

Policy for Behaviour and Discipline

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1. Links to other policies, legislation and guidance

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

- Policy for SEND
- Single Equality Policy
- Attendance Policy
- Safeguarding and child protection policies
- Guidelines for peer mediation
- Use of reasonable force
- Complaints Policy

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

- Behaviour and Discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children with medical conditions at school

This policy is also based on the Exclusions from Maintained Schools, Academies and Alternative Provision schools. A guide and information for Headteachers in Gloucestershire (GCC January 2018)

2. Purpose and Aims

- To establish a consistent approach to behaviour management
- 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 consistent understanding of what acceptable and unacceptable behaviour is, including bullying.

3. 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 underpinned by our shared ethos of caring, curious and courageous.

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

4. Expectations of Behaviour

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

GOLDEN RULES

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

At St. Mary's we promote a positive approach to behaviour management:

- 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 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.

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 others and appearing uncomfortable in unfamiliar company or situations
- Experiencing difficulties in forming positive relationships.

As a school we use the following strategies to promote positive self-esteem in children:

- 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 and each other.
- 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.

5. **Definitions of Misbehaviour**

Misbehaviour is defined as:

- Disruptive behaviour in lessons including calling out, rudeness and disrespectful language towards adults and others.
- Disruptive behaviour in corridors, in the lunch hall and at break-times.
- Non-compliance – refusing to do as asked or refusal to complete work.
- Poor attitude – not engaging or being rude.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault
- Damaging school property or the property of others.
- Stealing
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

6. **Bullying**

Bullying is defined as the persistent, repetitive, deliberate harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

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

Bullying can include:

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.

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber bullying	Bullying that takes place online, such as social networking sites, messaging apps or gaming sites.

Details of how we deal with bullying is set out in our Anti Bullying Strategy.

7. Roles and Responsibilities

The Governing Body

The Governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix I). The Headteacher will also approve this policy.

The Headteacher will ensure that the school 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behaviour needs of particular pupils
- Recording behaviour incidents on CPOMs.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school's Golden Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

8. Rewards and Sanctions

Positive behaviour is rewarded with:

- 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
- Celebrating children's achievements on Seesaw.

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

Low level disruption and misdemeanours within the classroom:

- Non-verbal warning – a look, standing near the child
- Verbal warning: 'X you are continuing to call out despite being asked not to. Put up your hand if you wish to say something and wait to be asked.'
- Verbal warning: 'X you have continued to call out. Please go and sit I am moving your name to orange. If I have to speak to you again you will be going to see Mr/Mrs...'
- Sent to SLT member for time out – name moved to red on the behaviour ladder.
- If a pupil is asked to leave a lesson, they will lose part or all of their playtime.

Continued poor behaviour could result in the following sanctions:

- Pupil working in isolation.
- Loss of privileges and playtimes.
- Contact with parents.

Persistent poor behaviour over time:

- Meeting with parents
- Agreed rewards and sanctions
- Support in place in the classroom (social stories, visual timetables, individual reward systems).
- Monitoring by Deputy or Assistant Headteacher and/or Pastoral and Inclusion Lead to ensure support is consistent.
- Support from outside agencies eg. Advisory Teaching Service, Educational Psychology Service, Behaviour Support.

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

- As above plus:
- 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 pupil's good behaviour. 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 may be placed on the SEN register and the Graduated Pathway will be followed.

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 Performance 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 stay in for the required period of time at lunchtime. They will be supervised 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.

9. Physical Restraint and reasonable force

In some circumstances, staff may use reasonable force to restrain or control 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 maintain the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix I)

10. 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.

11. 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.

12. Recording Incidents.

Significant incidents of poor behaviour are recorded on the school's CPOMs system. MDSAs record incidents in their lunchtime books and communicate these with the class teachers who will make a record on CPOMs if it is appropriate to do so.

Any behaviour that is considered to be a safeguarding issue is communicated via CPOMs to the Headteacher and Pastoral and Inclusion Lead.

13. Exclusions

St Mary's Primary School follows the Gloucestershire Guidance on Exclusions.

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.

14. Pupil Support and Transition

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 for the needs of the pupil.

The school's SENCo/Pastoral and Inclusion Lead (PAIL) will evaluate a pupil who exhibits challenging behaviour to determine whether they have 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.

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 will be transferred to relevant staff at the end of the academic year with the support of the PAIL.

Coronavirus Addendum

This addendum applies until further notice. It sets out changes and expectations to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

It may be necessary to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Expectations for pupils during the coronavirus pandemic

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place.

Measures to minimise infection

- Pupils must clean their hands thoroughly when requested to do so by the adult in charge.
- Pupils must only use their allocated stationery and other equipment and not share with others.
- Pupils must sit in their own seat whilst in the classroom and avoid moving around unless instructed to do so by the adults.
- Pupils must follow the instructions on toilet doors to maintain social distancing.
- Pupils must try and catch sneezes and coughs in tissues, clean hands and dispose of tissues in the tissue bin.
- Pupils must tell an adult if they feel unwell.
- Pupils should try not to put fingers and objects in their mouths.

Measures to minimise contact and maintain social distancing

- Pupils must enter and exit the classrooms through the allocated door.
- Pupils must not enter other classrooms without permission from an adult.

- Pupils must walk sensibly and calmly around the school following directions from the adults.
- Pupils must stay in their allocated play area at lunchtime and breaktime.
- Pupils should avoid hugging the teachers. (Teachers will give younger children a comforting cuddle when they are upset.)

Rewards and sanctions for following rules

To help encourage pupils to follow the rules we will:

- Give out stickers and house tokens
- Verbal praise
- Certificates
- Notes home to celebrate positive behaviour

However if pupils fail to follow these rules, we will:

- Give verbal warnings
- Refer pupils to a member of SLT
- Withdraw playtimes and privileges
- Contact parents when rules are persistently broken.

Expectations for pupils at home

If pupils are working remotely at home, we expect them to follow all the rules set out below. Parents should also read the rules and ensure the children follow them. Parents should contact Mrs Silins, Pastoral and Inclusion Lead, if they think that their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements and support them with their learning.

- Do my best to do the work set each day and share my work with my teacher.
- Ask my teacher for help if I need it.
- Use the online learning appropriately and not post anything unsuitable.

Please see the remote learning plan (Coronavirus Contingency Plan) for further details

Policy Review

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

Review Date:

Appendix I

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.

Appendix 2

Guidance for staff on use of rewards and consequences in the classroom. This table is intended for guidance only for the majority of children. Some children will require specific behaviour management plans and strategies agreed in consultation with staff, parents and outside agencies.

Rewards	<ul style="list-style-type: none"> You have been caring towards others and our school You are being courageous – showing perseverance, effort and trying new things. You are being curious – engaged and interested in your lessons and asking lots of questions and doing good work. You consistently follow the schools Golden Rules 	<ul style="list-style-type: none"> House point tokens Sticker Certificate in assembly Praise from SLT Tea party
Tier 1	<ul style="list-style-type: none"> Low level disruptive behaviour - warning 	<ul style="list-style-type: none"> Non-verbal: a look, standing by pupil, indicating by pointing etc. X, you are being disrespectful/disruptive. You need to get on with your work and follow the class rules.
Tier 2	<ul style="list-style-type: none"> Continued behaviour as above Rudeness to staff Disruptive behaviour in class Refusal to follow instructions 	<ul style="list-style-type: none"> X you have continued to or X you are being rude and disrespectful to others etc. I am moving your name to orange/Tier 2. You need to make the right choice and get on quietly/sensibly or you will be asked to take some time out.'
Tier 3	<ul style="list-style-type: none"> Continued behaviour as above Disruption to whole class learning Aggressive behaviour Complete refusal 	<ul style="list-style-type: none"> X you are continuing to/your behaviour is disrupting everyone's learning. Go and sit...(separate desk..outside classroom) Child is spoken to at playtime and may be required to complete work in the classroom.
Tier 4	<ul style="list-style-type: none"> Continued behaviour as above Aggressive behaviour putting other at risk Climbing under/over furniture Pushing over furniture Swearing/shouting at a member of staff Throwing objects Complete refusal to do as asked 	<ul style="list-style-type: none"> 'X you need to leave the classroom and go to see Mr/Mrs (member of SLT). I am putting your name on red/Tier 4 Child misses some or all of playtime and parents are informed.