



## **St. Nicholas C of E Primary School**

### **Behaviour and School Discipline Policy**

#### **Our Vision Statement**

***“To maximise the learning potential of every pupil within the love of God.”***

Date reviewed: November 2020

Reviewed by: C Taylor

Approved by Headteacher: November 2020

Date of next review: Autumn 2021

## **Rationale**

As our school is a Church of England school, the staff and governors realise the importance of maintaining a Christian ethos in their dealings with each other and especially with our children.

The way in which children behave has a profound effect on all aspects of school life. In the short term, poor behaviour causes disruption, creates tension and stress and interrupts learning activities. In the longer term, continued poor behaviour by a number of children creates a negative ethos within the school and affects the perception of other children that learning is central to our school.

We believe that behaviour is changeable and with the correct support and desire from all parties it can be modified. Essentially behaviour is about choices and changing poor choices to being good ones.

We need parental support to maintain high standards of discipline in our school. We believe that these high standards can only be achieved by working together with parents to change poor behaviour patterns and consolidate good behaviour.

To improve and maintain acceptable standards of behaviour, a consistent whole school agreed approach is necessary. It is important that positive behaviour responses are used wherever possible and that the worth of every individual within the school is recognised.

Equally, it must also be stressed, that unacceptable behaviour will not be allowed and that children understand what is and is not acceptable. Exclusion is only used as a last resort. The intention behind exclusion is to protect other children and as a final sanction to show that the behaviour used is completely unacceptable.

## **Statement of Principles**

Throughout this policy and our day to day relationships we promote values of:

- **Respect, Fairness, Equity and Inclusion**
  - All within our community deserve to be treated with respect and fairness and no one person or group of people will be treated more or less favourably than others. Similarly we will not tolerate any form of harassment or bullying to pupils, staff, parents or any members of the wider school community from persons representing any one of these groups.
  - This means that we expect everyone (children, staff and parents) to show respect for each other's views and opinions.
  - This means that we go out of our way to involve everyone in our school community and are fair and equal in our treatment of them.
  - We request from the children, respect for decisions made by staff and parents and promise that where necessary, explanations will be given for these decisions.

- **Honesty and Truthfulness**
  - We encourage the children to be honest and truthful even when this may mean that sanctions may be applied.
  - We work with the children to demonstrate that the truth will eventually emerge and that when it does the consequences will be greater, as trust has also been betrayed when lying.
  - We commit to working with our children in explaining why rules are necessary, often drawing similarities for the need of the laws of our country.
  
- **Development of Good Behaviour Traits**
  - We understand that for the sake of good relationships within our community and the ability to mix successfully with wider society that certain behaviour traits are un-acceptable.
  - We work with the children to model good behaviours in a range of situations and ask the children to think carefully about their actions and the consequences that may follow.
  - In the way that we as adults conduct our relationships, we model considerate and Christian behavioural traits and work with the children to achieve these.
  - We believe that the creation of good models of behaviour and insistence on good standards of behaviour sets a template against which children can develop self-discipline.
  - We also commit to working with those pupils who have difficulties in managing their behaviour for whatever reason.
  
- **Promoting the Health and Well Being of all of our Community**
  - We believe that the school should be a safe working environment for staff, pupils and parents and as such any behaviour that compromises this principle will not be tolerated.

### **Serious Unacceptable Behaviour**

The Headteacher, staff, governors and wider school community consider the following to be unacceptable.

- Deliberate violent behaviour or physical aggression towards anybody within the school community, e.g. fighting, kicking, biting, scratching, strangling and any other action, which intends to cause harm another person.
- Verbal abuse including swearing at anybody within the school community. This includes deliberate rudeness and insolence when reminded that their behaviour is not acceptable.
- Deliberate damage to personal or school property.
- Stealing.
- Racist or sexist behaviour.
- Repeated refusal to follow instructions.
- Possession of items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic articles, as well as any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or which could be used to cause personal injury or damage to property.

## Dealing with Serious Unacceptable Behaviour

Those children displaying violent or aggressive behaviour which constitutes a danger to themselves and/or others who fail to stop when asked to do so will be subject to the provisions in the **Restraint and Use of Reasonable Force Policy** and will be supervised in a way which means that they cannot be a danger to other children.

All behavioural issues emanating from the list above must be reported to a member of the senior management team as well as being dealt with by the member of staff present. All of this behaviour should also be shared with parents as the behaviours outlined are serious and parents have a right to know so that they can support the school in stopping this behaviour.

(From the age of ten, children become criminally responsible for their actions therefore it is critical that behaviour is dealt with to prevent future involvement with the Police).

In any of the cases outlined before and in the spirit of working together with parents, parents should be notified either verbally at the end of the day, by phone or by invitation to come into school at a later date. However, the Headteacher reserves the right to exclude should any incident be severe enough to warrant exclusion.

1. **Violence or physical aggression** – the situation will be calmed and other people removed from the scene. Those showing aggressive behaviour will be spoken to and the cause of the incident will be ascertained. The incident will be recorded for future reference, usually by the Headteacher.
2. **Verbal abuse / swearing** – the child / children causing the problem will be reminded of the inappropriateness of their behaviour and the seriousness of the situation will be judged by the adult to whom it was reported/heard. In serious cases the Headteacher will be informed and he/she may then contact parents directly.  
This will be recorded for future reference by the senior manager dealing with the incident.
3. **Property damage** – minor incidents will be dealt with by individual teachers or other staff members. More serious cases should be reported to a member of the Senior Management Team (SMT).
4. **Stealing** – evidence that the child has deliberately stolen an item must be clear. The circumstances and proof should be reported to the Headteacher / Deputy. With parental agreement and after repeated offences the Police may be involved.
5. **Racist / sexist behaviour** – any such incidents should be dealt with firmly and sensitively. They should be reported to the Headteacher and will be recorded on Arbor. Governors will be informed of any serious incidents.
6. **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
7. **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
8. **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.

9. **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
10. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
11. **Refusal to follow instructions** – This is as critical as any of the above as the school depends on all children following instructions for health and safety reasons. The children will be asked to do something twice before it is insisted upon and asked in a way that we, as adults, would like to be treated. Final refusal to follow instructions will lead to a member of the school's senior management being called who will insist on compliance. Should the child in question fail to comply the Headteacher may exclude this child on grounds of health and safety, both for the child in question and the rest of the class.  
There are other times when behaviour is unacceptable at a lower level but repetition of this behaviour can be just as difficult to manage and can interrupt the learning of all children. Low level interruption is managed through the in class system of reminders outlined below.

#### **12. Possession of banned items**

Where staff reasonably suspect that a pupil is in possession of any of the items in the banned list above senior managers in our school will conduct a search of that pupil and their effects and have the power to seize and confiscate any item they deem detrimental to school discipline.

(When exercising this right senior staff will respect the personal privacy of individuals and will abide by the DfE Document – Searching, screening and confiscation – advice for Headteachers, school staff and governing bodies.)

### **Specific Expectations & Organisation of the School**

1. School begins at 9:00am however the school has responsibility for pupils 15 minutes before the morning bell rings and therefore opens the school doors at 8:45am to allow pupils to enter the school quietly and calmly.
2. All pupils are expected to walk calmly and sensibly to their class and hang their coats up before entering the classroom where a member of staff will be present to supervise them.
3. In assembly pupils are encouraged to participate and respond through active involvement, listening to and joining in our collective worship. Ideas and suggestions for personal prayer and reflection are provided in the school hall. The children leave the hall quietly as they return to their classes and prepare for work.
4. All our classes formulate their own classroom rules at the beginning of the school year based around the guiding principles and our school values and beliefs. The children are expected to conform to these, participate actively in lessons and work co-operatively with others. (These rules refer to working quietly, respecting others and understanding their classroom rights and responsibilities.) A hierarchy of sanctions will be imposed by the class teacher for those pupils who choose to ignore the rules and disrupt the learning environment for others. Persistent unacceptable behaviour should be reported to a member of SMT for further action / advice / support.
5. Disruption in class undermines the ability of the class teacher to teach and the children to learn. Therefore, any child disrupting the lesson will be warned either verbally or by the class teacher reinforcing this by means of a look that this disruptive behaviour must stop.

If the child fails to stop this disruptive behaviour, he/she will be warned officially and his/her name placed at amber on our traffic light system. Further repeats of this disruptive or other disruptive behaviour will lead to movement to red and further poor behaviour will lead to the child being taken to see a school senior leader. Each time, a warning is issued by the member of staff so that the child is in no doubt that the situation is escalating and getting more serious.

Regular infringements of this system would suggest that the child requires further intervention either in the form of an ABC chart or behaviour chart.

Occasionally there is an incident which is so serious that a senior member of staff should be consulted immediately. This type of behaviour is classified above as serious unacceptable behaviour.

6. Whenever possible the children will be taken outside at playtimes. The same standards of behaviour are expected throughout the school day. This includes following the current practices for entering, lining up, etc. The children are informed of their designated play areas and the use of the field.
7. Wet playtimes are the responsibility of the class teacher. All classes have specified 'wet play' activities available for both play and lunch times. At lunchtime, wet playtimes are supervised by the Midday Supervisor, Welfare Staff, Play Workers and the lunchtime Teaching Assistants.
8. The lunch break is supervised by the Midday Supervisor, Welfare Staff, Play Workers and Teaching Assistants who are responsible for the behaviour and discipline of the children while eating and playing. They are encouraged to talk to and take an interest in the children, teach them simple games and act in a positive manner towards our pupils. They follow the accepted codes of behaviour in school and deal with simple misdemeanours themselves reminding the children of how they should behave. When more serious incidents occur they may ask a child to stand in a designated place for a short period (as a cooling off). If a child has behaved so badly at lunchtime either repeatedly or because of one serious incident of unacceptable behaviour then the welfare staff or teaching assistant who dealt with the matter should report this to the class teacher at the end of lunchtime.

Should this behaviour be so consistently repetitious or a single very serious outburst then a member of the SMT should be informed.

**(N.B. The Headteacher has the authority to exclude pupils for the duration of a lunch break should their behaviour be persistent.)**

9. Visits to the swimming pool are covered by the specific policy. Our standards of behaviour are uniform throughout the day and include PE, games and swimming, particularly as safety issues are vital. If a pupil has demonstrated poor behaviour at the pool, the Headteacher will make a risk assessment and decide whether it is safe to take this pupil. The Headteacher reserves the right to keep a pupil in school if he/she feels that their presence creates an unacceptably high risk to staff and pupils.
10. Whenever pupils are outside the school on visits of any kind, they are our 'ambassadors' and are representing the school. They are expected to behave in a reasonable and safe manner at all times. Pupils who cannot behave appropriately in school will be subject to a risk assessment to establish the risk to themselves and others on the trip. The Headteacher reserves the right to keep a pupil in school if he/she feels that their presence creates an unacceptably high risk to staff and pupils.

## **Rewards and Sanctions**

The rewards and sanctions system is intended to provide an incentive for everyone in our school community to emphasise and promote good behaviour. All staff should take every opportunity to encourage and highlight positive behaviour, Praise the positives!

### Rewards

1. Children displaying good behaviour are encouraged verbally as appropriate by all adults in school. They are used as role models for that particular time or place.
2. Teachers use a wide variety of stickers, merits, Class Dojo points, certificates, notes home and written notes on work to praise and reward effort and achievement. Assemblies promote and exemplify good behaviour using Star Awards. Citizenship and good work certificates are awarded termly and all pupils have the chance to receive a Full marks certificate for attendance each ½ term. Teachers operate various reward schemes in their own classrooms and all children work for team Class Dojo points, which are collected weekly.
3. Year 6 pupils are expected to set a high standard of behaviour, act as role models and perform a variety of duties throughout the school day. Privilege awards are used to reward those who display a high level of responsibility e.g. Pupil Executive and Prefects.
4. Some teachers use visits to senior staff and the Headteacher as a way of celebrating and rewarding achievement and good behaviour.
5. The school uses the Class Dojo system which allows children to be awarded points towards rewards for hard work, effort and good behaviour.

### Sanctions

1. Move the child to another seat/area.
2. Deny privileges or treats and explain the situation to the pupil.
3. Use playtime to continue work, write a letter of apology, reflect upon their behaviour and its consequences. (Supervision is essential.)
4. Refer to the phase leader, Deputy Head or Headteacher as appropriate.
5. Contact parents and request their support in improving behaviour.  
(If serious or frequency continues, inform the Headteacher.)
6. Refer to the SENCo for further advice / support on strategies for assisting with a behavioural problem. It may be necessary to place a pupil on the SEN (special educational needs) register (see SEN policy) or construct a system of home / school report record to run for a finite period of time.
7. If the behaviour is persistently disruptive at lunchtime, the Headteacher may exclude a pupil for the lunch hour.
8. Exclusion within school for a fixed period. (no contact with class and no playtimes)
9. Exclusion to another partner school for a fixed period
- 10.\* Fixed period exclusion to home.
- 11.\* Permanent exclusion. This only happens in very severe cases and usually only after a hierarchy of sanctions have failed and where the behaviour of a child is either a danger to him/herself or others, or over a period of time and intervention, continues to show no signs of improvement.

***NB. A child must NEVER be left unsupervised at any place within the school for poor behaviour. This includes standing outside the classroom or the staffroom at breaktime.***

### **Procedures for Dealing with a Child who Continually Misbehaves**

1. Try to deal with the problem within your own classroom using your own experience and the procedure laid out. Consult the child's previous teacher to find out what worked / did not work.
2. Ensure a log of all behaviour is kept on Arbor.
3. Use colleagues supportively in withdrawing a misbehaving child to another class for completion of their work there.
4. Consult the SENCo for advice and support leading to a behavioural programme, etc. It will be necessary to complete various checks and assessments in order to provide a baseline of information. (See SEN policy.)
5. If classroom strategies fail consult the Head and / or Deputy Headteacher for further support particularly with regard to sanctions, parents, etc.
6. If the behaviour continues to be difficult the Headteacher or Deputy Headteacher will call parents into school to discuss the problems and seek their support.
7. The child will once again be given a period of time in which to show improvement followed by a further consultation between staff and parents. An Individual Behaviour Plan or other system may be used at this point.
8. The class teacher will be asked to log all behavioural problems and incidents. Notes will also be kept of meetings held with parents.
9. If all these procedures and every effort appears to have failed, then the Headteacher will move towards the Exclusion Procedure as a last resort. Exclusion for repetitious behaviour can only take place if every avenue and strategy has been exhausted.

### **Exclusions**

As a last resort a child who continually misbehaves will be excluded from school to home for a fixed period of time. The following facts must be taken into consideration:

- a) This action is a last resort. Many other recorded strategies will have been tried without success.
- b) The parents have been fully informed of the child's misdemeanours and attempts to modify the child's behaviour.
- c) The Chair of the School Governing Body is aware of the situation.
- d) The correct exclusion procedures are carefully followed using the DfE's statutory guidance.

If a fixed term exclusion does not help to solve the problem, a permanent exclusion may follow. The Headteacher will follow all procedures including those concerned with the number of fixed term exclusions permitted, lunchtime exclusions, etc.

**The Headteacher is the only person who may exclude a child.** In the event that a serious or persistent behaviour incident takes place in the Headteacher's absence, the senior member of staff in school at the time of that incident will consult with the Headteacher at the earliest possible opportunity with regard to a potential exclusion.



At all times during this process, parents will be informed about the exclusion of their child.

### **The Use of Reasonable Force / Restraint**

This aspect of behaviour management is subject to a separate policy entitled "Restraint and the Use of Reasonable Force."

### **Reporting and Recording**

The school has a system for recording incidents of inappropriate behaviour at different times of the day. Lunchtime incidents are recorded by the Midday Supervisor, who informs the class teachers and / or Senior Management Team.

Teachers log all incidents of behaviour on Arbor.

The SENCo retains assessment records, behavioural profiles, IBP's (individual behaviour plan), etc. Parents are given copies of any IBP provided for their child and they are asked to support the targets. The Headteacher may keep his / her own records. Teachers comment upon behaviour as part of the Annual Report to Parents and in their discussions with parents at Parents Evenings.

Any exclusion whether it be in school, to a partner school or to home is reported to parents so that parents can be involved in helping the child to change their behaviour.