

# **St Mary's CE Primary**

**Date of Policy: Autumn term 2021**

**Review Date: Autumn term 2023**

## **Behaviour Policy**

***The following policy covers children from Reception to Year 6. Some aspects are more appropriate to certain age groups, and there is a legal obligation to include certain elements of this policy.***

### **Ethos of the school**

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring Christian community, whose values are built on respect, responsibility and safety. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### **Aims**

- To achieve high standards of behaviour through simple rules and a consistent approach to behaviour issues.
- To promote good manners.
- To ensure adults and children treat each other fairly and with respect.
- To employ a whole school system of recognition and consequences.
- To ensure that all behaviour issues including bullying are dealt with as soon as possible.
- To share policy and practice with parents.

### **Bullying**

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. (see anti-bullying policy)

### **Rights and responsibilities of all members of St Mary's CE Primary school community**

Information regarding the rights and responsibilities of school, pupils, parents and carers can be found in appendix 1

### **Positive behaviour through the curriculum**

High expectations of good behaviour are in every area of the curriculum but are taught explicitly through PSHE, Skills Builder and worship.

## **The elements of a positive learning environment**

The class teacher will discuss and agree the rules with each class; these are displayed in every class. All rules are based around the concepts of being safe, being respectful and being ready to learn.

All classrooms must display the three elements on a recognition board.

## **Recognition**

Children will collect dojo points for individual recognition. Each term, there will be a select few aims that we are all working towards. Children will be recognised by all members of staff and dojo points will be awarded for this.

All children are placed into house teams, Oak, Alder, Willow and Birch. As children collect individual dojo points, these are added to make a group total. Each week, the points from each house across the school are collected and the house with the most points is recognised in whole school assembly.

In each class, all children will be represented on a recognition board. The aim is that all children will reach the recognition board by the end of the week. This could be for following one of the class rules particularly well, following one of the aims of the term or for a piece of work.

## **Consequences**

1. Remind child of expected behaviour and redirect them to the task.
2. Caution child and again redirect to the task.
3. Last chance- use script to inform child of expectations and consequences (see appendix).
4. 5- 15 minute time out- (in or out of class- teacher decision).
5. Any time out needs to be owed to the class teacher at break.

Each lesson is a new start – the slate is wiped clean. However, if a child is consistently missing breaks or continues to misbehave despite missing breaks they will be sent to the deputy or head teacher. The class teacher will also make an appointment to speak with parents.

If a child's behaviour is more serious and causes disruption to the whole class they will be sent straight out of the room for time out. If the poor behaviour continues they will be sent to the deputy or head teacher immediately.

## **Additional Recognition**

Each morning, class teachers must be available at the class door to meet and greet the children as they enter. This could be used as a reminder that each day is a fresh start.

Children's efforts and achievements will be additionally recognised through the use of a postcard. All adults are expected to send 3 postcards home per week. These children can be from any class, can be recognised for anything and postcards are to be given on the day of the recognition.

## **Lunchtime Consequences**

Lunchtime staff should follow the same recognition and consequences system used in class.

Serious behaviour issues or use of bad language will result in being sent to the deputy or head teacher and a missed play or lunchtime. Parents may be contacted if behaviour does not improve.

## **Support for pupils whose behaviour indicates significant problems**

The school offers a variety of support for children whose behaviour causes significant problems to themselves or others. We employ a Pastoral Support Team who will offer nurture and therapeutic sessions in school. The team may use a Boxall assessment which is designed to help us to identify the most significant areas of concern and set relevant targets for improvement with the child. The school may instigate an internal support plan which is reviewed every 6 weeks with parents.

The school may refer a child to the Behaviour Support Team arm of the Targeted Education Support Team for support and advice. The team may implement a Pastoral Support Programme which they will monitor every 6 weeks. In all instances parents will be involved in supporting the child to improve.

If appropriate, the school will try to identify an appropriate counsellor if required. There is also the option of referral to an Educational Psychologist, the Primary Child Mental Health Team or the Child and Family Mental Health Team. The school nurse contacts school to discuss children who present the school with concerns and they also offer a referral service.

## **School's power to discipline beyond the school gate**

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, anywhere off the school premises, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

A teacher may discipline a pupil for:

Any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

## **Use of force to control or restrain pupils**

All members of the staff are aware of the regulations regarding the use of positive handling and physical intervention as set out in the school discipline chapter of the Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the use of force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder

Staff in school have been trained in use of positive handling. Children who regularly require the use of positive handling with have an individual Positive Handling Plan which will be developed in discussion with parents. Use of positive handling will be reported to parents and the incident written up and stored on the child's record.

Where necessary a child may be removed from class using positive handling when their behaviour may cause them to injure themselves or others or puts other children at risk. A quiet space is available to give them time to calm down and be supported by staff. A child will never be left alone but staff may stand outside the door if the child is physically violent towards them and is causing injury. They will be able to see the child at all times and the door has no lock on it. If restraint is judged to be the best cause of action this will be used to try and calm the child. A child will never be left alone if they are injuring themselves. Restraint will be used to prevent this where necessary but for the shortest amount of time possible.

This course of action is for short periods of time only. If a child is still very anxious or angry and is causing themselves or others injury parents/carers will be phoned to agree next steps.

Some examples of where reasonable force might be used are:

To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;

To prevent a pupils causing deliberate damage to property;

To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;

To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;

To prevent a pupil behaving in a way that seriously disrupts a lesson; or

To prevent a pupil behaving in a way that seriously disrupts a school event or visit.

The actions of the staff will always be in the best interests of the child and are in line with government guidelines on the use of force. Under no circumstances will physical force or restraint be used as a form of punishment.

## **Exclusion**

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the head teacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded and any representation made by the parents and the LA.

### **Detention**

Detention may sometimes be used in school when children have not completed their work as requested due to either poor behaviour or refusal to work. Children who consistently miss homework deadlines may also be given detention in order that the work is completed. Parents will be contacted during the school day to inform them of the length of the detention and why it has been given. It is expected that the detention is completed on the same day.

It is school policy always to offer the child a chance to complete unfinished work or missed homework in school time. Detention will only be given if the child refuses to do this work within the school day (at break or lunchtime).

Whilst parents may inform the school of particular problems a detention may cause, they cannot over-rule the head teacher's decision. The school will, however, always try to compromise with parents about an appropriate time for the detention to take place.

### **Searching pupils and their possessions**

There is now specific legal guidance for confiscating inappropriate items. The head teacher can authorise a search of pupils' outer clothing or their possessions (including bags and trays) without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag, tray and punish them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupils and another member of staff.

The school has the legal power to search pupils for weapons, alcohol, controlled drugs, stolen property, cigarettes, pornography, fireworks, mobile phones, ipods and any other item banned under the school rules.

Confiscated items such as mobile phones and ipods will be returned at the end of the school day. Other items will be destroyed.

Any child requiring the use of a mobile phone after school should drop it off at the school office at the beginning of the day.

### **Medication, Drugs and alcohol**

It is the policy of St Mary's CE Primary school that no child should bring any drug, legal or illegal to school. If a child will need medication during the school day, then the school medical policy applies. The parent should notify school and ask for permission for the medication to be brought by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom (e.g. inhalers). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substance such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purposes of misuse will be punished by a fixed term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusion. A parent or guardian will also need to visit the school to discuss the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money the child will be permanently excluded from the school. Wigan LA, the police and social services will also be informed.

### **Dealing with allegations of abuse against teachers and other staff**

Whilst all allegations of abuse must be taken seriously, the quick resolution of those allegations will be a clear priority to the benefit of all concerned.

In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded, or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached to school behaviour policy. The school will therefore consider whether to apply an appropriate sanction such as a fixed term or permanent exclusion. There may also be a referral to police if there are grounds for believing a criminal offence may have been committed.

All allegations should be reported straight away to the head teacher or the Chair of Governors if the head teacher is absent. The head teacher or the Chair of Governors may contact the Local Authority Designated Officer (LADO) to provide advice and monitor the case.

## **Support available through school and the LA for parents/guardians in developing their child's social, emotional and behavioural skills**

Examples:

- The Startwell Team
- Local Startwell Centre
- The Early Help Process
- Pastoral Support Plan (led by the LA)

### **Training**

All staff are required to undertake regular training on behaviour and associated positive behaviour strategies and other interventions.

### **Monitoring and Review**

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors, may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with all other relevant school policies.

During the writing of this policy account has been taken of the Equality Scheme and vulnerable pupils. (Appendix 3)

Signed: \_\_\_\_\_ Head teacher      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Chair of Governors      Date: \_\_\_\_\_

## Appendix 1

### Example 30 second script structure:

- 1. Open well and do not start a dialogue with the child – “I’ve noticed you’ve had a problem starting this morning.” Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you
- 2. Refer to why you are there and a specific rule – “You know our rule about getting involved with the group. I can’t have you sitting outside of it, I need you to be involved.”
- 3. Sanction – at the second stage of a stepped consequence system – “I’m going to need to see you for two minutes at playtime.” The pupil will more than likely protest at this stage. It’s important at this point to remind the child of previous good behaviour that you have ‘pegged’ in a positive note or other previous interaction. “Do you remember last Thursday, I gave you the note to take home? You had a brilliant week last week. You were kind, you brought in that extra research, your group work was great – that’s the behaviour I need to see now, that’s the behaviour I want to see from you. Thanks very much for listening.” Then you leave the situation.



## Appendix 2

### Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is thus only an approximate mapping.

<b>SCHOOLS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this.</li> <li>• To enforce their school behaviour policy – including rules and disciplinary measures.</li> <li>• To expect pupils and parents’ cooperation in maintaining an orderly climate for learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.</li> <li>• To ask parents to sign a Home School Agreement when their child joins the school</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</li> <li>• To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</li> <li>• To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and as appropriate reward pupils’ good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</li> <li>• To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.</li> <li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure staff model good behaviour and never denigrate pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills.</li> <li>• To keep parents informed of their child’s behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul>

<b>PUPILS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>• To appeal to the head teacher /</li> </ul> <p>governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</p>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other pupils or staff.</li> <li>• To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>

<b>PARENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.</li> <li>• To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>• To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</li> <li>• If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</li> <li>• To sign and adhere to the terms set out in the Home School Agreement</li> </ul>

## Appendix 3

### **Taking account of race, religion and culture**

#### **Key Points**

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- Schools should ensure staff are well informed about cultural differences in behaviour and their implications.
- Schools should support newly arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

### **Taking account of SEN, disability and the circumstances of other vulnerable pupils**

#### **Key Points**

- Schools must make reasonable adjustments in the application of their behaviour policy to disabled pupils.
- Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- Schools should identify at-risk pupils in advance.
- Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- Schools should ensure that all those in contact with the pupil know what has been agreed.
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- Schools should ensure that all staff are aware of appropriate referral procedures.

## **What the law says**

3.9.12 Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.