

ST. MARK'S CE (VC) PRIMARY SCHOOL



Behaviour & Discipline Policy 2018/19

Reviewed: Autumn 2018

All our policies are to be read with the school Christian Values of Peace, Trust and Fellowship in mind. Our behaviour policy is no exception.

DCSF guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEND policy, PSHE policy, Safeguarding Child Protection policy, Anti-Bullying policy, the policy for Teaching and Learning and our Positive Handling policy and Race/Equality policy to understand the general ethos of the school.

Aims

- To encourage appropriate behaviour and language throughout the school
- To encourage pupils to recognise and respect the rights of others
- To ensure a whole school approach to discipline
- To encourage accountability of behaviour
- To provide a system of sanctions and rewards using positive reinforcement techniques
- To ensure a safe, caring and happy school
- To promote good citizenship, the values of honesty, fairness and equality for everybody
- To promote self discipline and self control
- To take the necessary steps to prevent bullying (See Anti-bullying Policy)
- To ensure that parents are informed and are aware of the disciplinary procedures

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others. We foster a sense of Trust throughout our school to enable learning.

Having a right to learn and the responsibility to allow others to learn will be evident in all curriculum areas and allow each child to remain on task at all times.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, church, governors, parents and carers and others in the community.

Special Needs

Children with special educational needs and/or disabilities are expected to conform to the school discipline policy, although they may need individual support and frequent reminders of the rules. Children who display challenging behaviour are given the choice to conform by using positive strategies.

Sanctions should be agreed beforehand with children or, when necessary, parents prior to appropriate consequences being carried out.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, wardens, pupils and governors, work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing examples of good relationships and behaviours
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other.

Appropriate behaviour is positively encouraged by –

- A programme of religious education which includes ethical issues (see RE policy)
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school
- A programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSHE policy)
- Circle time – an opportunity for open discussion held in class groups at regular intervals
- The agreement of a set of rules by each class at the beginning of the autumn term.

Class rules

Each class will make and have ownership of a set of positive rules for behaviour in the classroom.

These rules will be clearly displayed in each classroom. Classroom management should be based on the three R's.

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| 1. | Rights | Each pupil has a right to learn. |
| 2. | Rules | The rules protect these rights. |
| 3. | Responsibility | This brings a responsibility to allow others to learn. |

Class rules should address the following areas:

- Treating people and property with respect.
- Communication.
- Movement about the school.
- Safety.
- Learning how to get help from the teacher and locating resources.
- How and when disputes are settled.
- Time out strategy.

Aims of rules

Children will be expected to behave in a socially acceptable manner commensurate with age.

Children will be encouraged to develop a responsible code of behaviour within the school and when representing the school in the wider environment.

Bullying will not be tolerated.

Pupils will be encouraged to talk to a member of staff about adverse experiences.

The class rules must be regularly reviewed and revised as necessary.

Playground rules

- Keep to play areas agreed
- The picnic tables and benches are for sitting and quiet games
- Always treat others the way you wish to be treated yourself
- We are helpful, kind and polite
- We respect other people's games
- We do not play fight or cause injury to others

Indoor lunch time rules

- Line up quietly
- Be well-mannered, use 'please' and 'thank you' and don't speak with your mouth full
- Talk quietly
- Put your hand up if you want something
- Try to keep the tables clean and tidy and use the cutlery provided
- Walk around school quietly

Behaviour expectations will be discussed regularly with the children and will be displayed appropriately around the school as well as in the classroom.

Swimming rules

Children who persistently disobey swimming rules are a Health and Safety issue. The School will make every effort to include the child in swimming where possible. Parents of the child will be consulted on action plans and strategies where appropriate.

Mobile Phone rules

Children are not permitted to bring Mobile phones into school.

(Unless a parent has obtained specific permission from the headteacher and has provided a full explanation of the extenuating circumstances surrounding the request. In such exceptional cases, the phone must be handed in at the school office before

registration and collected at home time. It must not be operated inside the school gates).

Rewards

Good behaviour is praised whenever possible. Children can earn rewards for a variety of reasons, including good work, greater effort, being kind or helpful and other positive behaviour.

Good work and attitudes are also rewarded in Celebration Assemblies on Friday mornings with certificates and badges.

Golden time may be included in the class timetable, to encourage positive behaviour.

Sanctions

If a child experiences difficulty in conforming to school rules intervention and sanctions need to be consistent (in no particular order).

1. Teacher intervention with pupils
Withdrawal of privileges such as choosing time
Class strategies – marbles in the jar
stickers
team points
Individual sticker charts
'Time Out'
Loss of playtime: lunchtime play.
Verbal warnings
Completing work at home unfinished in lesson time
2. Teacher intervention with parents
Daily liaison book. Meetings.
3. Time out with headteacher
Head will discuss and record incident. On subsequent occasion parents will be invited to discuss problems and strategies will be set up to work together and deal consistently at home and school.
4. Repeated failure to conform will lead to child being withdrawn from class and being provided with an alternative working area.
5. The child will be readmitted to class for short periods of time until totally reintegrated into normal class situation. The head will continue to monitor and talk to the child regularly.
6. If all else fails exclusion procedures may be considered.

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
- Prior to the exclusion of a child these steps must be taken:
- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.

USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

What is reasonable force?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others and where damage may be caused to property.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Liaison with Parents

Early and regular communication between parents and teacher and/or parents and Headteacher will exist when a child is having difficulty in conforming to the St Mark's Behaviour & Discipline Policy and Home School agreement.

Parents will share the responsibility for the conduct of their children. Home/School Agreements outline our expectations.

If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher and, where appropriate, learning support TA assistant at the end of each day and sent home. The parent writes

in it each evening and returns the book to school. When the behaviour improves the contact book can be reduced to a weekly contribution.

Outside agencies

Any worries about any pupil will be discussed with the special needs co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and head teacher, or as the result of discussion at Group School Consultation, which takes place at regular intervals in term time. Teachers will document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Learning Support Service
Educational Psychologist
Behaviour Support Service
Teacher for Hearing Impaired
Teacher for Visually Impaired
Speech Therapist
Physiotherapist
Pre-School Advisor
School Doctor / School Nurse
Social Services

Health and Safety

Abiding by class and school rules helps to make the school a safe and happy learning environment. Dangerous behaviour leading to Health and Safety issues for children or staff will not be tolerated and could lead to exclusion.

This policy will be reviewed annually and in the light of any changing circumstances.

St Mark's is committed to ensuring every child can access the curriculum in accordance with the DDA Guidance 2005 and The SEN and Disability Act 2001. Individual support programmes will be written in consultation with parents, children and outside providers to ensure a broad and balanced curriculum is available to all.

This policy was reviewed in Autumn Term 2018.

Date of Policy : July 2014
Reviewed: Autumn Term 2018
Next Review: Autumn Term 2020

Signed: _____ Chair
Mrs F Ball

Date: _____

