

ST BARNABAS C of E PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Policy approved and adopted: February 2015

Due for review: February 2017

Our Mission Statement

At St Barnabas all children are valued as individuals made in the image of God. We educate and develop the whole child in order to be the best that they can be. We promote a spirit of belonging and encourage children to be aware of the needs, feelings and rights of others, and so make a positive contribution to society.

Christian values are central to the ethos of our school, especially those of: community, friendship, forgiveness, truth, courage, thankfulness.

Our School Rules

At St Barnabas CE School we:

- are kind, helpful and polite
- follow instructions
- do not hurt anybody
- move in and around school safely and quietly
- look after the school and equipment

Each class has a few of their own class rules. Classroom rules are agreed at the start of the year between children and class teachers. They are referred to regularly in order to keep them at the forefront of general classroom behaviour.

Principles of the policy

In addition to our mission statement and values, our Behaviour and Discipline Policy is based on the following principles:

- St Barnabas C of E Primary School is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability.
- The school provides a safe and orderly environment which will enable everyone to work and learn, free from disruption from others.
- Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.
- The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
- The school Behaviour and Discipline Policy is based on the principles of positive behaviour management and restorative practices. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Discipline Policy should be read in conjunction with the following policies:

- Anti Bullying
- Teaching and Learning
- SEN and Inclusion
- Single Equality Scheme
- Safeguarding
- Complaints / Parental Concerns

Staff at St Barnabas C of E Primary School have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school/class rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach and pupils can learn. All parents/carers are asked to sign the Home/School Agreement when their child starts at St Barnabas C of E Primary School and in doing so agree to support the school in the implementation of the Behaviour and Discipline Policy.

Anti-Bullying

St Barnabas C of E Primary School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti bullying can be found in the Anti Bullying Policy. The school is aware of the pressures and dangers that may present through new technology and our Anti-Bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to the school's behaviour policy.

Promoting Good Behaviour

At St Barnabas C of E Primary School we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas. We ensure that supply teachers are briefed fully by the classteacher and/or Deputy Headteacher when spending the day in school. We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, class time, PSHE etc) as appropriate. We also ensure that pupils and staff new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti Bullying Policies.

Rewards

St Barnabas C of E Primary School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available. (See Rewards section in Appendix)

Sanctions

Teachers, teaching assistants and other paid staff with responsibility for pupils at St Barnabas C of E Primary School have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate punishment. (See Sanctions in Appendix)

Parents/Carers

St Barnabas C of E Primary School aims to work in partnership with parents at all times. Parents/carers are expected to support the school in upholding the school/class rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion. Parents/carers are expected to attend a Reintegration Interview following any period of fixed period exclusion. On admission to the school all pupils are required to sign the school's Home School Agreement which can be found in the Appendix.

Pupils requiring Additional Support

St Barnabas C of E Primary School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. Pupils who require additional support may be:

- Offered support from a pastoral leader/senior leader with individual targets which will be regularly monitored. These may be recorded as part of a Home/School link book, an Individual Behaviour Plan

or a Pastoral Support Programme. We adhere to the Special Educational Needs & Disabilities (SEND) 2014 arrangements and hold information on our website detailing the school offer.

- Referred to the SENCO for an assessment of their needs (see SEND Policy)
- Referred for a multi-agency assessment
- Referred to alternative education provision

The school will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact .

Restraint of pupils

At St Barnabas C of E Primary School we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary. For more information see DfE Guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Dealing with items that should not be in school

The staff reserve the right to screen all pupils for objects that may potentially cause danger to a pupil or to others – this may involve asking pupils to turn out their bags or pockets, or searching other pieces of property.

It may very occasionally be necessary to search a pupil with their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying an item that causes concern to the school or may be dangerous to the pupil or another staff member.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other pupils.
- Suspicion may be aroused:
 - Because a pupil is acting suspiciously (e.g. attempting to hide something)
 - As a result of a 'tip off' – by a parent/carer or another pupil
 - Because of something said by the pupil.
- There will always be two members of staff present when a search takes place.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond, the Police and parents will be informed, in line with school procedure.
- All searches will be logged:
 - name, year, sex, ethnicity of every pupil searched
 - grounds of suspicion
 - time and place
 - who searched
 - who else was present
 - what if any reasonable force was used, and if so why
 - how the search began and progressed
 - the pupil's responses and how staff managed them (eg steps taken to calm the pupil)

- outcomes and follow-up actions.
- Parents/carers will always be informed if a pupil has been searched and the result of that search.

For more information see DfE Guidance

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20advice.pdf>

Confiscation and Disposal

Staff at St Barnabas C of E Primary School have the power to confiscate any item which is illegal or is not appropriate to have in school (see above). In most circumstances staff will confiscate items and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply. Illegal items (weapons or substances) will be handed to the Police.

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, eg chewing gum) will be disposed of. High value items (£20+) eg mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them. Low value items will be disposed of.

Behaviour Out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. St Barnabas C of E Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve St Barnabas C of E Primary School pupils.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO (Local Area Designated Officer) and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

Data

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions

Data is analysed at individual pupil level by the Senior Leadership Team, (SLT) and is used to inform referrals to school based interventions, Special Educational Needs & Disabilities, (SEND) arrangements and referrals to outside agencies. Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

Exclusions

St Barnabas C of E Primary School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. Permanent exclusion is extremely rare.

The school seeks to use Fixed Term Exclusion, (FTE) extremely rarely. However, when a FTE is fully supported by the home, it allows the school time to consider how better to support a particular pupil and the pupil to understand that behaviour is not acceptable in school. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion). From Day 6 of exclusion the pupil will be supported via arrangements made within between the Local Authority and the school. In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision. Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful re-admission. At St Barnabas C of E Primary School, we seek to hold reintegration meetings in a restorative way. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process. Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

Roles & Responsibilities

All staff play an important role in positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their pupils. If behaviour continues to be poor, Senior Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

Review and Evaluation

This policy is subject to regular review and evaluation by Governors, SLT & Staff.

APPENDICES

- 1. Rewards**
- 2. Sanctions**
- 3. Strategies for promoting positive behaviour**
- 4. Restorative Practice**
- 5. Home School Agreement**

1. REWARDS

Our reward systems strive to foster intrinsic motivation wherever possible, i.e. children feeling good about their work and behaviour rather than always working for external reward. Sometimes, individual rewards are set up where pupils need something specific to work towards.

We have both whole school and class based rewards. Class rewards are set up individually by class teachers. Whole school rewards include the following:

- Children being sent to the Headteacher or Deputy Headteacher for good work or good behaviour.
- Children regularly praised for specific learning or behaviours that are observed.
- Several children from each class are chosen each week by the class teacher to receive a 'Good Work Certificate' and to come out in the Friday Good Work Assembly. Their parents are informed and invited to assembly.
- Children being awarded 'crystals' for their team which are then counted up weekly and the winning team announced in assembly.

2. SANCTIONS

At St Barnabas CE Primary School we seek to support children in understanding the impact of any unwanted behaviours on others. To that end, we resolve disputes between children through

restorative conversations that seek to repair the harmed caused. By creating empathy and understanding, the incident is less likely to be repeated.

An appropriate consequence is put into place where necessary and we seek to make this relevant to the behaviour which has caused an issue.

During class time, the child progresses through a hierarchy of sanctions (e.g. time out) recorded on the 'tracking sheet' ending in being sent to the Headteacher. The tracking sheet lasts for a half day or day depending on the age of the child. After this time it is wiped clean and children have a fresh start. Other general sanctions range from a 'look' to serve as a warning, conversations and making up time lost through working during break time.

More severe sanctions are used where necessary and are mentioned in the 'Exclusions' section in this policy.

We request that parents support our straight forward approach to behaviour management and frequently meet with parents and carers to discuss concerns.

3. STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented. Positive professional relationships with pupils, parents and other staff are emphasised within the Teachers' Standards 2012.

All staff are expected to adhere to the rewards and sanctions agreed in this policy. All staff are expected to model the behaviour we expect to see in our pupils and in particular to address pupils courteously and with respect and avoid escalating situations by shouting and failing to listen.

Good practice for positive behaviour management includes the following:

START OF LESSON

1. Teacher to collect children promptly from the playground and lead children calmly into class
2. Teacher ensures start of lesson routine is well understood and kept to. Often, a teacher prepares or plans a starter activity to be available immediately and accessible to all.

DURING LESSON

1. Staff have high expectations of work and behaviour.
2. The school's good and outstanding teaching encourages good behaviour – paying attention to planning, pace, interest and variety, differentiation, visual cues. The teacher makes learning interesting.
3. The teachers create a stimulating environment with motivating displays of pupil work and they pay attention to the layout of the room, ensuring that all can see IWB etc.
4. Teachers ensure rewards and consequences are visible to all – rules are used as a buffer and depersonalise behaviour.
5. Praise is used consistently and teachers emphasise positive behaviours and attitudes. Reward systems set up are consistently applied.
6. Pupils are known well and their needs understood, (SEND etc). Teachers use strategies recommended in Behaviour Plans, PSPs etc.
7. Opportunities are taken to build positive relationships in unstructured time.
8. Teachers are careful to watch language, tone, posture, body language etc. and to remain calm and cool at all times.
9. The use of any additional adults to support pupils who need extra help to meet the lesson objectives is carefully planned.
10. The use of Assessment for Learning strategies encourages motivation and engagement.
11. Teachers do not threaten and ensure they always follow through on what has been said.
12. When correcting pupils, teachers will focus on the behaviour, not the pupil. Staff avoid punishing the whole class for the actions of a few.
13. Teachers take the opportunity to reflect when strategies are not working – they are not afraid to admit it if something has gone wrong and will seek advice in order to change practice for the next time.

END OF LESSON

1. Teachers allow time for plenary and reflection on whether learning intentions have been achieved.
2. There is an orderly dismissal.

OUT OF CLASS

1. Teachers ensure responses are appropriate to time/place – follow up what you have noticed.
2. Teachers on duty are on time and in the correct place. They take the opportunity to build relationships with students.
3. Staff will intervene whenever incidents occur, regardless of whether children are in their class and follow correct procedures in order to resolve them.

PLAYTIMES

Children are supported to have purposeful play and appropriate social interactions through the use of a variety of spaces in our grounds; having a range of equipment to play with and people to facilitate play (e.g. lunchtime supervisors).

When problems arise, children are encouraged to speak to an adult who will then have a conversation to help children to resolve the problems and remind them of our expectations.

A 'Quiet room' operates from 12:30-1pm each lunchtime and is supervised by a Teaching Assistant.

Children can choose to go in for some quiet time or to talk through any issues with the TA or children may be sent in for some calming down time or as a sanction for inappropriate behaviour.

In cases of behaviour such as hurting others or swearing, children are referred to a member of the SLT and miss part of their lunchtime play.

4. RESTORATIVE PRACTICE

At St Barnabas CE Primary School we use restorative practices to build our community and to strengthen and repair our members' relationships. One of the methods that we use to build relationships is to hold at least one daily 'circle' in class in order to 'give each pupil a voice' and help pupils to know, understand and respect each other.

We use incidents of negative behaviour as 'teachable moments' and use restorative dialogue to help the 'wrongdoer' to learn the effects of their behaviour on others and take responsibility for putting it right.

In a restorative conversation we use questions such as the ones below as a guide:

- **What happened?**
- **What do you think about this now?**
- **Who has been affected by what has happened?**
 - **How have they been affected?**
- **How are you feeling now about what happened?**
- **What do you need to do to make things right?**
 - **What needs to happen next?**

We try to avoid asking 'Why'? e.g. why did you do this?

5. HOME/SCHOOL AGREEMENT

We ensure that all new parents are given a copy of the Home/School agreement and they will be asked to sign it. We expect and appreciate parent support for learning and behaviour at St Barnabas CE Primary School. A copy of the Home/School agreement is available on request.