

Policy for Behaviour and Discipline

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

- Anti Bullying Policy
- Policy for SEND
- Single Equality Policy
- Attendance Policy
- Safeguarding and child Protection Policies
- DFE: Behaviour in schools, advice for headteachers and school staff 2022
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>
- Keeping children safe in education
- DFE: use of reasonable force in schools.

Purpose and Aims

- Create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values and ethos of the school.
- Provide a consistent approach to behaviour management that is applied equally and fairly to all pupils.
- 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 vision is of a caring, Christian community where we light a spark of curiosity and give everyone the courage to live life in all its fullness.

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. **Definitions**

Misbehaviour is defined as:

- Disruption in lessons and around the school building and grounds.

- Non completion of classwork or homework.
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying behaviour
- Sexual harassment such as sexual jokes or taunting and sexual comments, physical behaviour like interfering with clothes or online sexual harassment such as unwanted sexual messages, sharing of nude images or explicit content.
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: knives, illegal drugs, stolen items, tobacco, vaping equipment, fireworks, pornographic images. Any article a staff member reasonably suspects could be used to harm another person.

Bullying is defined as the repetitive, intention 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our anti bullying strategy can be found in our anti bullying policy.

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing the behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation.

The Headteacher is responsible for:

- Reviewing the policy in conjunction with the teaching and learning governors' committee • Approving this policy
- Ensuring the school environment encourages positive behaviour
- Ensuring that staff deal positively with behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that the staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management and the impact of SEND and mental health needs on behaviour to any staff who require it, so that they can fulfil their duties as set out in this policy.
- Ensuring that this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behaviour needs of particular pupils. • Considering their own behaviour on the school culture
- Challenging pupils to meet the school's expectations.

Parents and carers where possible should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may be affecting their child's behaviour. • Discuss any behavioural concerns with the child's class teacher promptly
- Take part in any pastoral work for example attending review meetings.
- Raise any concerns about the management of pupil behaviour through appropriate channels, whilst continuing to work in partnership with the school.

The school will endeavour to build positive relationships with parents by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behaviour issues.

Pupils will be taught about the expected standard of behaviour in school and the expectation for them to follow the behaviour policy. Pupils will be taught about the school's rules and routines and how they can be rewarded for excellent conduct in school as well as the consequences they will face if they do not meet the expected standards.

School Behaviour curriculum

At St Mary's we are committed to creating a culture where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We explicitly teach pupils about their behaviour and how to regulate and deploy coping skills.

At St. Mary's, we **care** for each other and our school:

- Pupils are expected to be **ready, respectful and safe**.
- We know and understand our pupils and their influences
- We model positive behaviours and build respectful relationships
- We plan lessons that engage, challenge and meet the needs of all learners
- We reward positive behaviour as soon as possible with attention and praise.
- We recognise good behaviour through the use of 'recognition boards' in every classroom
- We use a calm approach and give children 'take up time' when going through the agreed steps for managing poor behaviour.
- We remain calm when we speak to pupils. This helps maintain authority and confidence and keeps our relationships with children positive.
- 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. • We never ignore or walk past learners who are behaving badly
- We follow up and engage in reflective dialogue with learners.

Behaviour 'Norms'

Pupils are expected to:

- Be ready to learn at the start of the day and at the beginning of each lesson
- Behave in a safe, orderly and controlled way
- Show respect to adults and each other • In class, make it possible for all pupils to learn
- Move quietly around the school in single file.
- Treat the school buildings and school property with respect
- Follow the instructions of adults within the school

- Wear the correct school uniform
- Refrain from behaving in a way that reflects badly on the school, at school, outside school and online.

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.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Agree their own class rules with the class
- Develop positive relationships with pupils by:
 - Greeting pupils in the morning and at the start of the lesson
 - Establishing clear routines
 - Communicating high expectations of behaviour
 - Recognising good behaviour using recognition boards
 - Rewarding children who go over and above with certificates, notes home, hot chocolate Friday.
 - Starting each day afresh
 - Holding restorative conversations after sanctions have been used.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, early help intervention or a referral to children's social care is appropriate.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Smiles, nods, thumbs up, verbal praise
- Recognition boards
- Stickers
- House Points • Certificates
- Verbal Praise
- Sharing achievements with the Headteacher/SLT
- Note or phone call home/conversation with parents on the play ground
- Hot chocolate Friday

Responding to misbehaviour

When a pupil's behaviour falls below the standard that is expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviours will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Low level disruption and misdemeanours:

- Warnings - referral to ready, respectful and safe – delivering this message privately avoiding public berating
- Calm 30 second scripted intervention – stay behind for 3 minutes after class.
- Time out – 5 minutes outside the classroom and 10 minute card*
- Sent to another class/SLT member for time out – red card* – two lunchtime plays missed.
- Repair – teacher to meet with student for restorative conversation.

**Where a child is issued with a 10 minute card or red card they need to take the slip to the staff member supervising reflection time at lunchtime. The slip is signed by the duty teacher and then sent back with the child to the class teacher. Red Cards given are recorded in the Behaviour Log Book which is regularly reviewed by a member of the SLT.*

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 SENCO and/or Pastoral 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:
- Individual support plan agreed with parents
- Suspension
- Permanent Exclusion

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made in a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimal 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 and reported to parents. (See appendix xxx for log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the pupils after discussion with senior leaders and parents.

Searching a pupil

In the event that school staff believe a child is hiding something that could present a serious risk of harm to others and the pupil is refusing to empty their pockets or bag, a search may be deemed necessary. Searches will only be carried out by the Headteacher or Deputy Headteacher or a person who has been authorised to do so by the Headteacher. Another member of staff would be present as a witness to the search.

Before carrying out a search, the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails eg. I will ask you to turn out your pockets and empty your bag.
- Give the opportunity for the pupil to ask questions.
- See the pupil's co-operation.

If the pupil refuses to agree to a search then the parent/carer will be called and the pupil will be suspended.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school organised activity or trips.
- Travelling to and from school
- Wearing school uniform
- In any other way identifiable as a pupil of St. Mary's School.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

If a decision is made to report an incident to the police, the Headteacher or Deputy Headteacher will make the report.

If a report to the police is made, the DSL will make a report to social care if appropriate.

Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and sexual violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable. The school's response will be proportionate, considered, supportive and decided on a case by case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. Please refer to the school's child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school in collaboration with the local authority designated officer (LADO) will consider whether the pupil who made the allegation is in need of help or the allegation may have been a cry for help. If so, a referral to social care may be appropriate.

Serious sanctions

Losing playtimes

Pupils can be issued with yellow and red cards. A yellow card will result in a pupil missing 10 minutes of lunchtime play. Children will be supervised for the ten minutes and will be asked to reflect on their behaviour. A red card will result in a pupil missing two consecutive lunchtime breaks. Children will be supervised and will be asked to reflect on their behaviour.

Removal from classrooms

Where a pupil continues to disrupt the learning of others, a child may be removed a classroom for a limited period of time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff.

Removal is a serious sanction and will only be used in responses to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore a positive and calm learning environment
- Maintain the safety of other pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from the classroom for prolonged periods of time without the explicit agreement of the Headteacher.

Suspensions and permanent exclusions

The school can use suspensions and permanent exclusions in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to the Headteacher's exclusion guidance form Gloucestershire County Council for further information. <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability.

When incidents of misbehaviour arise, we consider them in relation to a pupils' SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school. The school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing substantial disadvantage to a disabled pupil caused by the school's policies and practices. (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupils has an EHCP, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring. These may include interventions such as:

- Short planned breaks
- Adjusting seating plans
- Training for staff in conditions such as autism
- Use of separation spaces such as nurture rooms where pupils can regulate their emotions
- Support with transitions
- Visual timetables
- One to one support
- Nurture groups

Adapting sanctions for pupils with SEND

When considering sanctions for pupils with SEND, the school will take into account:

- Whether the pupils was able to understand the rule or instruction
- Whether the pupil was able to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively because of their SEND.

If the answer to these questions is yes, then the school will assess whether it is appropriate to use a sanction and if so whether reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND.

The school's SENCO may 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.

Pupils with an EHCP

The provisions in the EHC plan must be secured and the school will co-operate with the Local Authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate the school may request an emergency review of the EHC plan through the SEN casework team.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This will include measures such as:

- Restorative meetings to repair relationships between staff and pupils.
- Reintegration meetings for pupil returning after suspensions.
- Daily check ins with pastoral staff
- If appropriate, sessions with an Emotional Literacy Support Assistant. (ELSA)

Training

Our staff are provided with regular training on managing behaviour. This includes:

- Team teach – de-escalation strategies
- ‘When the adults change’ training and resources
- How SEND and mental health needs impact behaviour
- Trauma informed approaches

Monitoring

The school collects data on:

- Behavioural incidents on CPOMS
- Attendance
- Permanent exclusions
- Suspensions
- Anonymous surveys for all stakeholders.
- Records of pupils who have had red or yellow cards.

This data is analysed by the Senior Leadership Team and reports to the full governing body.

This behaviour policy will be reviewed every three years by the headteacher and teaching and learning governors.

Approved by T&L Committee: 17-10-2023

Review date: October 2025

Signed by Headteacher:



Signed by Chair of Governors:



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:	Report countersigned by:
Name and role:	Name and role:
Signature:	Signature:
Date:	Date:

Master to be kept in serious incident file Copy to be given to member of staff writing the report.