



## **Behaviour and Discipline Policy**

At St. Saviour's Community Primary School we believe that high standards of discipline are achieved through high expectations – working together as a team with all children, families, staff and governors supporting each other with a common goal.

### **Aims**

The aim of St Saviour's Community Primary School's Behaviour Management Policy is to create an ethos and environment that will develop children into individuals who are:

- Courteous;
- Respectful of their own and others needs and rights;
- Confident;
- Emotionally literate;
- Resilient;
- Tolerant;
- Happy.

We also aim to:

- Encourage self-discipline;
- Establish a purposeful and efficient learning environment;
- Promote health and safety;
- Provide a clear framework for pupils, parents and staff to encourage good behaviour through praise and positive reinforcement;
- Foster moral, spiritual, emotional and social development;
- Foster good home / school relationships;
- Ensure all pupils, staff and members of the community are able to learn, work and go about their routines free from disruption, harm or risk;
- Prevent bullying;
- Uphold the school ethos and its reputation within the community;
- Clarify the sanctions used in instances where behaviour breaches school rules or instructions or falls below what could reasonably be expected for the child's age;
- Enable the children to make the 'right choices' in terms of their actions and reactions;
- Develop a caring and positive attitude towards others, the environment and property;
- Foster an awareness of good citizenship;
- Ensure learning and teaching is inclusive and enjoyable.

## **Principles**

- Everyone is expected to consistently support the school ethos, routines and policies for the mutual benefit and safety of all concerned.
- Behaviour management is the collective responsibility of all staff, governors, parents and pupils.
- Good relationships and communication fostered between home and school, staff and pupils are of the greatest importance.
- Everyone must be treated as being of equal value in what they bring to school and contribute, regardless of gender, religion, cultural or ethnic background and positive stereotypes, where appropriate, should be actively promoted.
- Management of undesirable behaviour, by all members of staff, must be fair and consistent.
- We expect children to accept responsibility for their own actions.
- The school will work co-operatively to provide a relevant supportive curriculum for all pupils where individual and group needs are met.
- The school employs structures and systems that recognise and praise excellent behaviour.
- Everyone is expected to be aware of the effects of bullying and racism on the school community. Incidents must be promptly dealt with in line with school policies.
- Absenteeism and punctuality are key areas to tackle in promoting positive attitudes.
- Managing pupil behaviour is not simply about responding to inappropriate behaviour, but about creating environments that will encourage positive behaviour.

## **The Role of Children**

It is the responsibility of children to:

- work to the best of their abilities and allow others to do the same;
- treat others with respect;
- obey the instructions of the school staff;
- take care of property and the environment in and out of school;
- co-operate with other children and adults;
- self regulate their own behaviour and develop their resilience.

## **The Role of Staff**

It is the responsibility of staff to:

- form positive relationships with every child;
- treat all children fairly and with respect;
- raise children's self-esteem and develop their full potential;
- provide a challenging, interesting and relevant curriculum;
- create a safe and pleasant environment, physically and emotionally;
- foster a 'Restorative Approach' where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors;
- use rules and sanctions clearly and consistently;
- be a good role model;

- form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- recognise each child as an individual and to be aware of their differing needs including those that require SEN support;
- share a collective responsibility for promoting good behaviour and managing behaviour problems positively.

Seeking the help, advice and co-operation of other colleagues is a positive, professional means of ensuring that behaviour management is seen as the collective responsibility of all members of St Saviour's Community Primary School. Teachers are advised to seek help and support from the Senior Leadership Team when they have concerns about the behaviour of a child.

### **The Role of Parents**

It is the responsibility of parents to:

- make children aware of appropriate behaviour in all situations;
- encourage independence and self-discipline;
- show an interest in all that their child does in school;
- foster good relationships with the school;
- support the school in the implementation of this policy;
- be aware of the school rules and expectations.

### **What We Do to Encourage Good Behaviour**

- We make clear our expectations.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through example, good standards of behaviour.
- We praise good behaviour both privately and publicly.
- We use a whole school approach for gaining attention using the phrase 'Stop, Look and Listen'.

### **The Learning Environment and Positive Behaviour**

As a school we recognise that praise is one of the most effective means of positive recognition. Praise can be used to recognise appropriate behaviour, to provide positive reinforcement for good behaviour and to prompt pupils who are choosing to misbehave, to modify their behaviour. Effective use of praise highlights good behaviour and teaches pupils they receive attention through good choices.

We believe it is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Our whole behaviour policy is underscored by a positive approach to discipline. Staff are encouraged to identify and reward good behaviour. This can be done in a variety of ways, including:

- regular verbal feedback to reinforce positive behaviour;
- reference to good role model;
- team points – members for each team are divided equally according to abilities in sport, academic abilities, behaviour and siblings (same team allocation). When the children have been allocated their team, they remain in the same team for their entire school life. Team points can be given by any member of staff across school and are collected onto class charts. These are added to the whole school team points total each week. We have four teams: Venus, Jupiter, Saturn and Neptune. Each week the winning team is announced in assembly and a trophy presented to the team captains. The running totals are displayed and result in rewards for the best team at the end of the term;
- children are congratulated;
- stickers or other small prizes / treats;
- Sports Stars – the teacher / sports coach will select a sports star over the course of an extra-curricular sports based club;
- Autumn and spring term reading, writing and mathematics awards – for the pupil in the year group who has demonstrated e.g. the most effort or made the most progress.
- Annual reading, writing and mathematics awards (July) – for the pupil in the year group who has demonstrated e.g. the greatest effort or made the most progress.
- Creative Writer of the Year Award (July) – an awarded sponsored by Cliff Cohen (Chair of Governors).

Sweets are not used as rewards; as a healthy school, we prefer to reward in other ways.

Each teacher and their class have an option to develop their own systems of reward and praise certificates.

The organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning should be interesting and varied and offer pupils a degree of choice. Account should be taken of pupils' preferred learning styles. Pupils should feel involved in the learning and teaching process. Well organised, purposeful cooperative learning activities can improve behaviour.

Expectations should be regularly enforced and should be realistic but challenging. Teaching should encourage an accurate match between aspirations and ability. The teachers' every word and action should be based on the assumption that all pupils can achieve whatever is to be learned. Simple non- verbal encouragement (smile, thumbs up, etc.) is effective. Teachers should model good behaviour patterns and be aware of their own stress control techniques. When pupils arrive in the classroom, initial contacts should be positive. Accusations should be avoided. The certainty of consequences is more important than their severity.

### **Whole School-Behaviour Strategy**

Every class has a 'Class Charter' that is established with the children at the start of the academic year and then displayed in class. This is used as a primary means of behaviour management. Children not complying with classroom expectations (who

have not rectified conduct despite positive reminders) will be taken through the behaviour management procedures as follows:

### EYFS and KS1

Reception and KS1 children have a visual 'Rainbow' system whereby they aim to reach the rainbow each day. The following system is visually displayed and used in class:

- A rainbow... outstanding choices;
- A sunshine... good choices. All children begin the day with their name on the sunshine;
- A rain cloud... a poor choice;
- A lightening cloud... consecutive poor choices. This will be logged in the class behaviour log and will involve missing part or all of a playtime to reflect upon their behaviour.

If a child has been moved to a negative section of the system we encourage them to make good behaviour choices and make their way back to the sunshine. If a child is on the rain cloud at the end of the day the class teacher will speak to their parents. If a child is repeatedly on the 'thunder cloud' we will schedule an individual behaviour meeting and may put an individual reward system in place.

### KS2

KS2 children have a visual behaviour system whereby they aim to reach 'outstanding' each day. The following system is visually displayed and used in class:

- Outstanding
- Excellent Choices
- Great Effort
- Ready to Learn - all children begin the day with their name on this section
- Think About... a poor choice;
- Make Better Choices... consecutive poor choices.
- Red... this will be logged in the class behaviour log and will involve missing part or all of a playtime / lunchtime to reflect upon their behaviour.

If a child has been moved to a negative section of the system we encourage them to make good behaviour choices and make their way back to 'Ready to Learn'. If a child is on 'red' at the end of the day the class teacher will speak to their parents. If a child is repeatedly on 'red' we will schedule an individual behaviour meeting and may put an individual reward system in place.

Teachers will record any behaviour issues related to children on CPOMs. The Senior Leadership Team will closely monitor class behaviour on a half termly basis through CPOMs. If appropriate intervention has not rectified behaviour concerns, then parents will be informed / consulted and an IPP (Individual Pupil Plan) may be put into place to support behaviour issues. IPP's will have specific targets and measured outcomes over the course of half a term to help redress any concerns. An IPP will be a mutual arrangement between pupil, teacher, SENCo and parent. Where an IPP has failed to achieve the desired outcome a meeting with the designated

member of the leadership team responsible for behaviour will be arranged to explore alternative arrangements.

Serious misbehaviour (e.g. serious incidents of bullying, fighting, intentional physical aggression towards a member of staff, disrespect to property or cultures, involvement with drugs or alcohol, bringing an offensive weapon to school such as a knife or pellet gun) is very rare at St Saviour's Community Primary. Such behaviour would mean the break / lunchtime consequence may be bypassed with parents being notified immediately. This must be carried out following a discussion with Deanne Marsh (Headteacher) or in her absence, the Deputy.

### **Transition Around the School**

Orderly behaviour is important to maintain a calm secure atmosphere and ensure safety for all concerned. It is the collective responsibility of all members of staff to consistently praise appropriate behaviour and to address inappropriate behaviours they may encounter around school.

### **Physical Restraint**

Staff are aware of the advice contained in the 2013 Department for Education document – [Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies](#) . Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself and would do so following the guidance and procedures in line with our 'Reasonable Force Policy'.

### **Playgrounds (including Lunchtime)**

To promote positive behaviours on the playground the following actions should be taken:

- All classes are supervised onto the playground at morning break and staff stay with their class if staff members on duty are late;
- Staff members on duty interact with children, organising and leading games;
- Children should be regularly reminded about expectations for their behaviour during break times;
- Most minor misdemeanours are dealt with by the teachers / lunchtime assistants on duty. However, more serious behaviour problems may be reported to the class teacher.

### **Conduct Outside School**

To such an extent that is reasonable, any non-criminal, inappropriate behaviour or bullying which occurs away from school but is reported to us will be dealt with using the Sanctions described above. This includes misbehaviour when the pupil is:

- Taking part in a school-organised or related activity;
- Travelling to or from school;
- Wearing our school uniform;
- Identifiable as a pupil at our school in some other way;

- Behaving in a manner that could have repercussions for the orderly running of our school; or
- Posing a threat to another pupil or member of the public that could adversely affect the reputation of the school.

### **Confiscation of Inappropriate Items**

The general power to discipline enables a member of staff to confiscate and retain a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child or the child's parent, whichever is most appropriate. Staff also have the power to search without consent for items which may be dangerous, or inappropriate for a pupil to have in primary school.

### **Communication and Parental Partnership**

St Saviour's Community Primary school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if there is a pattern of regularly receiving warnings.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the behaviour management procedures is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if still unresolved, the school governors.

### **Preventing Bullying**

Bullying in our school is very rare. Members of staff and pupils react quickly if it occurs. Our school's inclusive ethos and a number of specific measures support us to prevent bullying:

- Pupils are regularly reminded about what constitutes bullying in its variety of forms. (A definition of bullying can be found in our Anti-Bullying Policy.)
- Assemblies and class lessons take place to discuss the themes and issues around bullying;
- Regular use is made of the PSHE materials;
- An Anti-Bullying Week is held annually with assemblies and activities;
- Pupils are regularly reminded about what to do if they are being bullied or believe that it is happening to someone else;
- Staff model respect for each other and for our pupils;

- Systems exist to enable our older pupils to build relationships with and take responsibility for setting a good example to our younger pupils, e.g. Friendship buddy system, Playground leaders, Team Captains.

## **Anti-Racism**

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At St Saviour's Community Primary School, it is extremely rare. All pupils should know that racism is wrong. Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and Learning Support Assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at St Saviour's Community Primary School and in society. Issues surrounding racism and its unacceptable nature are made very clear to all.

The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism. The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken; using CPOMs and reporting to the Governing Body (at least annually) and also the local authority (any incidents of racism on a termly basis using document RH1).

All racist incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism, they should refer it to the Headteacher or Deputy Head directly.

## **Equal Opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non- judgemental way.

## **Fixed-term and Permanent Exclusions**

Only the Headteacher has the power to exclude a pupil from school (or a member of the SLT deputising for the Head). The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents / carers how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was

excluded, consider any representation by parents / carers and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime or learning exclusion, where a pupil learns away from the class. School staff would consult with parents / carers but do not need to report this.

## **Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy and procedures, but governors may offer advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Monitoring and Record Keeping**

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents in the class behaviour log which is kept in the class weekly planning file. We also keep a record of serious incidents that occur.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the local authority; homophobic incidents are also recorded. It is the responsibility of the governing body to monitor exclusions, and to ensure that the school policy is administered fairly and consistently.

Deanne Marsh  
2<sup>nd</sup> February 2016  
To be reviewed annually

Michelle Wood  
24<sup>th</sup> April 2017  
To be reviewed annually

Michelle Wood  
10<sup>th</sup> July 2017  
To be reviewed annually

Michelle Wood  
25<sup>th</sup> August 2018



