

Policy for Behaviour and Discipline

The behaviour and discipline policy operates in conjunction with the following policies:

- Anti Bullying Policy
- Exclusions from Maintained Schools, A Guide and information for schools in Gloucestershire. (January 2017)
- Policy for SEND
- Single Equality Policy
- Attendance Policy
- Safeguarding and child Protection Policies
- Guidelines for Peer Mediation

Purpose and Aims

- To establish high expectations of behaviour
- To promote positive behaviour around the school
- To promote a positive climate for learning
- To work in partnership with parents and carers to support the social and academic development of all pupils.
- To have a shared understanding of what acceptable and unacceptable behaviour is.

Our Key Principles

St Mary's is a voluntary aided, Church of England Primary School. As a distinctively Christian School our Christian Values are built into our ethos and our teaching. Our School Behaviour Policy is therefore underpinned by our agreed core values of: **Respect, Responsibility, Creativity, Perseverance and Friendship.**

We aim to make St Mary's a welcoming school where everyone is encouraged to be the best that they can be. A place where there is trust, understanding, healing, wholeness and comfort. A place where good things happen and where people enjoy being. We aim to serve our community and reach out to our community.

We believe that:

- Every child has the right to learn in a safe and positive climate.
- Every child is valued and unique
- Everyone should be treated with respect and understanding.
- Everyone should be encouraged to have a sense of personal responsibility for their own actions
- The school must work in partnership with parents to promote good behaviour.

Expectations of Behaviour

At St Mary's we have high expectations of behaviour. These expectations are laid out in our School Code of Conduct/Golden Rules.

GOLDEN RULES

- 1. We respect everyone and everything**
- 2. We are good friends and we treat everyone the way we want to be treated**
- 3. We take responsibility for ourselves and the world around us**
- 4. We persevere in all we do and strive to be the best we can be**
- 5. We are curious and creative learners.**

How is Positive Behaviour Promoted in our school every day?

- We establish a friendly, positive, supportive relationship with the pupils.
- We make sure that pupils are doing purposeful activities that they enjoy
- We reward positive behaviour as soon as possible with attention and praise – ‘Catch them being good’.
- Where possible, we identify when behaviour problems are likely to arise and try to divert to modify the pupils’ behaviour before discipline is needed.
- We promote the school rules and the reasons for them, we are clear, firm and polite about the behaviour boundaries.
- We use agreed sanctions but try to avoid using them – especially if a quiet word or a reminder will do.
- We remain calm when we speak to pupils. This helps maintain authority and confidence and keeps our relationships with children positive.
- We avoid telling a pupil off in public
- We avoid the use of sanctions when support strategies will suffice.
- Teaching staff are well prepared and organised
- We avoid shouting and gestures eg. pointing
- We are ready in the classroom/playground to greet children before the start of a lesson
- We involve children in the organisation of systems wherever possible.

Positive self esteem

A major cause of behavioural difficulties in children is low self-esteem. Children can have life experiences which make them feel they are not loved, valued, cared for or seen as special by others. This can inform their behaviour patterns which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem.

Children with low self-esteem may be:

- Boastful or over self- critical
- Aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to other and appearing uncomfortable in unfamiliar company or situations
- Experiencing difficulties in forming positive relationships.

Promoting Positive Self Esteem

- Provide activities that are well matched to children’s abilities offering the right level of challenge so that they can succeed.
- Support children to gain confidence in their own ability by communicating their achievements clearly to them
- Motivate children to improve their performance
- Encourage children to take pride in their achievements, sharing them with others.
- Display children’s work around the classroom and celebrate effort.

Day to day expectations:

- Staff are excellent role models for positive behaviour
- Children are supervised moving around school and are expected to walk silently in single file, allowing adults to pass through doors before them and holding doors open for adults.
- Children are expected to enter their learning environment ready to learn
- Children are expected to go to the toilet during playtimes and lunchtimes to avoid going during the lesson.
- A nominated child will welcome a supply teacher to the class letting him/her know about the community plans and medical folder. At the end of the day a child will stand and thank the supply teacher

How do we reward positive behaviour?

- Smiles, nods, thumbs up.
- School Golden Rules – positive language
- Class Code of Conduct – this will be constantly referred to
- Stickers
- House Points
- Certificates
- Verbal Praise
- Sharing achievements with the Headteacher/SLT
- Note or phone call home/conversation with parents on the play ground

What do we do when pupils do not meet the expected standards of behaviour?

Where children do not follow the agreed school rules a member of staff can use any number of sanctions depending on the severity of the incident. A teacher may take any of the following actions when dealing with poor behaviour on a day to day basis.

Low level disruption and misdemeanours:

- Warning, name on board, tick and sent to another class for time out
- Referral to school golden rules
- Verbal reprimand
- Missing 10 minutes of playtime (yellow card)

Continued poor behaviour:

- If class timeout doesn't work then the pupil will be sent to the timeout area near the office and when calm will fill out the 'Thinking about what I did' sheet. The pupil will be expected to go to the Reflection Room for 10 minutes the next lunchtime to catch up on the work they have missed.
- A Red Card will be issued for serious incidents; the pupil will miss two half hour sessions of lunchtime over two days.
- Pupil working in isolation
- Loss of privileges eg. not being allowed to participate in a special event

If a child is issued with a red card it will be sent home with the expectation that a parent/carer signs it and returns it to school. It is expected that the parent will discuss the reason for the red card with their child and support the school in the implementation of the school's behaviour policy. If a parent has issue with the sanction they should arrange a meeting to discuss this with the class teacher.

Persistent poor behaviour over time:

- Meeting with parents
- Individual Behaviour Plan & Monitoring by Assistant Headteacher and/or Pastoral and Inclusion Lead

- Internal exclusion
- A behaviour support plan set up and mentoring by the class teacher

Where poor behaviour is becoming regular and is having an impact on the learning and day to day workings of the class:

- The support of outside agencies will be used
- A Pastoral Support Plan will be put in place
- Fixed term exclusion
- Permanent Exclusion

Dealing with significant behaviour problems in school

Behavioural difficulties may need to be dealt with by the use of sanctions and in the short term sanctions can stop inappropriate behaviour. However they must be used sensitively and the emphasis should be on supporting and rewarding the pupils. Children with low self-esteem and behavioural problems can be very demanding however the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Where pupils are consistently displaying poor behaviour an Individual Behaviour Plan will be drawn up with agreed rewards and sanctions. This will be discussed with the class teacher, Pastoral and Inclusion Leader, pupil and parents.

Where poor behaviour persists, the child will be placed on the SEN register and an IEP will be drawn up.

If there is no improvement in behaviour and the child is at risk of fixed term or permanent exclusion, a Pastoral Support Plan will be put in place with the support of The Education Entitlement and Inclusion team.

Individual Behaviour Plans

Individual Behaviour Plans are put in place and agreed by the class teacher, pupil, parents and pastoral and inclusion leader. The systems of rewards and sanctions will be communicated to all staff including MDSAs.

Reflection Room Guidance

Any child who has been given a 10 min or red card will need to sit in the Reflection room for the required period of time at lunchtime. The Reflection Room is staffed by a member of teaching staff who will tell a child when they may leave. Children are expected to sit quietly and reflect on their actions.

Reasonable Force

Where a child is at risk of harm, at risk of harming others, damaging property or refusing to leave the room then the use of restraint may be necessary. Please see school policy for physical restraint.

Working in Partnership with parents

At St Mary's School we aim to work in partnership with parents. We aim to keep parents informed of their child's behaviour and involve parents when putting any support in place. Parents should be kept aware when children's behaviour is becoming a cause for concern and involved at every stage of the behaviour management process. The school also expects parents to support the teaching and support staff in the implementation of the school's behaviour policy and where parents have concerns about behaviour management; parents discuss this with the Class Teacher, Assistant Headteacher or Pastoral and Inclusion Lead.

Complaints Procedure

If a child feels that they have been treated unfairly they have the right to complain. Children will be asked to write their own version of events or tell the Headteacher or member of the SLT who will write it down for them. The incident will then be thoroughly investigated by a member of the SLT and the outcomes of this will be reported to the pupil.

If parents have a complaint about the management of behaviour at the school they should follow the school's Complaints Policy.

Recording Incidents.

Where restraint has been used staff will follow the procedures in the Use of Physical Restraint Policy.

Significant incidents of poor behaviour at lunchtimes and break times are recorded by any member staff on duty in the incident books and inclusion workers keep rolling records of incidents for individual pupils. Records of 10 min and red cards are kept on the reflection room book. MDSAs have a notebook where they record any incidents of poor behaviour at lunchtimes this record is transferred to the incident book at the end of the week.

Any incidents relating to safeguarding or child protection issues are recorded by the member of staff and reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Any incidents of racist behaviour or serious incidents are recorded in the Serious Incident Log Book in the Headteacher's Office.

Exclusions

St Mary's Primary School follows the Gloucestershire Guidance on Exclusions (January '15).

Where persistent poor behaviour continues the pupil will be excluded from the school. The decision to exclude a pupil is not taken lightly and will be made by the Headteacher in consultation with the class teacher and other members of the SLT.

A pupil is at risk of exclusion when:

- All other options have been exhausted
- A pupil puts themselves or others in danger of harm.
- A child over time persistently disrupts the learning of others
- A child loses control and cannot be contained safely.

Fixed term Exclusions

The school will seek advice and support from the designated Strategic Lead within the Education Entitlement and Inclusion Team when excluding any pupil. Where a child is at risk of being excluded the school will work with the EEI to put in place school based strategies to prevent exclusions including a Pastoral Support Programme.

The Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred for example bereavement, a significant change in family circumstances and safeguarding issues.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Fixed term exclusions will normally be for a period of 1-3 days. The school will set and mark work for the first five days of an exclusion.

Permanent exclusion

A decision to permanently exclude a child will only be taken:

- In response to serious or persistent breaches of the school's behaviour policy and

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the other children in the school.

The Headteacher will follow the Gloucestershire County Guidelines for Exclusions when excluding a pupil. A copy of this is available from the school office.

Alternatives to exclusions

The school will use an internal exclusion where appropriate. Internal exclusions are served on the school site and are not treated as exclusions from school. Internal exclusion may be more appropriate in cases where a child is Looked After or is subject to a Child Protection Plan or where the Headteacher feels that exclusion may pose a safeguarding risk.

Involvement of children in promoting positive behaviour

Children are taught strategies to use when dealing with poor behaviour. These are taken from a variety of resources.

Year 6 children are trained in peer mediation and take the roles of peer mediators on the playground promoting positive behaviour amongst younger pupils and supporting pupils in resolving playground disputes. See guidelines for peer mediation.

Policy Review

This policy will be reviewed annually by staff and governors and will be made available to parents on the school website.

July '15

Review Date: July '16

Appendix 1

Serious incident record – use of restraint

Details of pupil or pupils on whom restraint was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other pupils involved (directly or as witnesses) including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that restraint may have to be used.
Reason for using restraint and description of restraint used.
Any injury suffered by staff or pupils and any first aid and/or medical attention required

Reasons for making a record of the incident.	
Follow up, including post-incident support and any disciplinary action against pupils.	
Any information about the incident shared with staff not involved in it and external agencies.	
When and how those with parental responsibility were informed about the incident and any views expressed.	
Has any complaint been lodged (details should not be recorded here)	
Report compiled by: Name and role: Signature: Date:	Report countersigned by: Name and role: Signature: Date:

Master to be kept in serious incident file

Copy to be given to member of staff writing the report.