



St Jude & St Paul's  
Church of England Primary School

# Behaviour Policy

**Date:** Autumn 2018

**Lead:** Headteacher/Deputy Headteacher

**Next Review:** Annually

**Committee:** Curriculum, Standards and Community

*Bless us to encourage, love and learn*

## Our Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We strive to be a caring community with values built on mutual trust and respect for all. Forgiveness is an integral part of life at St Jude and St Paul's.

The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. We aim to promote a learning environment where everyone feels happy, safe and secure.

We believe that every member of our school community has a part to play in promoting socially acceptable behaviour both in the classroom and outside so that all children are able to learn effectively.

Everyone in the school community has rights and responsibilities to ensure:

- St Jude and St Paul's is a safe place to learn, work and play
- Children have the right to learn, work and play in a friendly, safe and helpful school
- Teachers, teaching assistants and support staff have the right to work and teach in a safe and friendly environment which is supported by the community
- Parents and carers have the right to feel welcome and to know that their children learn, work and play in a safe, friendly and helpful school.

## Positive Behaviour Management

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour underpins learning and a calm, orderly atmosphere will enable effective teaching and learning to take place.

We have a responsibility to help children understand that they have choices about how to behave and help them develop strategies to them appropriately.

We believe that:

- Children respond best to praise and encouragement
- Children learn by example - adults have a responsibility in setting a good example as well as ensuring rules are followed
- The behaviour policy should be consistently and fairly applied. This means understanding that children have different needs and rewards and sanctions must be appropriate to the child.

## St Jude & St Paul's School Rules

Our school rules are based on our four BELL values of Bless, Encourage, Love and Learn.



### Bless

I always respect myself and others.



### Encourage

I encourage myself and others to be the best that we can be.



### Love

I treat others how I would like them to treat me.



### Learn

I always try my best with my learning and learn from my experiences.

The school staff will work to promote good learning behaviours at every opportunity. Collective Worship (school assemblies) provides a focal point for talking about and reinforcing aspects of school ethos and its Christian Values. All staff discuss good learning behaviours with pupils and ensure that the class rules are displayed and used consistently.

Each teacher has the flexibility to employ his or her own system of rewards and sanctions within the broader framework of the whole school organisation and to use a range of rewards to motivate the children in order to manage behaviour within the classroom. It is essential that all adults within the class team adhere to the system and are consistent and fair. Teachers and teaching assistants also use 'positive behaviour language' at all times to encourage children to make 'good choices'

At all times we aim to use positive reinforcement and praise as an effective means of:-

- teaching and reinforcing appropriate patterns of behaviour
- nurturing harmonious classroom relationships
- boosting self-confidence and as a consequence promoting effective learning.

We reward children for good behaviour in a variety of ways including:

- Praise
- Star Award Certificates
- Golden BELL badge & Merit awards (Bronze, Silver and Gold)

- Special stickers
- Reading tokens
- Parents and head teacher informed
- Opportunities to represent the school
- Praise in newsletter/website
- Special visits and treats

## Consequences

In persistent, non-negotiable or serious circumstances the following sanctions/consequences may be applied as appropriate:

- Reflection/time out in a partner class
- Detention(KS2)/exclusion from playtimes
- Time out in the playground for playtime incidents.(KS1 and KS2)
- Referred to senior member of staff and Learning Mentor
- Referred to the Headteacher(or Deputy Headteacher in the absence of the Headteacher)
- Internal Exclusion (removal from the class for half a day or more). Internal exclusions are at the discretion of the Headteacher/Deputy Headteacher and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Parents will be informed of internal exclusions.
- Exclusions
- Inappropriate behaviour may be ignored when it is considered to be the best option e.g. in cases of persistent attention seeking.

Staff are expected to follow the follow levels of consequences. In exceptional circumstances, stages may be skipped if the class teacher feels behaviour warrants it.

CONSEQUENCES Colour code	Inappropriate behaviour	Sanction
Yellow	Being unkind towards another child (verbal) Disturbing/ Disrupting Off task Not following instructions	1. Non-verbal reminder of expectation given 2. 1 <sup>st</sup> warning 3. Time out in classroom 4. Time out in partner class YR – Y1; Y1 – Y2; Y2-YR; Y3-Y4; Y4-Y3; Y5-Y6; Y6-Y5
Orange	Continued inappropriate behaviour from yellow Being rude or disrespectful to another child/adult Physically hurting another child Not telling the truth Misuse/damaging school property Repeat offending	1. Time out (10 minutes of playtime outside office area) 2. Time out in a partner class 3. Lunchtime detention with LM/SLT 4. Parents informed

<b>Red</b>	Continued behaviour from orange Serious damage to school property Swearing Fighting with another child Injuring another child Using racist/homophobic/sexist language Physically harming an adult	1. Sent to senior leader (incident recorded, reported to parents if straight to red) 2. Internal exclusion from class/playground/dining hall (depending on incident, parents informed) 3. Fixed term exclusion (DHT/HT)
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The sanction will be determined by the child and the context. Being fair does not mean treating everybody the same as we understand that children are not all the same.

In certain circumstances children may be excluded from taking part in school trips (including swimming lessons) if their behaviour is deemed to be detrimental to the health and safety of themselves or others. Where a child is excluded from a trip, this decision will be made by a member of SLT.

### Bullying and Incidents of Harassment

Bullying or harassment of any kind in school is unacceptable. If we discover that an act of bullying, intimidation or harassment has taken place, we act immediately in order to stop any further occurrences of such behaviour (as outlined in the School Anti-bullying Policy).

All reports of bullying and /or harassment are treated seriously, investigated, recorded on the school incident form and sent to all members of SLT. The data is presented to the school governors annually.

Whilst it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear and the impact that bullying can have on learning and personal development.

If children are involved in incidents of bullying and/or harassment (or perceived to be) then the school will contact the child/children's parents and arrange a meeting in order to discuss the situation and to put preventative measures in place.

Staff may work with the children involved, using peer mediation and/or restorative approaches.

### Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour or the behaviour of others. For children identified with specific behavioural needs, the system may need to be altered and adapted to meet their needs. The school will work closely with the parent/carer to identify the reason/s for these behaviours and to support the child in making necessary changes.

### Fixed-term and permanent exclusions

Only the Headteacher (or in their absence, the deputy Headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If the child is excluded for more than six days the school will provide full time education at an alternative setting.

The Headteacher 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. If the Headteacher excludes a pupil, They inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about all permanent exclusions and fixed-term exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee 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 pupil should be reinstated.

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

On return to the school after a fixed-term exclusion, parents and pupils will need to attend a re-integration meeting with the Headteacher to discuss the behaviour, set targets for future behaviour and set any necessary systems in place for supporting the pupil in meeting those targets.

#### Power to use reasonable force

School personnel may use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The Headteacher and authorised school personnel may use force as is reasonable, given the circumstances, when conducting a search without consent to confiscate inappropriate items.

Legislation requires all schools to record and report any 'significant' incidents where school personnel have used force to restrain a pupil.

#### Confiscation of inappropriate items

The Headteacher and authorised school personnel have the power to search without consent for "prohibited items" including:

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- inappropriate images,

- any articles that has been or is likely to be used to commit an offence, cause personal injury or damage to property harm,
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. e.g. mobile phones which should be left in the office during school hours.
- mobile phones (should be left in the office)

#### The role of the class teacher

It is the responsibility of the class teacher and support staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers and support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All staff will treat each child fairly, enforce the school rules and be consistent with the whole school behaviour policy. Children are treated with respect and understanding.

The staff should discuss any ongoing issues related to behaviour with a member of the senior staff and Learning Mentor. The Headteacher, in conjunction with staff may refer and liaise with external agencies, as necessary, to support and guide the progress of each child with the support of the parent. For example: Educational Welfare Officer, Families First, and Educational Psychology Service.

#### The Role of the Headteacher

It is the responsibility of the Headteacher 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 Headteacher 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 available to speak with staff, pupils and parents about behaviour management strategies.

#### The Role of the Parents/Carers

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school and positive impact that good behaviour has on learning. 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 aim to build a supportive dialogue between the home and the school and we inform parents when we have concerns about their child's welfare or behaviour.

We request that if the school has to apply the behaviour policy, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the classteacher. If the concern remains, they should speak with the Learning Mentor or a senior member of staff. If the issue persists, parents may want to refer the school's complaints procedure.

#### The role of 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, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. Playtimes and lunchtimes are closely monitored by staff on duty and any concerns are raised appropriately to the Learning Mentor/Senior Management Team. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded on the school Management Information System (MIS).

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### Review

The Governing Body reviews this policy annually. 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.