

Simonstone St. Peter's CE Primary School

Behaviour, Discipline and Exclusion Policy



Our Mission Statement – ‘Keys to Faith and Knowledge’

At Simonstone St Peter's School we want every child to:

Be confident and happy about who they are;

Have knowledge and skills for life and to work together and make friends;

Learn to have faith and understand differences;

Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness;

Show care, kindness and appreciation in the world.

Statement of Principles

The vast majority of our children at Simonstone St. Peter's CE Primary School are co-operative, polite, well-motivated and well behaved individuals. Their parents are usually supportive of the School, co-operating fully when consulted about the behaviour of their children. Close co-operation between School and home is seen as developing the best environment in which each child can learn. This policy links closely to other policy documents, including; Anti-bullying policy, Child Protection policy, E-safety policy, Teaching and Learning policy, Attendance policy, Single Equalities policy and the home-school agreement.

Aims and Expectations of the Policy

Each child has the right to learn undisturbed by disruptive behaviour.

Each teacher has the right to teach free from disruptive behaviour.

- 1.1** It is a primary aim of Simonstone St. Peter's CE Primary School that every member of the school community feels valued and respected. We are a caring Christian community whose values are built on mutual respect for all. The School's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a positive learning environment where everyone feels happy, safe, secure and individual children can flourish.
- 1.2** The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** At Simonstone St. Peter's CE School we endeavour to treat all children fairly and apply this policy in a consistent way regardless of the gender, race, background or ability of our learners.
- 1.4** The school rewards good behaviour and sanctions inappropriate behaviour, as it believes that this will develop an ethos of respect, kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.5** The School has measures to prevent all forms of bullying amongst pupils; these are detailed in our Anti-bullying policy. Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. We have strategies in place that proactively prevent bullying occurring in the

first instance. This includes, talking to children about issues of difference, Worship themes and topics in the PSHE curriculum.

The role of the child

2.1 Most children quickly understand and appreciate the need to follow certain behaviour patterns in order for the school environment to be a safe and happy place for everyone. Pupils are encouraged to:

- Set a good example to others – the youngest children look to the oldest for models of good behaviour.
- Work hard and do not disrupt your own learning or that of other children.
- Move sensibly around school – always walk.
- To keep yourself safe when crossing the road to and from the hall, always walk quietly as directed by the teacher.
- Hold doors open for others.
- Stand aside and let others pass.
- Listen to each other and adults. Do not interrupt when others are talking.
- Speak politely to others, never shout or swear; it is very discourteous.
- Be respectful and courteous to all staff, including teaching assistants, kitchen and welfare staff, site supervisor, trainee teachers, students, parent helpers and visitors.
- Do not use words or language that might cause offence to individuals from different backgrounds.
- Look after each other – do not ‘tell tales’ just to get others into trouble but if a situation needs it, get an adult.
- Take pride in your school and take care of all our equipment.
- Be honest – if you misbehave or make a mistake, acknowledge it, accept the consequences and learn from it.

The role of the all adults in School

3.1 All interaction and contact contributes to standards of behaviour. By using every opportunity, the standard of behaviour expected can become an implicit part of the school’s ethos.

3.2 Take the initiative when establishing a relationship with every child.

- Make eye contact
- Smile
- Greet and be greeted
- Start the dialogue
- Set high standards of speech and manners
- Deal with all unacceptable – to ignore poor behaviour is to condone it.

Rewards and Sanctions

4:1 We praise and reward our children in a variety of ways:

- Staff congratulate and praise pupils.
- Staff give children house team points for effort, conduct and manners, the winning house team each term gets a non-uniform day as a reward.
- Staff give children motivational stickers and stamps
- Children’s good behaviour is praised as positive role models for others.
- Parents are informed verbally or by notes home about good conduct.
- Each week, staff nominate two children from each class to receive a ‘Star Award’ certificate in celebration worship. This can be for academic achievement, behaviour, effort, promoting Christian Values or other reasons. Each recipient receives a certificate and public praise in Friday worship which parents are invited to on a fortnightly basis.

- We hold an end of year awards ceremony, in which children from all year groups are eligible to win awards for friendship, effort and good manners. Parents are also invited to share this occasion.
- In the EYFS children complete 'dot charts' as an incentive, when they have completed their chart, they take it to the Head Teacher for acknowledgment. This is then taken home and shared with parents and carers.

4.2 The school acknowledges all the efforts and achievements of children both in and out of school and provides regular opportunities to celebrate these successes.

4.3 We expect all children to listen carefully to their teachers in lessons. If they do not, we may ask them to move to a place nearer the teacher or to sit on their own.

4.4 We expect children to try their best in all activities and complete an expected amount of work within an allocated time. If they do not do this we may ask a child to redo or complete the task during playtime.

4.5 Children are given the opportunity to correct their behaviour before any sanctions are imposed.

4.6 If a child is disruptive in class, they will be reprimanded by the teacher. If this continues repeatedly we may withdraw the child from the rest of the class until they are in the frame of mind to work sensibly again with others.

4.7 The safety of children is paramount in all situations. If a child's behaviour endangers the behaviour of others the teacher will stop the activity and prevent the child from taking part in the rest of the session.

4.8 Lunchtime staff feed back to teachers and the Headteacher the details of any incidents that may have taken place. If there needs to be any follow up to these incidents, this may be done by the Class or Head Teacher.

4.9 Any racist incidents need to be reported immediately to the Head Teacher who will log the incident and inform the Governing Body (see single equalities policy).

4.10 All members of school staff have the legal power to use 'reasonable force' and do not need parental consent to use reasonable force on a pupil. This power applies to any member of staff at the School and can also apply to people whom the Head Teacher has put in charge of a group of pupils such as unpaid volunteers or parents accompanying pupils on an organised School visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging school property or from causing disorder. In a School, reasonable force is used for two main purposes – to control pupils or restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides examples of situations where reasonable force can be used. Schools can use reasonable force to:

- Separate pupils found fighting.
- Remove disruptive pupils from a classroom where they have refused to follow an instruction to do so.
- Prevent a pupil from behaving in a way that disrupts a school event or visit.
- Restrain a pupil at risk of harming themselves or others through physical outbursts.

The role of the Head Teacher

5:1 It is the responsibility of the Head Teacher under the schools standards and framework Act to implement the behaviour policy throughout the school and to report to the Governing Body 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.

5.2 The Head Teacher supports the staff in implementing the policy by setting high standards of behaviour and by supporting the staff in the implementation of the policy.

5.3 The Head Teacher keeps records of all reported serious incidents of behaviour.

- 5.4** The Head Teacher will ensure that all new parents are provided with a copy of the Home-School agreement which outlines the responsibilities of parents and School.
- 5.5** The Head Teacher has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the Governing Body has been notified.
- 5.6** The Head Teacher has a responsibility to report any racist incidents to the Governing Body and local authority.
- 5.7** The Head Teacher/teachers have to power to search without consent for items which are 'prohibited' and could cause harm to others including:
- Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco or cigarettes
 - Pornographic images
 - Mobile phones
 - Any item banned by the School rules which has been identified in the rules as an item that may be searched for

Weapons, knives and illegal substances must be handed to the Police, otherwise it is for the Head Teacher to decide if and when to return an item or whether to dispose of it.

The role of parents

- 6.1** At Simonstone St. Peter's CE School we collaborate actively with parents so that children receive consistent messages about how to behave at school.
- 6.2** Parents have a clear role in supporting their child ensuring they are well-behaved at School.
- 6.3** We explain school rules at induction meetings, in the school prospectus and the home school agreement which parents sign after their child has been admitted in to School. We expect parents to read and support them.
- 6.4** Reminders of general school rules are sent home annually to parents to sign and are also available for reference on the School website.
- 6.5** We expect parents to support their child's learning and to co-operate with the school as set out in the home school agreement. We try to build a supportive dialogue between the home and school. We inform parents if we have any concerns about their child's welfare and behaviour.
- 6.6** If the school has to implement any sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated they should initially contact the class teacher. If concerns remain, they should contact the Head and finally the School Governors. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.
- 6.7** Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of exclusion. If they do not, the Local Authority may issue a penalty sanction.
- 6.8** Parents must ensure that their child attends suitable full time education provided by the School governing body or the local authority from the sixth day of any exclusion.
- 6.9** Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.
- 6.10** If a parent has a complaint about how their child's behaviour has been managed they should follow the complaints procedure which can be accessed via the school website.

The role of the Governing body

7:1 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 Head Teacher in adhering to these guidelines.

7:2 The Head Teacher has the day to day authority to implement the school's policy on behaviour and discipline but Governors may give advice to the Head teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7:3 The governing body should be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination.

7:4 Governing Bodies (with regard to statutory guidance) have the power to direct a pupil off-site for education to improve their behaviour, if this is considered in the best interests of the child e.g. a short stay placement at a specialist pupil re-integration unit

The role of the Class Teacher

The class teachers in our School have high expectations in regard to behaviour and they strive to ensure that all children work to the best of their ability.

8:1 It is the role of the class teacher to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time.

8:2 Class rules and responsibilities should be agreed with children at the start of each year and should be continually reinforced. The rules should facilitate the learning process and should reflect the age and maturity of the children.

8:3 The class Teachers in our school treat each child fairly and enforce school rules consistently. They treat all children in their classes with respect and understanding.

8:4 If a child misbehaves in class, the teacher in the first instance deals with the incidents themselves following school procedures. However, if misbehaviour continues they make seek help and advice from colleagues or the Head Teacher and parents are informed.

8:5 The class teacher reports to parents about the progress and behaviour of the children inline with the school behaviour policy. The class teacher may contact parents at any time if there are any concerns about the behaviour or welfare of a child.

8:6 Keep daily/weekly behaviour logs or records as appropriate.

8:7 If it becomes appropriate the SENCO liaises with external agencies to support and guide the progress of each child.

8:8 The class teacher is expected to create and sustain a positive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. The teacher should:

- Be in the classroom as the children enter.
- Never leave pupils unattended in class.
- Never send an angry child out of class on their own.
- Notice and praise positive behaviour patterns.
- Set and maintain a high standard of order and presentation.
- Give children responsibility whenever possible.
- Be consistent with regard to behaviour management.
- Treat each pupil as an individual.

Persistent and Serious Misconduct

9:1 For the majority of children the above system will be sufficient to ensure good levels of behaviour. However, for some individuals it will be necessary to move beyond this approach due to the nature of their behaviour problems. In such circumstances parents will be contacted by the Class/Head Teacher to discuss appropriate strategies to improve their child's behaviour. Further strategies might include:

- Individual behaviour charts
- Withdrawal of privileges including loss of play time
- Letters/meetings with parents and carers

- Maintaining a behaviour log to keep parents informed on an agreed daily or weekly basis
- Writing individual behaviour plans, identifying main behavioural issues and strategies to improve behaviour.
- Using classroom staff to support a child in class or to work with a child out of class where behaviour requires internal exclusion.
- Completing a multi-agency assessment if appropriate, to ensure that all the child's needs are being met.
- Working with outreach specialists who provide support and expertise with behaviour management
- Engagement with other professionals, e.g. counselling services, educational psychologist to provide further guidance and support.

Whole School Behaviour

10.1 The Principles for the whole school rules apply in all areas of the school including, playground, dining hall, resource area, cloakrooms and toilets, Worship, when moving around school or crossing the road the School Hall. Rules are tailored to specific areas of school. Key messages and reminders are communicated through PSHE lessons and at the end of Collective Worship.

Fixed Term and Permanent exclusions

11:1 We do not wish to exclude any child from school but sometimes this may become necessary. The school has therefore adopted the standard national list of reasons for exclusion and the standard guidance, Improving Behaviour and attendance: Guidance on exclusion from school and child Referral Units (DFES, Jan 2003). We refer to this guidance in any decision to exclude a child from school.

11:2 The Head Teacher can exclude a child from school (or anyone who is acting as Head Teacher on a temporary basis when the Head Teacher is away from the school).

11:3 It is the responsibility of the Governing Body to decide if the Head Teacher has taken the right action in excluding the pupil and whether the length of exclusion is appropriate in the circumstances.

11:4 Decisions to exclude should be taken only:

- In response to serious breaches in the behaviour policy
- If the allowing a pupil to remain at school would seriously harm the education or welfare of the pupil or others in school.

11:5 Permanent exclusion is appropriate where it is the final step in a process for dealing with disciplinary offences following a wide range of other strategies being used without success.

11:6 There may be some exceptional circumstances where in the Head's judgement it would be appropriate to permanently exclude on a first offence e.g.

- Serious actual violence against another pupil or staff member
- Sexual abuse or assault
- Supplying or in possession of an illegal substance
- Carrying an offensive weapon with intent to harm others

11:7 In such serious cases the secretary of state would not normally expect the Governing Body or an independent appeal panel to reinstate the pupil.

Monitoring and Review of Policy

It is the responsibility of the Governing Body to review the policy in conjunction with the Head Teacher on an annual basis. The policy is reviewed by all staff and governors. Parents may request a hard copy from the school office or can access the policy via the school website

Policy reviewed Autumn Term 2017

Date of next review Autumn Term 2018