

St Mary's CE Primary Behaviour Policy September 2019

Do everything in love



1 Corinthians 16:14

Learning to Love, Loving to Learn

Reviewed September 2019

Presented to Governors:

Deeply rooted in the love of Jesus we are committed to:-

*Creating a happy, healthy and honest school,
where everyone feels secure and valued.*

*Providing excellent teaching and learning opportunities
which develop independent, confident and resilient life long
learners who can think for themselves.*

*Celebrating and supporting all children
to unlock and fulfil their unique potential.*

*Preparing children to contribute to society
with wisdom, hope, tolerance and dignity.*

*Living by our school values of Love; Honesty; Courage;
Compassion; Determination and Respect.*

*Our vision is to inspire and grow a
compassionate community of excellence.*

*A happy place for our children to shine for God,
for each other, and for themselves.*

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Last reviewed on:	Sept 2019	
Next review due by:	Sept 2021	
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusions Guidance
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on: Maintained schools Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explains that maintained schools should publish their behaviour policy online. A copy is on our school website and shared with parents annually.

3. Definitions

School Staff are defined as any paid member of the school community (such as teachers, teaching assistants and midday assistants) or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as:

- Disruption in lessons, in areas around the school, and at break and lunchtimes
- Non-completion of classwork or homework when a fair time and adequate support has been given
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as, but not restricted to weapons, tobacco and alcohol
- 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. There is zero tolerance for any form of bullying within our school.

Bullying is, therefore:

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

Bullying can include, but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Homophobic, biphobic or transphobic bullying	Prejudice against lesbian, gay, bisexual, trans or non-binary (LGBT) people

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Peer-on-peer	An imbalance of power between the perpetrator and the victim
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body at St Mary’s C of E Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body at St Mary’s C of E Primary School will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body at St Mary’s C of E Primary School giving due consideration to the school’s statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 All Staff (including, but not limited to teachers, teaching assistants and midday assistants)

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour

- Discuss any behavioural concerns with the class teacher promptly

6. School Rules

The school rules are as follows:

- Listen and follow directions
- Keep hands, feet and objects to yourself
- Look after property
- Be a friend
- Be safe, walk quietly

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Teachers congratulate and praise children.
- Teachers give children a variety of age-appropriate rewards which may include, but are not limited to: Praise (Individual or whole class/whole school), Beads in a jar (whole school end of term reward), Rainbow/Sun/Cloud chart or traffic lights (individual).
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker or beads.
- Each week one child from each class is nominated to receive a certificate in the Celebration assemblies, to celebrate good behaviour, attitudes and achievement. They also received a small prize. Two children from each class in the infants also have the opportunity to win a sticker to reinforce positive behaviour.
- Throughout the week, staff may notice positive behaviour from a child and nominate them for a 'You've been spotted' pen or bookmark. This is awarded to them in their celebration assembly.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement and or effort.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child continues to misbehave a second warning and an age-appropriate sanction is introduced, e.g. cloud, time-out, moving places or standing alongside a teacher for 5 mins during playtime.
- If the inappropriate behaviour persists, they may be sent to another teacher in the same Key Stage or the Deputy Headteacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that

session. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.

- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Racist, sexist or homophobic incidents will not be tolerated in any form. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from a trip/outing. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management.

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using positive reinforcement

8.2 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

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Guidance on the use of reasonable force can be found below:

8.3 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, **if appropriate**.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour

10. Training

Behaviour management forms part of continuing professional development. Advice is sought from professionals as and when necessary.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and The Governing Body at St Mary's C of E Primary School every 2 years. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by The Governing Body every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Equality Policy
- Anti-bullying policy

13. Exclusions

In some instances we may consider it necessary to exclude pupils. An exclusion is a last resort. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

- Bullying
- Racist abuse
- Sexual misconduct
- Damage (to school property or to personal property of a member of the school community)
- Persistent disruptive behaviour

There are 2 types of exclusion:

- **Fixed Term Exclusion.** These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion. Fixed term exclusions do not have to be for a continuous period.
- **Permanent Exclusion.** In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by The Governing Body of St Mary's C of E Primary School every 2 years.