

A St. Michael's CE (VA) Junior School Policy



BEHAVIOUR & DISCIPLINE POLICY

Reviewed by Headteacher:	Autumn 2017
Ratified by Full Governing Body:	Autumn 2017
To be reviewed:	Autumn 2018

See also: Managing Allegations against other Pupils Policy

Rationale:

We believe that good behaviour and discipline are essential to successful teaching, learning and everyone's achievement and wellbeing. As a Church school, appropriate behaviour that follows the example and teaching of Christ, on which our values are based, is core to our mission and ethos. Consequently, all curriculum documentation and other policies should pay due regard to the aims and objectives of the behaviour policy. It is important to have high expectations of behaviour from everyone in the school community. Parents are partners with staff in the establishment of good behaviour and discipline. Our management of behaviour is designed preserve and enhance the self-esteem of our pupil and encourage everyone to take ownership and responsibility for their actions.

Aims & Objectives:

The school has a positive approach to discipline that rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed primarily to promote good behaviour, rather than merely to deter unacceptable behaviour. As a school we reward good behaviours through specific praise and recognition and rewards e.g. housepoints; star of the week.

We believe that if children have clear expectations of acceptable behaviour, they will grow to understand the difference between right and wrong. The school promotes respect, for all people and their property, and every member of the school community is, therefore, expected to behave in a considerate way towards others, modelling good a good example.

We treat all children fairly and apply this behaviour policy in a consistent way. We believe that relentless consistency is required for good behaviour to prevail across the school.

Principles:

At St Michael's there are **three basic rights** for all adults and children:

- The right to feel and be safe.
- The right to learn.
- The right to be treated with respect.

All rules (whole school and those agreed by each class) are designed to protect these rights.

- Everyone has a responsibility to protect these rights through their own behaviour and actions. All paid members of staff are authorised to deal with behaviour issues.
- All adults remain calm and positive when correcting behaviour. They plan what they will say and are conscious of their own self-management.

- Adults are not distracted into arguments or debates with children. They concentrate on the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later. Particular care is taken when dealing with children with Special Educational Needs.
- Severe consequences do not make children behave well. It is the certainty that they will be held to account for their actions that encourages personal responsibility.
- Consequences are planned and well thought out so that they are in proportion with the misbehaviour.

We believe that if conflict or harm does occur, in order to move on, the needs of both parties are similar. It is not about apportioning blame, as we recognise that it is not always possible to identify at the outset of an enquiry who is the harmed/harmer. We therefore ask staff dealing with a situation where harm or conflict has occurred to ask **both** parties the following questions (based on restorative justice principles):

- What happened? (Not 'Why')
- What were your *thoughts* at the time?
- What were your *feelings* at the time?
- Who has been *affected* and how?
- What are your *thoughts* now?
- What are your *feelings* now?
- What do *you* need in order to move on/feel better?

Solving the problem is then handed over to the parties to agree using this question

- What needs to happen now in order to put things right?

Behaviour Expectations

We expect all children to behave well in school to safeguard the 'three rights' and in particular, the right to learn.

Positive Behaviour Management strategies are used consistently across the school (see appendix 1- Positive Behaviour Management Strategies). If the behaviour continues the following are followed:

1. Early indications of disruptive/unacceptable behaviour – give a calm warning and deal, if possible, with any underlying causes to give the child the best chance to succeed in their learning.
2. If unacceptable behaviour continues, give a second (and final) warning and write the child's name on whiteboard. (Erase at the end of session). This is usually sufficient to curb low-level disruption. The child may need the opportunity to work separately within the classroom.

3. If disruptive behaviour continues or is more serious: verbal or physical (e.g. swearing, interfering with other children or their belongings, disturbing other children's learning opportunities, threatening language, hitting or rudeness towards children and/or adults) the child must be removed from the class and sent initially to the partner classroom to have 'time out'. The purpose of 'Time Out' is to allow the child time to calm down and reflect on what behaviour needs to change. (See appendices 2 & 3 - Time Out Procedures and Time Out Slips.)
4. When he/she has calmed down, he/she can return and resume their work. There should be an expectation that the learning activity will be completed and if it is not the teacher will identify a time when the work should be finished. At the next appropriate time the teacher will discuss the behaviour with the child and ensure they are clear of what is expected and decide if any further consequence is needed.
5. If there is a repeat of the behaviour, the child should be sent to the Head teacher, Deputy Head teacher or Pastoral Care Manager (with a LSA escort if possible). Usually a lunchtime exclusion or internal exclusion will occur as a consequence. The child's parents will be informed and if necessary invited to a meeting to discuss the behaviour and ways all parties can support the child in improving their behaviour. The Head teacher may make the decision to exclude the child from school for a fixed period of time.

Children who have Special Educational Needs due to emotional and behavioural difficulties (EBD) may need an adapted approach (e.g. supported 'time out' as determined by their behaviour management plan) although the behaviour principles remain the same to ensure equity.

Serious behaviour incidents are followed up by the class teacher with the involvement of the Pastoral Care Manager and Headteacher as appropriate. Where patterns of poor behaviour develop or there are sudden changes, parents/carers will be contacted to discuss the situation and establish possible ways forward.

Rewards

Rewards:

We praise and reward our children for good behaviour in a variety of ways:

- All staff congratulate children using specific praise
- All staff may award house points when children 'do the right thing' – i.e. positive learning behaviours (Secrets of Success), good manners, taking positive initiative.
- All staff may award lunch points for positive behaviour specifically in the dining hall and playground.
- Children are encouraged to reflect on their learning behaviours, using the "Secrets of Success" model. Children who show exemplary conduct in these areas are awarded 'Star of the Week' via a home-school communication book, a certificate and congratulations in assembly.

- As a school we acknowledge and celebrate the efforts and achievements of our children, both in and out of school in each class and especially via our Celebration Assembly

Bullying

We consider bullying to be “the persistent, wilful, conscious desire to hurt or threaten or frighten someone else”. This can be physical, verbal or emotional.

This form of behaviour is always considered extremely seriously. It will be dealt with firmly with due consideration to the victim and the perpetrator. Where necessary, parents will be fully involved.

Teachers cannot always detect levels of bullying outside the classroom and it is therefore important that all adults and children alike inform staff where there is a suspicion of it.

It must be remembered that verbal abuse creates misery, as does physical abuse. This method of approach in dealing with behaviour must never be adopted by adult or child.

(See separate policy: “Anti-bullying Policy”)

Use of Force to Control or Restrain

All members of staff are aware of and follow our policy on the use of force to control or restrain and only intervene physically to prevent injury to a child or to prevent a child from hurting themselves, others or school property

(See separate Policy – “Guidelines on Use of Force to Control or Restrain Policy”)

Searching & Confiscation

Linked to Government advice DFE-0056-2011:

Searching with Consent

School teaching staff (including HLTAs) are permitted to search pupils with their consent for any item which is banned by the school rules. Items banned are:

- mobile phones/electronic equipment
- toys/games
- jewellery
- items prohibited by law (knives, weapons, alcohol, illegal items and stolen items)

In practice, this will mean staff asking pupils to turn out pockets, open their bags etc. Any items found will be confiscated, placed in a secure place and returned to the child/parent at the end of a school day. A prohibited item will be dealt with in accordance with government guidance (see below) If a child refuses to cooperate, detentions will be applied and the parents contacted.

Searching without Consent

The law allows searching without consent relates to the items listed below:

- Knives, weapons, alcohol, illegal drugs and stolen items

Such searches will take place where there are reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item.

Searching without consent is limited to the Headteacher, Deputy Headteacher, Upper School Leader and Pastoral Care Manager. The member of staff must be the same sex as the child and will be witnessed by a further member of staff (if possible, the same gender as the child)

The extent of searches is limited to clothes, possessions and personal storage places (e.g. trays)

The power to search without consent enables a personal search, involving the removal of outer clothing and searching of pockets. (More extensive searches can only be carried out by the police.) Reasonable force is permitted in line with established government guidance.

A prohibited item will be dealt with in accordance with government guidance and where necessary, the police will be contacted.

Parents will be informed if a prohibited item is found, unless it is judged inappropriate to do so.

Roles & Responsibilities:

i) The role of the Class Teacher (or other members of staff leading learning).

It is the responsibility and statutory authority of the class teacher to ensure that the school rules are upheld in their class, that the pupils discuss and agree appropriate rules for their classroom and that the pupils in their class behave in a responsible manner at all times. (All rules are designed to ensure that the 3 Rights are met). The authority to discipline students also extends to locations outside the school premises (e.g. school visits)

The class teachers in our school have high expectations of all children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Where children fail to work hard, teachers will make a judgement as to whether a lunchtime 'time out' for 'catch up' is required.

The class teacher treats each child fairly and enforces the class/school rules consistently. The teacher treats all children in their class with respect and understanding.

Agreed Positive Behaviour Management procedures are followed consistently to create high expectations for children.

The class teacher liaises with the Headteacher/Deputy Headteacher/Pastoral Care Manager/SENCO as appropriate regarding behaviour concerns; this may also involve contact with external agencies, to support and guide the

progress of each child. Children with specific behavioural needs have individual management plans to assist with this process.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This should be done proactively and supportively, with a problem solving approach.

ii) The role of the Headteacher (or Deputy Headteacher)

It is the responsibility of the Headteacher (or Deputy Headteacher in the Headteacher's absence), under the School Standards Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher is also responsible for arranging any necessary training to enable the staff to fulfil the behaviour policy.

The Headteacher oversees the record keeping of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour including anti-social behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

iii) The role of Support Staff and Midday Staff.

It is the role of support staff to ensure school rules are upheld and that the children in their care behave responsibly in school and on the playground in line with the behaviour policy (see appendix- Positive Behaviour Management Strategies)

The support staff in our school are expected to treat each child fairly, with respect and understanding and to follow the school policy on behaviour and discipline.

The same is expected of mid-day staff. (see appendix 4– MDA Positive Management Strategies)

iv) The role of the Pupils.

Each pupil in our school is expected to follow rules of the school/class at all times so that the 'three rights' can be upheld.

Therefore, each pupil in our school should behave responsibly at all times and show respect for adults and other pupils.

v) The role of the Parents.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain this policy in the school prospectus, and we expect parents to read this and support us in its implementation. This is reinforced in the Home-School agreement

We expect parents to support their child's learning and to co-operate with school. We try to build a supportive dialogue between the home and the school and we inform the parents immediately if we have concerns about their child's welfare or behaviour as well as being proactive about reporting significant achievements.

If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Headteacher. If they still have concerns; they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

vi) The role of the Governors.

The Governing Body has the responsibility, in conjunction with the Headteacher, 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 delegated management of the day-to-day implementation of the school behaviour and discipline policy, but governors may be called upon to give advice. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions.

Only the Head teacher (or Deputy Head teacher in the Head teacher's absence) has the power to exclude a pupil from school. They may do so for one or more fixed periods, for up to 45 days in one school year. The Headteacher may also exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. This is followed up in writing giving details of the conditions of the exclusions and appeals process.

The Head teacher informs the governing body and the LEA about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Chair of Governors receives a copy of the parent's notification of any exclusion.

The Governing Body has a discipline committee, which is made up of between three and five members, which considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances, in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupils should be re-instated. If re-instatement is agreed, the Headteacher must comply with this ruling.

Action to be taken:

The Headteacher and Senior Leaders monitor the effectiveness of this policy on a regular basis. The Headteacher reports on this to the governing body and if necessary makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

- Class teachers retain 'Time Out' (including Lunchtime Time Out Slips) slips to monitor behaviour
- A log is kept of children who have had a lunchtime or classroom isolation.
- The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rates of exclusions and to ensure that the school policy is administered fairly and consistently.

Policy Statement:

At St Michael's CE Junior School our approach to behaviour and discipline is summed up through the three rights and these inter-related policies:-

- Behaviour & Discipline policy
- Guidelines on Use of Force to Control or Restrain policy.
- Anti-bullying policy

The rationale and the aims and objectives of all of these policies are related and as such the policies are not applied in isolation. Each of these policies also link to **DFES Circular 00368-2010 "Section 93 of the Education Act 1996, The use of force to control or restrain Pupils"**

Other documents taken into consideration:

"Getting the Simple Things Right: Charlie Taylor's behaviour checklist" (DfE 2011)

"Behaviour & Discipline in School" – DfE Advice 00058-2011

"Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies" – DfE Advice 00062-2011

These policies have been drawn up following discussion between all members of staff, the Governing Body and members of the LA Behaviour Support Team. Parents have been consulted. Members of staff have also taken part in a training session on the use of positive handling strategies for children with severe behaviour difficulties. All staff are familiar with the policy and adhere to it, frequent reviews take place and amendments are made as and when required to ensure the needs of all are fully met.

The Governing Body reviews this policy every two years. They may however, review it earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Appendices

1. Positive Behaviour Management Strategies
2. Time Out Procedures
3. Time Out Slips
4. MDA Positive Behaviour Management Strategies

Appendix 1. Positive Behaviour Management Strategies

Levels of behaviour	Examples	Strategies	Examples of language/signs
Low	<ul style="list-style-type: none"> • Calling out • Distracting others • Making noises • Wandering around the classroom • Fiddling • Talking over adult or peer • Not on task/Chatting 	<ul style="list-style-type: none"> • Tactically ignore (TI) (with proximity praise) • Non verbal signals for appropriate behaviour • Non verbal signals to stop inappropriate behaviour • Positive rule reminder • Proximity praise of children around displaying positive behaviour • Praise when child back on track • Positive intervention with children not doing what you want. • Use questions that make a child take responsibility for his/her behaviour • Offer choice and give take up time • Agreed compliance • Give first verbal warning at your discretion 	<ul style="list-style-type: none"> • It's good to see your hand up Bill. • Thumbs up • Finger to the lips/miming writing • Can someone remind me of the rule about calling out? • Sarah you have lined up quietly and sensibly- well done/ it's good to see you working so hard Joe. • Well done Jane- I can see you really concentrating. • How are you getting on with this? /See if you can get that question finished in two minutes and I'll be over. • Where should you be working Ben/What should you be doing/How should we move through the hall Sam? • Finish your work now or at break time Adam. • Jack, face the front thank you. • Jack you are still turning around – first warning
Medium	<ul style="list-style-type: none"> • Repeating the above • Hurting another child e.g barging past / knocking with chair • Scribbling on/ screwing up their own work • Refusing to work 	<ul style="list-style-type: none"> • Move child within classroom • Verbal reminder of what behaviour is expected • First warning verbal • Second warning- initials on board • At third time of unacceptable behaviour Time Out in partner class. 	<ul style="list-style-type: none"> • I've asked you to sit down and finish your work. • Anne you are still talking- first warning • Anne you are still talking- (initial on board) • Anne –take a Time Out slip and go to ____ class <p>NB If a child has had Time Out at the next break time the adult responsible needs to talk through the behaviour with the child and allow them to identify other choices they could have made. If the adult's decision is that the child did not complete enough work, they may also get the child to work for part of their next break time. Retain slips for record.</p>
High	<ul style="list-style-type: none"> • Deliberately hurting another child e.g. hitting/kicking • Answering back / rudeness to teacher • Defacing someone else's work • Provoking another child to becoming angry/upset • Throwing/ Breaking small items of equipment • Bullying (as defined by the anti-bullying policy) 	<ul style="list-style-type: none"> • Immediate Time Out in partner class • Fixed Term Exclusion <p>NB. At all times the adult responsible for the class needs to use their professional judgement as to whether the behaviour warrants an immediate Time Out or a warning.</p>	<ul style="list-style-type: none"> • That's unacceptable behaviour Joe – take a Time Out slip and go to ____ class. <p>NB If a child has had Time Out at the next break time the adult responsible needs to talk through the behaviour with the child and allow them to identify other choices they could have made. If the adult's decision is that the child did not complete enough work, they may also get the child to work for part of their next break time.</p> <p>If the child refuses to leave the class then a sensible child should be sent to ask Mrs Rumsey/ Mrs</p>

			Dines/Mrs Cullen to come to class.
Extreme	<ul style="list-style-type: none"> • Damaging wall displays/school property • Kicking/knocking over/throwing furniture • Aggression /violence towards a peer or an adult • The use of bad language towards an adult • Bullying (as defined by the anti-bullying policy) 	<p>Send a sensible child to ask Mrs Rumsey/Mrs. Dines/Mrs Cullen or a SLT member to come to class. They will decide one or a combination of the following</p> <ul style="list-style-type: none"> • To remove the child from class (Force & Restraint Policy followed.) • Remove the class • Internal isolation from class and/or playground • Fixed term/permanent exclusion 	NB Most children that exhibit this level of behaviour already have Consistent Management Plans n place.

Appendix 2 – Time Out Procedures

Time Out Procedures

As per the Behaviour Policy there will be occasions when children will be asked by an adult to take 'Time Out'.

'Time Out' is to be used to give the child a chance to calm down and reflect on how they have been behaving and identify what they need to do differently once back in class. It is the class teacher's responsibility to ensure all children know that the following procedures should be followed.

- The adult (following the Behaviour Policy) will ask the child to take 'Time Out'.
- The child will take a 'Time Out' slip and go to their partner class (see below)
- The receiving class will give the child a place to complete their slip and after 5 minutes will ask the child to go back to class.
- At the next break/lunch time the adult will talk through the slip with the child and decide whether a further consequence is needed (this could be if the adult feels more work needs to be completed or the behaviour displayed warrants it.)

Partner classes

3V to 5M

3L to 5F

4O to 5M

4K to 5F

5M to 6S

5F to 6D

6D to 6S

6S to 6D

Appendix 3 - Time Out Slips

Time Out Slip Lower School

Name _____ Class _____ Date _____

I made the wrong choice. I chose to (what did you do)

I will put this right by

Teacher _____

Time Out Slip – Upper School

Name _____ Class _____ Date _____

You have been asked to spend 'Time Out' in another class to think about your behaviour at present. Please answer the following

Why have I been asked to have 'Time Out'

What should I have been doing?

How am I going to put this right?

Teacher _____

Appendix 4. MDA Positive Behaviour Management Strategies

Levels	Examples	Strategies	Examples of Language
Low	<ul style="list-style-type: none"> Being noisy in dining hall Pushing in line Using gym trails on wrong day Using equipment incorrectly Rough Play 	<ul style="list-style-type: none"> Non verbal signals for appropriate behaviour Non verbal signals to stop inappropriate behaviour Proximity praise of child displaying positive behaviour Positive rule reminder Praise when child back on track 	<ul style="list-style-type: none"> Thumbs up Finger to lips Well done Bill- you are eating sensibly and quietly (give lunch point) Mike – you’re lining sensibly (give lunch point) Sally- what’s the rule about voices used in the dining hall? Dan- How should we join the line? Whose day is it on the gym trail John? What should that skipping rope be used for Clive? What games should we be playing Joe?
Medium	<ul style="list-style-type: none"> Repeating the above Hurting another child e.g barging past/hitting with a ball or other equipment accidentally/barging in line Refusing to do as asked Being rude to a peer/adult 	<ul style="list-style-type: none"> Verbal reminder of what behaviour is expected Find out what happened- accident- apology deliberate – apology & 5mins on line NB use your judgement if incident warrants child being sent inside to Mrs Rumsey/Mrs Dines/Mrs Cullen Verbal Warning Find out what happened— apology & 5mins on line NB use your judgement if incident warrants child being sent inside to Mrs Rumsey/Mrs Dines/Mrs Cullen <p>NB If a child has 5 minutes on the line this needs to be recorded and the class teacher informed.</p>	<ul style="list-style-type: none"> Dan- I’ve asked you to move to the back of the line- Thank you (agreed compliance) Joe- that’s not an appropriate game, choose something else. Bill I’ve asked you to come off the gym trail- if you choose not to you will need to see Mrs Rumsey/Mrs Dines/Mrs Cullen
High	<ul style="list-style-type: none"> Further repetition of above Targeted swearing/Extreme bad language Fighting Deliberate/targeted hurting of another child Extreme rudeness to an adult (shouting at an adult, mickey taking 	<ul style="list-style-type: none"> Send child/children into Mrs Rumsey/Mrs Dines/Mrs Cullen <p>NB If a child refuses to come into the school to Mrs/Rumsey/Mrs Cullen then a sensible child should be sent to ask them to come to the playground.</p>	

NB. Appendices 1 and 4 are useful to teaching staff, support staff and MDA's to ensure consistency of approach