

# St Andrew's Church of England Primary School



*With Faith, Hope and Love we can achieve greater things.*

***Behaviour & Discipline Policy  
September 2015 - September 2016***

## **1. Introduction**

We aim to provide a happy, positive and secure learning environment where every child has the right to learn and every teacher has the right to teach.

We aim:

- to help individuals develop a positive self-image
- to be aware of the needs of others, by showing respect and a caring attitude
- to show an understanding of individual differences
- to provide the opportunity to take responsibility for oneself and one's actions
- to help children gain an understanding of what is right and wrong
- to encourage a sense of respect, care and pride in the school and community in which they live
- to deal with all issues in a fair and consistent way

## **2. Statutory Framework**

In applying this behaviour and discipline policy, the school will act in accordance with the following legislation and guidance:

- section 175 of the Education Act 2002 requiring the Governing body to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children
- general duty to eliminate discrimination under section 149 of the Equality Act 2010
- Education and Inspections Act 2006

## **3. Roles and Responsibilities**

### **3.1 Parents:**

- to be aware of the school rules and the Home/School Agreement
- to co-operate with school
- to ensure children's regular attendance and punctuality
- to encourage their children to show respect and support the schools authority to discipline children

### **3.2 Staff:**

- the Headteacher fully supports the staffs' authority to discipline
- to follow and apply the behaviour policy
- to be fair and consistent
- to develop an effective working atmosphere

### **3.3 Governing Body:**

- to deal with allegations against teachers and school staff (in line with LA policy) quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

### **3.4 Children:**

- to move in an orderly manner around school

- to show respect for people and property
- to demonstrate appropriate levels of concentration and self-discipline
- to take responsibility for their own actions
- to co-operate with and respond to the school rules
- to be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- kindness
- consideration
- tolerance
- respect
- co-operation
- patience
- empathy
- good manners

and the following Christian values:

- faith
- hope
- love

The following behaviour is considered to be unacceptable:

- bullying - individual or group; verbal or physical abuse; taunting; mimicking ( including Cyber bullying)
- physical aggression towards pupils and adults - kicking, hitting, pushing, etc.
- swearing, answering back or any form of verbal abuse
- not doing what is reasonably asked of them by an adult
- rudeness
- damaging school property with intent or taking property without permission
- using threatening or intimidating behaviour

#### **4. Classroom management**

##### **4.1 School Rules**

The use of the SHINE Rules is in place in the whole school. The rules are:

Speak politely and listen carefully  
Help and care for each other  
Include everyone  
Never hurt anyone, we are always gentle  
Expect to do our best in all that we do

The rules will be discussed and agreed by the children and class teacher within the first two weeks of the new school year. They should be displayed in all classrooms. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

#### **4.2 To promote good discipline within the classroom staff should aim to:**

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Model considerate collaborative learning
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting instead use eye contact, gesture, tone of voice, etc.
- Maintain a calm, constructive atmosphere which allows all children to learn
- Establish methods for children to make contributions or communicate with the teacher
- Send children to collect resources in small groups
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

#### **5. Rewards**

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective.

For the majority of children this approach will work, sanctions should be needed only for a minority of children.

### **5.1 Rewards can include the following:**

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Child, group or class, singled out as a role model
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Celebration Assembly
- House points, certificates for academic and non-academic achievement
- Special responsibilities e.g. being a monitor/house captain
- Certificates
- Headteacher Awards
- Lunchtime stickers awarded by lunchtime supervisors
- Class chart maintained to record daily attendance (see Attendance Policy for specific reward systems).

### **5.2 House Point System**

The House system operates consistently throughout the School from Reception to Year 6 as follows:

- Classes are divided into 4 houses
- Housepoint charts will be displayed in classrooms
- Children will be awarded house points for academic achievement and non-academic achievement. When house points have been awarded they should not be taken away.
- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis.
- The name of the winning House will be read out in the weekly Celebration Assembly.

## **6. Sanctions**

Teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. This means that if a child

misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that child.

The punishment must be proportionate. Corporal punishment is illegal in all circumstances.

Consideration will be given to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

### 6.1 Stages of intervention - lesson time:

	Action	Who	Consequence	Recording
A	Shouting out, rocking on chairs, tapping, whistling, talking, swearing (accidentally), running in corridor	T or TA	Verbal reminder or short consequence e.g. 5 mins off break	
B	Throwing equipment, name calling, pushing, swearing, defacing equipment	T or TA - PL	Warning, time out (in or out of class)	Record on SIMS
C	Fighting, answering back, maliciously throwing, racist incident (one off)	PL	Consequences' Room X3 = Parents Informed	Record on SIMS
D	Persistent bullying, unprovoked/premeditated attacks, destructive behavior, attacking staff, bringing dangerous items in	PL DHT HT	Parents Informed FT exclusion Permanent exclusion	Record on SIMS
*	Homework not completed No PE KIT	T	Attendance at class run homework club - x3 Letter home	Record on SIMS

### 6.2 Stages of intervention - lunch time

	Action	Who	Consequence	Recording
A	Shouting out in dinner hall swearing (accidentally),	LA	Verbal reminder or short	

	running in corridor		consequence e.g. 5 mins time-out	
B	Throwing equipment, name calling, pushing, swearing, defacing equipment	LA/LSA T	Warning, time out (in or out of class)	Record on SIMS
C	Fighting, answering back, maliciously throwing, racist incident (one off)	T/PL	Cosequences Room X3 = Parents Informed	Record on SIMS
D	Persistent bullying, unprovoked/premeditated attacks, destructive behavior, attacking staff, bringing dangerous items in	PL DHT HT GOVs	Parents Informed FT exclusion Permanent exclusion	Record on SIMS

### 6.3 'Consequences' Room

A room will be allocated and supervised at lunchtimes. Children will be required to stay in at lunchtime if:

- They have reached the significant level in the stages of intervention above
- Not enough work is completed within lesson time
- Unsatisfactory work needs to be repeated until it meets the required standards
- Homework is not handed in

Whilst in the room, children who have been sent in for poor behaviour, will be asked to write an account of the incident and actions to prevent recurrence. Other children will be asked to complete their homework or finish their class work.

The room will operate every lunchtime between 12.15 and 12.45 (BM & EC) (12:00 and 12:30 in KS1 - CM & CF) - see separate rota for staffing. The children who attend the consequences room will be collected for their lunch by a lunchtime supervisor at 12.45 (12:30 in KS1). Other children needing 'time out' at lunchtime between 12.45 and 1.15pm will be supervised by B Moreton in 3M.

### 6.4 Exclusion from events / Loss of privileges

In certain circumstances, such as fighting, a child will be excluded from attending after school clubs. The length of exclusion will depend on the severity of the behaviour. Roles and responsibilities may also be withdrawn.

## **6.5 Meeting with parents**

Following the meeting with parents an appropriate strategy to improve a pupil's behaviour will be discussed e.g., behaviour diary established for a fixed time (2 weeks), daily contact with parent and class teacher, behaviour record sheet - a timetable with reward stickers.

An individual incident may be so serious that parents are informed immediately and exclusion may be considered. Also if an individual pupil is causing serious disruption because of his/her behaviour then referral may be made through the special needs action planning.

We would expect pupils to behave well at school at all times including on the way to and from school. The school rules will apply at the start of the school day on the playground (from 8.45am) and at the end of the day (3.25pm) when all children should have left the school grounds. Any incidents reported before and after school hours will be investigated and the system of entry in the SIMS Behaviour Module will apply.

## **7. Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above 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.



## **8. Use of Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **9. Restraint**

Staff who have been in receipt of Physical Restraint training may, if necessary use this training to physically restrain a child. This should be always be done with two members of staff and as soon as is possible the child should be removed and taken to the meeting room.

## **10. Requesting Support**

Each class room has a 'Request for help' sign which they can send with a child to another classroom to ask for support if they need a child to be restrained for they are unable to deal with the behaviour in question on their own. These signs request help with immediately or as soon as possible.

## **11. External Agencies**

Involvement of appropriate external agencies may be considered. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This may include setting up an IPP for that pupil.