this may include sending a consequence letter home or inviting the parent(s) in to discuss the matter
- the Head will treat each case individually and decide upon what action will be taken. Any decision to exclude may be taken by the Head only and will be subject to the school’s Exclusion Policy.
- members of the SLT will communicate to relevant staff any incidents they have dealt with.

Unacceptable behaviour during break times and lunch-times

This may be:

- disobedience
- rudeness/impoliteness
- name-calling
- inappropriate language
- fighting

If there is a serious incident, children who misbehave at play time may be sent into school. Staff and SMSAs should report such incidents to the Senior Leadership Team who will deal with the offender/offenders. If all three members of the team are off site then the SMSA should report to the class teacher who will take the action they feel is necessary until a member of the SLT can deal with the situation.