



BEHAVIOUR & DISCIPLINE POLICY
Partnership Promises

October 2017

Signed:
Headteacher: Alison Gibson

Signed:
On behalf of the Governing Body

Proposed Review Date: October 2018

STATEMENT OF PRINCIPLES

Good behaviour, consideration and respect for one another make a happy and caring school where all children can learn and feel valued. All adults and children share a right to a happy, safe learning environment. We believe that the children, their parents and all staff should work in partnership to promote these Christian values.

At all times good behaviour should be modelled and taught by teachers, staff and children. This policy provides a secure framework of expected high standards of behaviour within which all pupils can operate. Taking responsibility for their own actions is to be encouraged and we teach children to make the right choices.

A 'Partnership Promises' agreement will be issued and to every child at the beginning of the school year and signed by the child, parent, class teacher, teaching assistant and a member of the welfare staff.

CONTEXT

This policy should be read in conjunction with those listed below:

- Health and safety
- Safeguarding
- Attendance
- Single Equalities
- Teaching and learning
- Anti-bullying
- Home-school agreement
- Special Educational needs policy

Our behaviour policy is based on the following factors, each outlined in different sections of this policy:

- Consistency
- Golden rules
- Respect
- Making the right choice
- Good relationships
- Rewards
- Sanctions

1. SCHOOL ROUTINES

A. WORSHIP

All children will follow their class teacher into the hall in an orderly manner. The class teacher will ensure they are settled and sitting in the appropriate place.

At the end of worship children will follow their class teacher back to the classroom and prepare for the next activity. Two Year 6 pupils will also accompany the children back to class as a lead example.

B. MORNING AND AFTERNOON BREAKS

The children will be in the playground unless:-

- (i) They are the two children on duty, next to the main door.
- (ii) They are in carrying out a task being supervised by an adult
- (iii) They are ill/injured and being attended to as appropriate by the duty Welfare Assistant or First Aider.

Teachers at the end of break go into the playground to collect the children. Teaching Assistants supporting statemented pupils must also go into the playground. Each class should line up in an orderly manner and be led into their classroom by the teacher. It is the responsibility of the duty teacher to ensure break is the correct length. (15 mins a.m. 10 mins p.m. (KS1 only)

C. WET BREAKS

Children may collect any snack. They can visit the toilet, (in small groups). They must then return to their seats and have a game to play or engage in some other quiet activity. Those who wish to purchase snacks from the hall may do so.

D. LUNCHTIME

Reception, Y.1 , 2 & Y.5 children are led into the hall by their class teacher and seated with their lunch, assisted by welfare staff. Older children walk quietly to the hall instructed by their teacher and assist the younger children during lunchtime. When the majority have finished eating, a member of the welfare staff will take the children into their playground. Those who remain will go out to the playground when they finish their lunch.

Y3, 4, and 6 pupils will all go out into the rear playground and enter the hall by the outer double doors under the timing and direction of welfare staff. When the weather is suitable children having sandwiches use the picnic benches outside. Children can leave when they have finished and their place is clean and tidy. They should leave by the double red doors leading out to the rear playground.

2. CONSISTENCY

Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school and the children know the rewards and sanctions that are in place. All children are treated equally and fairly. Children with specific needs will be disciplined according to their requirements.

CHOICE

Children are taught to take ownership of their behaviour and to understand the importance of making the right choices. We aim to make them realise that they own their own behaviour and they choose how to behave.

CURRICULUM

The importance of an appropriate curriculum is crucial. We differentiate according to children's abilities, realising the frustration that can be caused when work is too hard or too easy for a child. Learning needs to be fun and we believe in a creative curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is seen as crucial to promoting good self-discipline.

A. REWARDS and GOLDEN RULES

Good behaviour will be rewarded by praise and encouragement.

Merits will be awarded for:

- (i) Work which achieves a target.
- (ii) Your best work.
- (iii) Excellent effort.
- (iv) Making good progress.
- (v) Always working hard.
- (vi) Always working at a high standard.
- (vii) Being helpful or considerate.
- (viii) Taking a pride in your work.

GOOD BEHAVIOUR IS ENCOURAGED

- By the use of a quiet voice and a calm manner
- Positive praise
- Leading by example – being a positive role model
- Offering meaningful rewards
- Recognising small achievements
- Make children feel special and valued
- Effective teaching and learning
- Access to a differentiated curriculum
- Consistent approaches for all children
- Clear boundaries
- Children need to understand what and why good behaviour is needed
- Zero tolerance
- Eye contact and smiling!
- Good communication between home and school - Home/school agreement – ‘Partnership Promises’

GOOD BEHAVIOUR IS REWARDED

- Merits (re-starting each year)

BRONZE	50 MERITS
SILVER	100 MERITS
GOLD	150 MERITS

- Stickers
- Smiles
- Positive praise
- Well done awards/Gold Cards/ entry in the Golden Book
- Certificates
- Good work assembly
- Star pupil display board and top table invitations
- Positive comments to parents
- Celebrating good behaviour/success
 - Sent to another member of staff to reinforce success and praise
- Postcards sent home from the class teacher or the Headteacher

Certificates are also awarded for full attendance.

Half-termly trophies are presented for

COURTESY - KS1 Nelson Special Trophy
KS2 Beardsworth Memorial Trophy

PUNCTUALITY - KS1 & KS2 Brennand Awards

Annually individual awards are presented for academic achievement and contribution to school.

There is the opportunity for individual teachers to make various awards within their own class to develop positive attitudes.

Friday worship usually takes the form of a celebration of work, each class making a weekly contribution. At the end of each half-term there is presentation worship when individual awards achieved in the half-term are presented.

Merits are counted each week and awarded to the houses: Bowland, Longridge, Parlick and Pendle.

B. SANCTIONS

Inappropriate attitudes or behaviour contrary to the 'Partnership Promise' will not be accepted at St. Paul's. The safety of all members of our school community is of the utmost importance. Violent behaviour or abuse to other children or staff will not be tolerated. All children will be given every encouragement, support and guidance to maintain and improve behaviour.

In St. Paul's we believe that children should take responsibility for their own behaviour. If children have behaved inappropriately they will have to take a logical consequence to reflect on what they have done, how it has affected other people and how they can put it right. The consequence will be directly linked to the poor behaviour in order to teach them not to do it again. Staff will use forms of rehabilitation e.g. constructive jobs in class/playground to pay back to the school community. The child will be encouraged to reflect on their behaviour and consider the following questions;

- What happened/ what's happening?
- What were you thinking/ feeling at the time?
- What do you feel / think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

Course of action to be followed:-

- i. Class teacher talk 1:1 with the child.
- ii. Monitor behaviour with reward strategies.
- iii. Discuss with parents
- iv. Discuss with the Head Teacher
- v. If there is no improvement an appointment will be made for the parent/guardian to see the Headteacher and a behaviour record will be drawn-up. This will be reviewed weekly by the Headteacher, or Deputy Headteacher, class teacher, and parent. Where pupils are placed on a behaviour record they will also be placed on the special educational needs register.

SANCTIONS – CONDUCT OUTSIDE THE SCHOOL GATES

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

DETENTION

Whilst St. Paul's does not use a formal system of detention, in following through incidents pupils may miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act reasonably given consideration for time to eat, drink and use the toilet. Detentions out of school will not be used.

Continuing problems could result in one of the following although we firmly believe that this should only be carried out if all other sanctions have failed:

- a. Fixed Term Exclusion (this may include lunchtime exclusion where children fail to comply with normal school discipline). Children should understand that Welfare staff have that same authority as teaching staff.
- b. Permanent Exclusion
- c. Referral to an appropriate LEA agency for example Education Psychologist, Pupil Referral Unit.

The decision to exclude is taken by the Headteacher and this may be for a fixed term or permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and warrant possible exclusion:

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach

It should be noted that "one off" serious incidents may result in fixed term or even permanent exclusion. All exclusions follow LEA and DfES procedure of which parents would be fully informed.

Following any exclusion a "Return to School" meeting would be arranged for pupil and parent/guardian.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body declines a reinstatement parents have the right to appeal the decision to an independent review panel.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act

1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

PREVENTING BULLYING

Relationships

We firmly believe in developing excellent relationships at St.Paul's. This is the basis for a school where all can work together successfully. Relationships between staff and pupils must be built on trust and respect. Children are taught the difference between right and wrong and through positive relationships this is incorporated into all that we do.

Respect

We aim to develop a culture of respect where all members of the school community are in full agreement of the 'Partnership Promises.'

In accordance with Christian values we teach the children that we treat each other with the respect which we wish to be treated. This should be reflected in all that we say and do.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff is protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

2. Power to search without consent for 'prohibited items' which could cause harm to the child or other children.

It is for the Head teacher to decide if and when to return an item, or whether to dispose of it.

Power to use reasonable force

At St. Paul's we do not have a 'no contact' policy but reasonable force will only be used to physically separate pupils found fighting or if a disruptive pupil could harm other children or staff or refuses to leave the room when instructed to do so. This policy is in accordance with providing a duty of care for all children to prevent harm to all children and staff.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

Roles & Responsibilities

St. Paul's governing body sets out the rationale for this policy which the Head teacher operates on a day to day basis.

We expect all staff and pupils to adhere to this policy.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the head teacher.

The class teacher, child, parent, TA and member of welfare staff will sign the 'Partnership Promise.' The policy will be accessible to parents/carers on the school website and available to view in school.

School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

Consultation, Monitoring & Evaluation

Our policy has been developed in accordance with a system of respectful relationships, high expectations of good behaviour, rules, rewards and sanctions to encourage self-discipline and an understanding that everyone is valued in the school community. It will be monitored in accordance with the school's annual cycle of monitoring and evaluations shared with the governing body through the headteacher's report and school record of self evaluation.

Behaviour reviews will be a standing item on each staff meeting agenda. The policy will be reviewed annually with all staff at the start of each academic year with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised on any adaptations or changes through the school newsletter. The school newsletter and website will also be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community.

COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particularly policy it should be noted that:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

FARINGTON MOSS ST. PAUL'S C.E. SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

BEHAVIOUR CONTRACT

NAME

CLASS

YEAR

Promises to:

Child's signature

Parent's signature

Headteacher's signature

Date

Outcomes:



FARINGTON MOSS ST. PAUL'S C.E. SCHOOL - BEHAVIOUR & DISCIPLINE POLICY

PUPIL DISCIPLINE RECORD

NAME _____ CLASS _____ YEAR _____

DATE & TIME	DETAILS OF INCIDENT	DATE HT INFORMED	DATE PARENTS INFORMED