

SCOTFORTH ST PAUL'S C. of E. PRIMARY and NURSERY SCHOOL

POSITIVE BEHAVIOUR POLICY

2020-21

This policy is firmly rooted in the values of our mission statement

Learning, growing and caring as part of God's family

"I am the vine, and you are the branches. If any remain in me and I remain in them, they produce much fruit." (John 15:5)

Key Principles

- Pupils positively understand their worth and potential-and that of others
- Pupils develop skills, knowledge and enthusiasm for ongoing learning through an inspiring curriculum
- Pupils grow in emotional and spiritual resilience, surrounded by God's love

Positive Behaviour Policy * See Covid Addendum

1. Statement of Principles

One small positive reinforcement is more effective than a host of negative reinforcements.

At Scotforth St Paul's we want our children to behave in a way which helps us to create a caring and sharing environment within the framework of our Christian Mission Statement. To achieve this we want our children to know and understand the following:

- other people need to be treated with respect and consideration
- some rules are necessary in order for an organisation to function
- the School's name depends on the good behaviour of the people within it
- home and school must work together to create good behaviour

2. Context

This policy should be viewed in conjunction with our health & safety policy, safeguarding & child protection policy, attendance policy, learning & teaching policy, home-school agreement, single equalities policy and anti-bullying policy.

3. Classroom Management

Behaviour which benefits the school community and is based on a caring attitude towards others is rewarded at this school. It is important that this behaviour is reinforced and brought to the attention of others. In school we are always looking to act positively with all of our children, and

therefore the children are encouraged to work towards incentives, rewards and personal achievements/goals. Sanctions are employed as a consequence of poor behaviour and offer the opportunity for reflection upon the behaviour. Our behaviour policy is based upon, and fully reflects, the Christian ethos of our school. In line with the Christian ethos of repentance and forgiveness, a restorative justice approach is used.

All adults in the school set the example for the children. Staff manage behaviour in the classroom through many ways, which include: careful planning of lessons to ensure a consistent approach, seating plans as necessary to suit the activity, ensuring pupils are engaged in learning by maintaining pace and expectations in lessons and other ways of encouraging appropriate behaviour for optimum learning to take place.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents/children are asked to sign in the first week of each academic year. Each class displays an agreed list exemplifying what is good (and poor) behaviour and attitudes to learning.

4. Rewards

One of the ways we reward good behaviour is by awarding a team point/s to the child, making sure the child knows the reasons for the award. We have a team system within the school based upon four teams/houses:

Red Yellow Blue & Green

At the end of the week the points are collected and counted by the House Captains in Year 6, and the result for that week is announced and trophy awarded at the end of our Celebration Worship Assembly on a Friday. The results are published in the newsletter so that parents can encourage and praise their child. Within each class the winning team members get an extra weekly 10 minute treat. In order to reinforce good behaviour and attitudes we also comment upon good behaviour during these assembly times. Each week "Scotforth Super Star" status is awarded to children who can be nominated by any adult for anything very positive- e.g. an act of real kindness, excellent work, etc. This too is celebrated, and published on the weekly newsletter.

Within the classroom, children's good behaviour is rewarded by every member of staff with appropriate comments and actions. Stickers, smiley faces, golden time, marbles in a jar etc. are also used at an age-appropriate level.

It is vital that the children of Scotforth St Paul's School know the type of behaviour that is appropriate and the type of behaviour that is not appropriate, and therefore not acceptable. In this way we feel that the children have respect for themselves and their work.

See appendix 1.

5. Sanctions/Unacceptable behaviour

Unacceptable behaviour is deliberate behaviour, which causes physical or/and mental hurt to another person, harm to the environment or deliberate nuisance. In these circumstances, it is important that there is a quick response.

In all cases of poor behaviour:

- It is important to talk to the child about their actions and the feelings of others that may have been hurt.
 - It is vital to point out the correct response
 - Ask the child what the appropriate behaviour should have been.
 - Give the child the opportunity to say sorry, and/ or make amends when appropriate.
- Restorative justice principles underpin this policy
- Sanctions such as missing a part or all of playtime/golden time may be used.
 - "My Key to Success" report cards may be used within the school day for children for persistent or more significant poor behaviour.

Out of class situations

1. The adult who is "on the scene" first deals with most difficulties.
2. If a further response is needed then the child's class teacher should be informed.
3. If it was felt by the class teacher that further action was needed, then the Head/DHT/AHT Teacher should be informed.

The majority of cases will be dealt with in school, by the teacher, swiftly and effectively. The teacher might employ one or a range of measures as appropriate. Suitable measures might be: During times of the day, such as assembly and when lining up where children are expected to be quiet and listening, children may have their name recorded in a small book if they talk. Each time their

name appears in the book a small amount of time spent doing a reward activity is taken away. At the start of each half-term a new "book" is started and the old one expunged. See appendix 2

Lunchtimes

The lunchtime break is an important time of the day. It is a happy social occasion, where children can relax and chat and so good behaviour where children feel happy and safe is expected. Children behaving inappropriately may have lunchtime privileges removed and eat on their own if they behave badly towards others.

In Classroom situations

- a) If the behaviour is causing concern within the classroom then, after a warning, the teacher will initially give the child a short 'time-out' in the classroom.
- b) Ask the child to carry on with their work in the 'partner class' e.g. Year 6/5; Year 4/3; Year 2/1, Year1/R/N. Sometimes it may be more appropriate for the child to work in a class a few years younger/older.
- c) Send to Deputy Head or Assistant HT
- d) If the difficulties continue the child will be asked to see the Head Teacher.
- * Teachers use discretion as to whether to jump stages or not.

On seeing a child, The Head Teacher will deal with the situation and decide upon the appropriate measures. If a child is frequently sent to the Head Teacher for inappropriate behaviour or for a serious misdemeanor, the parents will be invited in to discuss the matter with her.

It is important that the parents of the child are informed of persistent poor behaviour so that school and home can work together to solve any difficulties.

The decision to inform the parents is initially the responsibility of the class teacher and then the Head teacher. However, Class Teachers must always inform Head Teacher when contacting a parent.

Certain behaviour requires certain measures:

Detention

Teachers have a legal power to put pupils under 18 in detention. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) days. Parental consent is not required for detentions but

Staff must act reasonably. This school will use lunchtime detention in the case of poor behaviour. With lunchtime detentions, staff allow reasonable time for the pupil to eat, drink and use the toilet. Scotforth St Paul's does not use after school detention except in extremely rare cases, and then only by prior arrangement with the parent.

Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Usually, but not always, before the decision to exclude a pupil is made, contact with the parent/guardian will also have been made. If the behaviour warrants it, or the behaviour persists, the Head teacher will exclude the child and fill in the requisite paperwork for the LA. Staff will fill in an action on the CPOMs system to alert other relevant staff. No child will be physically excluded without parental contact having been made.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

School will endeavour to set and mark work for an excluded pupil during the first five days of any exclusion (although there is no legal duty to do so).

Sanctions - conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

It is this school's policy that our pupils should behave consistently well when connected with school in any way. Therefore the teacher may discipline for any misbehaviour when the pupil is:

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

The teacher may also discipline for mis-behaviour at any time, whether or not the conditions above apply, that:

- 1) Could have repercussions for the orderly running of the school or
- 2) Poses a threat to another pupil or member of the public or could
- 3) Adversely affect the reputation of the school.

This applies to non-criminal bad behaviour, and bullying which occurs anywhere off the school premises, and is witnessed by a staff member or reliably and verifiably reported to the Headteacher.

6. Preventing Bullying (see Policy on Bullying)

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

No one in school will tolerate bullying and the children are encouraged to immediately talk to a member of staff if they are being bullied. There is a "Worry Box" in each classroom where pupils can post their name if they don't wish to directly approach the teacher. Also, we run a regular Wellbeing survey with all pupils.

Serious measures will be taken against any child found bullying or encouraging bullying.

The Equality Act 2010 (see Single Equalities Policy), requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic

and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

School complies with the Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people (See Safeguarding & Child Protection Policy)

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern, when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

Some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988 it is an offence for a person to send an electronic communication to another person, with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police will only be undertaken with the agreement of the Headteacher.

(Ref.: School Worship Policy; Bullying Policy; LA Guidelines on Exclusions)

7. Confiscation of inappropriate items (includes statutory guidance)

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Confiscated items will be

returned to the pupil at the member of staff's discretion. Items of value or a sensitive nature will be required to be collected on behalf of the child by a responsible adult. Any low value items not collected will be disposed of. Any high value items will be retained for three months, and then disposed of if not collected.

2. Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules, which has been identified in the rules as an item which may be searched for
- i. Weapons and knives, and extreme or child pornography must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it.

8. Power to use reasonable force

1 What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used to either control or to restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them.
- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force.

2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school-organised visit.

3 When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes - to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

remove disruptive pupils from the room where they have refused to follow an instruction to do so

prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

and restrain a pupil at risk of harming themselves through physical outbursts.

9. Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these

principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 and Single Equalities Act 2017 to promote equality of opportunity and to reduce discrimination. Head teachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Head teachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year (school website)

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils parents must ensure that their child attends punctually and regularly. If they do not, this school or Lancashire local authority may ask them to sign a parenting contract or may issue a penalty sanction of (currently) £60 (rising to £120) per parent and per child. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well-behaved at school. If they do not, this school or our local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

10. School support systems

The Scotforth St Paul's School Behaviour and Discipline Programme is based on children learning how to make wise decisions, and accept responsibility for their own behaviour. Decision-making is taught, just as reading and mathematics are. We all make mistakes, but the only failures are mistakes we do not learn from. Just as God forgives us when we are sorry, so we forgive others.

At Scotforth St. Paul's School, children are encouraged to face the consequences of their behaviour. When these consequences bring about undesirable results, children are helped to look at the problem and then plan for better ways to meet their needs. A discussion and plan to improve behaviour will follow loss of privileges. A plan is an opportunity for good decision-making and growth, and follows restorative justice principles.

It is of paramount importance that children understand these rules. In order to achieve our aim that pupils learn self-discipline for the benefit of themselves, the school family and the wider community, parental responsibility is essential. Serious cases of inappropriate behaviour are brought to the attention of the Head teacher. Teachers will record the incident on CPOMS, and the HT who will record any follow-up to the incident in the child's file on CPOMS. When this is the case, parents are informed of the nature of the incident and are expected to support the school in trying to eliminate anti-social behaviour.

School will consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the child protection and safeguarding policy will be followed. We will also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment (CAF) will be considered.

Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so the Head teacher may choose to exercise this option in the case of extreme or persistent poor behaviour.

11. Consultation, monitoring and evaluation

All staff were involved in forming and reviewing this policy. Views have also been sought from pupils, parents and governors. It will be reviewed annually, or more often if felt necessary.

12. Complaints Procedure (See also Complaints Policy)

1) All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

- 2) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) School will consider carefully whether the circumstances of the case warrant a person being suspended, until the allegation is resolved, or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- 7) The Governing body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees, and this school provides appropriate pastoral care to all members of staff.

Covid Addendum to Positive Behaviour and Discipline Policy

Aim

The aim of this update is to ensure that everyone knows and understands the ways in which we must change our behaviour to keep everyone safe from the risk of infection;

To ensure that where behaviour is unsafe, we are able to change that behaviour quickly, effectively and fairly;

To help us to understand that our first priority is teaching safe behaviour, and that different approaches may be appropriate when differentiating between inadvertent or forgetful unsafe behaviour and deliberately unsafe behaviour.

Our approach

At Scotforth St Paul's we recognise that following rules is a learnt skill which children need to be systematically taught, and to revise frequently. To reduce the risk of spreading the coronavirus and keep children and staff safe, we are introducing some new rules. These are detailed below.

The main aim of these rules is to reduce risk of spreading the coronavirus, but we recognise that things can go wrong when children are learning new habits. Should this happen, staff will consider what risk has been posed, and whether any immediate mitigation needs to take place (e.g. washing of hands), before responding to the problem as an opportunity for further learning (e.g. by reminding and reinforcing the rules, or by discussing the risks of that behaviour).

Where a child behaves in a deliberately unsafe way (for example, by deliberately coughing or spitting on someone, or by moving into someone else's class "bubble"), the school will take this very seriously. Again, the first course of action is to consider whether any immediate mitigation is necessary. The problem will still be approached as an opportunity for further learning, but will also prompt urgent discussion with the pupil's parents or carers, and may result in the pupil being educated at home. If senior leaders believe it is necessary, a personal risk reduction plan may be drawn up with the pupil and family.

The school continues to have a range of disciplinary powers including exclusion (as set out in government guidance - <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions>) and where it is deemed necessary for the safety of pupils and staff they will be used.

Our rules

- ✓ To keep one another safe...
- ✓ We will use our own work stations and equipment, not anyone else's.
- ✓ We will work, eat and play in our class **bubble**.
- ✓ We will not mix with people from other **bubbles**, in school or out of school.
- ✓ We will not use playground equipment unless an adult tells us we can.
- ✓ We will calmly move around school following the markings and directions, and avoiding other people.
- ✓ **In KS2 we will try very hard** to stay 2m from one another.

We will follow our **hygiene instructions**:

- ❖ never cough, sneeze or spit towards another person
- ❖ catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it) then thoroughly wash our hands
- ❖ wash hands frequently (including whenever we are asked to) with soap and water for at least 20 seconds (sing happy birthday twice silently) or with hand sanitiser if soap and water is not available.
- ❖ if we feel unwell we will tell an adult straight away.