

ST. PAUL'S C. E. PRIMARY SCHOOL



**St Paul's C E Primary School
School Discipline and Behaviour Policy**

School Discipline and Behaviour Policy

The schools behaviour and discipline policy is firmly rooted in the school mission statement.

Mission statement

St Paul's C of E School believes in the uniqueness of every child created in the image of God. For this reason we aim to enable each child to grow and develop in mind, body and spirit, through challenging and creative teaching within the context of healthy and meaningful relationships, set in a caring and supportive environment. All this build upon the centrality of a Christian worship and Christian values.

"Learning and living through Jesus Christ"

- Every member of the school community feels valued and respected
- We promote an environment where everyone feels happy, safe and secure
- Every member of the school community will be treated fairly and in a consistent way

We promote good relationships, so that people can work together with the common purpose of helping everyone to achieve.

The school, therefore, believes in encouraging all children to grow as independent learners, respectful of others and different views. As part of this policy children are encouraged and taught how to learn in a supportive and collaborative learning environment where prejudices and stereotyping are challenged.

Our School behaviour policy aims to establish a positive school ethos and promote effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Processes which recognise, reward and celebrate positive behaviour
- Effective behaviour management strategies to enhance learning
- Processes, rules and sanctions to deal with poor behaviour.

Whole school behaviour policy

The policy is designed to promote good behaviour whilst developing an ethos of kindness, independence, self-worth and co-operation, rather than merely deter anti-social behaviour. The school recognises that all members of the school community have rights and responsibilities to maintain and develop the school ethos.

The rights and responsibilities of all members of the school community

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy - including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises - engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour - good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then - in cases of permanent exclusion - to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

In recognising the rights and responsibilities all members of the community of the school have developed a home school agreement policy.

Home School Agreement

We ask parents to read and sign a Home School Agreement when their child joins the school. By signing the Home School Agreement parents will be indicating their agreement with the school Behaviour Policy. The Home School Agreement is discussed during the open evening induction with parents and questions are welcomed.

To enable the policy to be implemented within the school Christian ethos a Code of Conduct has been developed which applies to all members of the school community.

Pastoral Team

The Pastoral Team work with staff, parents and children in developing a supportive and collaborative learning environment that supports and encourages all children to recognise their responsibilities within this policy.

Code of Conduct

Our code of conduct establishes appropriate standards of behaviour within the school.

- 1 Follow instructions given by adults**
- 2 Show respect to others and be polite**
- 3 Care for the school building and its grounds**
- 4 Think kind thoughts, use kind words and seek to do kind deeds**
- 5 Always be honest, truthful and sensible**

The Golden Rule

'Treat others how you would like to be treated yourself'

Rules, Rewards and Sanctions

To inform the positive behaviour approach the Golden Rule is linked to Golden Time.

Golden Time

Golden Time has been included in each class's weekly curriculum as part of our school positive behaviour policy. Each child can earn up to 30 minutes Golden Time.

A year 6 pupil told us "I like Golden Time it helps to make me be good. I try to work harder so that I 'win' all my Golden Time minutes. Golden Time is fun. Losing Golden Time is sad and annoying and makes me want to work hard to earn it back".

Rewards

Rewards will be age appropriate and designed to have a positive impact on behaviour and learning. The rewards will range from stickers, housepoints, verbal praise, sharing quality work with other staff and mention at the weekly rewards 'assembly'. The aim of the reward(s) is always to help children recognise their worth and to build in the child a desire to strive and achieve.

School Rules and Sanctions

The school believes in a positive approach to behaviour and learning - encouraging both collaborative, class and independent learning. Sometimes a child might not engage in this process and there are a range of sanctions teachers will use to enable the child to get back on track.

Again this will be age appropriate.

- It is expected that pupils will behave as expected within lesson time. We have high expectations for our children which means being fully involved with the lesson, answering questions politely and give of their best work. If they choose not to then the following sanctions will be applied.
 - 1 Name on the board
 - 2 Tick/sad face against name on the board
 - 3 Second tick/sad face against name on the board
 - 4 Miss 2 minutes of playtime
 - 5 During these 2 minutes pupils to complete a task as set by the class teacher
 - 6 For repeated misdemeanours the time would be at the discretion of the teacher.
 - 7 Depending on the level of 'inappropriate behaviour' a child may lose time from play time, lunch time or Golden Time. A child can gain back time if there is an improvement in behaviour and attitude. The exception to this would be in the case of a child causing physical injury.
 - 8 More serious misdemeanours can be referred to the Deputy Headteacher.
 - 9 Extreme situations will be directly referred to the Headteacher and will not follow the hierarchy of sanctions.

At all times discussions will be held with parents to discuss a child's work and behaviour. Parents are seen as an essential part of the process.

School's power to discipline beyond the school gate.

Expectations for positive behaviour off school site including use of media include:

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

Support available for pupils whose behaviour indicates significant problems

This support will clearly be developed within the school utilising existing frameworks within the school.

Early Intervention

Pastoral Support Programme [PSP],

Time Out

Time Out

If a child is being disruptive and causing harm to themselves and / or others, Time Out can be used as a planned intervention. The Cool Room can be used for this purpose and allows the pupil time to calm down. Time Out will only be used when it is in the best interests of the child and others. When appropriate the Cool Room door will be left open but in exceptional circumstances the door will be closed. The pupil will not be left alone and a member of staff will remain either within the room or just outside, having sight of the pupil at all times. Pupils will be withdrawn from normal school day activities for no longer than is necessary and time there will be spent as constructively as possible. Other spaces that can be used for Time Out include areas just outside the classroom, prayer spaces, the Rainbow Room, Rona's Room and the school playground.

Time Out will be recorded, monitored and evaluated to show progression by the individual and that the correct use is being made of the intervention and in particular the Cool Room. Parents / carers will be informed when Time Out has been used as a planned intervention.

As a final resort where all school frameworks have been exhausted a child may be excluded from school.

Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). We refer to this guidance in any decision to exclude a child from school

The head teacher informs the LA and the governing body 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 child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors, and is made up of members of the exclusion committee.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Use of Force to control or restrain pupils - What the law says

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others. The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. Under no circumstances will physical force or restraint be used as a form of punishment.

Searching pupils and their possessions

What the law says:

The Headteacher can authorise a search of pupils or their possessions [including bags and trays] without their consent if there is reasonable grounds for doing so.

Reasonable force may be used to execute the search; a member of the senior leadership team must be present. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and punish them if they refuse to do so. Should an emergency arise then a red card, indicating the year group, will be sent immediately down to the office in order to ask for assistance.

Confiscation

There is now a specific legal defence for confiscating inappropriate items, keeping hold of the item and disposing of it provided the actions taken are reasonable as outlined in the Behaviour Policy.

Drug and alcohol abuse

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school in writing and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping, excluding asthma inhalers. Any medication needed by a child while in school must be referred to the Headteacher. Where possible, parents and carers will be asked to administer medication to their child. In exceptional circumstances the Headteacher may facilitate administration of the medication.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed.

Support available through school and the LA for parents/carers in developing their child's social, emotional and behavioural skills:

- Gateway
- Local Children's Centres
- Family SEAL, Triple P etc
- Re-integration interview following fixed term exclusion [legal requirement]
- Parenting contracts
- Parenting orders

The school community is involved in developing and reviewing the policy

The governing body is legally required to consult staff, parents and pupils on the school behaviour policy. This should be done every time the policy is updated.

Quotes from parents, children and external providers:

A parent said "I strongly agree with the ethos of St Paul's School and my son is very happy in your care".

Year 6 pupils told us "Generally behaviour is good and we feel safe and happy in school. When we are told off we agree that we should lose some of our playtime".

Our Girls' Football Coach quoted "Children behave well during the planned activity, are polite, listen to and follow instructions and show enthusiasm".

Our Community Police Officers quoted "Children are very polite and were very good at getting involved by asking lots of questions and showing an interest in our talk"

Resources to manage behaviour including support and training for all staff including Lunchtime Welfare Assistants

School provides quality training to all staff in behaviour management eg our NQT programme, lunchtime welfare training, TA training with Jason Bangbala, direct training from behaviour support, individual small group training from behaviour support.

For further information please see; Learning and Teaching, Anti-bullying, Cyber-bullying, RE and Worship policy.

Monitoring and Review

The head teacher monitors the effectiveness of this policy on a regular basis, and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Adopted by the Governing Body:-

Date

17 May 2017


Headteacher signature

Mrs A E Jackson

A handwritten signature in black ink, appearing to read 'A E Jackson', with a long horizontal flourish extending to the right.

Chair of Governors signature

Mr M A Roberts

A handwritten signature in black ink, appearing to read 'M A Roberts', with a stylized flourish at the end.

