

St. Paul's CE Primary School
Behaviour and Discipline Policy



Approved by the Governing Body: Autumn 2022

Review Date: Autumn 2024

**St Paul's CE Primary School
Behaviour and Discipline Policy**

Jesus offers life in all its fullness, and so we inspire our children to flourish and grow in school, the community and the wider world.

Our school is a safe and caring environment, with Christian values at its heart.
Our school respects, and welcomes, all faiths, cultures and communities.

We ensure every child is valued, encouraging them to discover their gifts and potential.

Unique and precious in God's eyes, be the best that you can be.

Jesus said, 'I have come in order that you may have life - life in all its fullness.'

John 10:10

Introduction

"Good behaviour is a necessary condition for effective teaching and learning to take place and is an important outcome of education which society rightly expects."

Education Observed - HMI

The factors most often associated with good behaviour are

- Good relationships with mutual respect between staff and pupils
- Teachers' high expectations of their pupils' academic and social abilities
- Curriculum and teaching methods well matched to pupil needs
- The nurturing of pupils' growing maturity and self esteem

Our school policy is based on the belief that

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

We consider that the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and consequences within a positive community atmosphere.

Our school uses the Restorative Approach because at St Paul's CE Primary School, we believe that when negative incidents occur, the best way to put them right is to learn from our mistakes and work together to find a positive solution. We feel this approach positively supports our Christian Ethos and the values we encourage all children to have. Restorative Approaches looks at the harm caused, after a negative incident, rather than the punishment needed. Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others. Please refer to our parent leaflet for more information.

We have a Behaviour Lead Practitioner, Mrs Oddy, and two behaviour mentors, all of whom work full time as part of our Inclusion Team. Their role is to support children with behaviour difficulties, so that they can successfully access their classroom and their learning and the outside environment. They will also help teachers and support staff to develop effective strategies for the classroom. We also work with the LA Inclusion Service, which offers direct work with children 1-1, and in groups, as well as support for teachers and staff training.

Aims

- To foster the shared values and Christian ethos of the school and the community of which it is a part in accordance with the Mission Statement.
- To create an atmosphere where everyone is valued and values others regardless of their race, gender, creed and ability.
- To create an atmosphere of mutual respect for others, honesty and fairness, tolerance and compassion and the virtues of self-respect and discipline.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and consequence systems.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To encourage school/parental partnership, to promote standards of achievement and behaviour.

The Teacher's Role

Factors which help children to behave well:

- High expectations-children must know what is expected of them
- Work matched to ability/interesting and stimulating
- High self-esteem
- A sense of structure, well organised security – The Elton Report states "In order to learn well, children need a calm and purposeful classroom."
- A sense of achievement, an emphasis on reward and praise rather than punishment and criticism.

Teacher's need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices and they need to receive consistent positive encouragement as means of motivation. They also need to be taught how to manage their own behaviour.

Teachers need to recognise that effective conditions for learning will impact positively on general classroom behaviour.

School Rules

Our school follows the Golden Rules:

Be gentle, don't hurt anyone

Be kind and thoughtful, don't hurt people's feelings

Be honest, don't cover up the truth

Work hard, don't waste time

Look after property, don't waste or damage things

Listen to people, don't interrupt

These have been developed to be meaningful to the children and are designed to develop courtesy, good manners, mutual respect and a good attitude to their work. The rules are displayed in all classrooms and form a major part of our rewards and sanctions and should be followed in all areas of the school.

Golden Time happens in all classes to recognise the positive behaviour that occurs each week. Stickers, praise, certificates, sharing of good work with other members of staff and class rewards are all in place to positively acknowledge those children whose behaviour is good. We also have a weekly Celebration Assembly to praise children from each class whose behaviour has stood out during

that week. Their photograph is then placed on the Celebration board in the entrance hall.

For children who do not follow our Golden Rules, then there is a staged process for losing minutes of Golden Time. This is all displayed consistently in every classroom across school from Y1-Y6.

Other sanctions that can be used for unacceptable behaviour are:

- attending a restorative meeting and agreeing a sanction together that is deemed appropriate by the person who has been hurt or upset and the person who has caused that distress
- losing some of their play/lunchtime,
- being asked to sit in a different classroom for a short and agreed period of time,
- being sent to the Phase Leader , Headteacher or Deputy Headteacher, depending on the seriousness of the behaviour,.
- A period of exclusion, which would only be used as a last resort, and if it was felt that the child was unsafe in school.

Movement Around School

All movement around school should be purposeful. Staff should see that all children are supervised when moving around the building. Children seen not behaving appropriately should be reminded of what they should be doing by all members of staff - remember it is consistency of approach that is most effective in maintaining standards of behaviour and the children are the collective responsibility of every member of staff.

Children seen behaving appropriately, politely and considerately should always be thanked and praised.

Health and Safety

We do have some specific rules which we will enforce on the grounds of health, welfare and safety.

- Food and drink - children can bring snacks to school for morning break but they must be a healthy option. They may also buy from a range of options from school each day. All children are encouraged to have a water bottle in school. We would also encourage that packed lunches are based on healthy options. No food of any other kind should be brought into school, this includes sweets, chocolate and cans/fizzy drinks and crisps.
- Jewellery/make-up/nail varnish - watches and stud earrings are the only items of jewellery which may be worn in school but they must be removed for all PE lessons and swimming. Teachers may not assist children in

removing jewellery so if children cannot do it themselves then they should not be worn on days that they have PE/swimming lessons. Any removed items of jewellery are the responsibility of the child. Make-up is not allowed in school in any form.

- PE Kit - we expect all children to have appropriate PE kits which should be in school at all times, this includes pumps/trainers. We do sell kit in school but are happy with any t-shirt/shorts that are blue in line with school uniform.
- School Uniform - we do have a school uniform and do expect that children will wear it. Details can be found on the web-site and can also be obtained from the school office. Again you can purchase uniform from school but it is not essential as long as what you buy conforms to the colour of our school. Shoes should be worn, not trainers, and should be flat so as not to cause any possible injury.
- Mobile Phones - Children must not bring mobile phones to school. We have all necessary contact details if we needed to contact parents during the day and children have no need to be using a phone whilst at school. Any phones found with children will be taken from them and handed back to parents only at the end of the day.

The exception to this is our Y6 children. We allow them to bring a phone to school, which must be switched off and handed in to the office each day. Parents will sign to say that their child will use the phone responsibly, and if anything happens against this, the permission will be rescinded.

Bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one child by another or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Bullying is not tolerated in our school. Staff should take seriously and act upon reported incidents of bullying and follow the guidelines on dealing with bullying. It is the right of every child to come to school every day feeling happy, safe and secure.

For further information see the Anti-Bullying Policy and Safeguarding Policy. All staff are aware through training that there may be additional risk to those children who are SEND, LAC, Young Carers or otherwise known as vulnerable, as set out under the [Equality Act, 2014](#). Their wellbeing is monitored closely to

ensure that they are protected from all forms of bullying, and that when/if it occurs, it is dealt with swiftly and consistently.

For some children they may need to have different levels of support in place to manage their behaviour. These children may have their own behaviour plans and this will always be discussed with parents and other professionals who may be involved with that child. These children will also be treated with the same level of consistency from staff as all other children are.

The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means using no more force than is needed and is in line with the DfE ['Use of reasonable force in school/colleges'](#) guidance.

Any member of staff who uses reasonable force must be trained, and all staff were last trained in Team Teach in February 2022. Staff know that at all times to use Team Teach must be reasonable, proportionate and necessary to keep a child safe.

However, if a child was in immediate danger of harming themselves, any member of staff, trained or not, would act to prevent a child from coming to serious harm.

All such incidents must be reported and recorded using the LA format, and given to the Headteacher as soon as possible after the incident.

If a child runs out of school for any reason, staff are advised not to overreact and must never run after them. They may be placing the child in greater danger by doing so. The Headteacher must be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down an attempt will be made to approach the child and calmly return into school to discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents or emergency contacts are unavailable then the police will be informed.

Upon returning to school it must be made clear to the child that their behaviour is unacceptable and alternative strategies need to be worked out. This should be done in liaison with the class teacher, SENCO, Headteacher and parents.

Exclusion

In extreme cases the Headteacher may exercise the right to exclude a child from school. The school follows the Guidance on Exclusion from School and works closely with the LA following its guidance on exclusions. (See separate Exclusion Policy)

The Headteacher and the governors strongly feel that exclusions, particularly those that are permanent, should be used only as a very last resort. They would only ever be used when there has been a serious incident of physical assault against another child or member of staff, or when the level of their behaviour is consistently having a serious and negative impact upon the needs of other children. A short fixed term exclusion can also allow school time to work together with the child and parents to put a different plan in place to support the child, allowing them to return to school successfully, taking account of their age and understanding.

The governors will continue to monitor any exclusions to ensure that the sanction is only used , when necessary, as a last resort.

The governors will support the Headteacher in cancelling an exclusion that has not been reviewed by the governing board (also known as withdrawing/rescinding a suspension or permanent exclusion) and should notify parents, the governing board and the local authority when this occurs, as well as the social worker and Virtual School Headteacher where the pupil has a social worker or is looked after.

The governors will implement the new guidance on the role of a social worker and Virtual School Headteacher during governing board meetings and independent review panel (IRP) meetings.

Only the Headteacher (or Acting Headteacher) has the power to exclude a child from school for one or more fixed periods, for up to 45 school days in any one school year. 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 child the parents/carers will be informed immediately, giving the reasons for the exclusion. This will be done verbally and in writing. The letter makes it clear that any period of exclusion means the child should remain at home and should not be on the school premises. Work will be sent with the child to do whilst they are not at school. At the same time parents will be told that they may appeal against the decision to the governing body and how this should be done.

The Headteacher informs the LA and the governing body about any permanent exclusions and any fixed-term exclusions. If the child is CLAC or has a social worker, then they and the Virtual School will be made aware of the exclusion. If any child in these categories is at risk of a permanent exclusion, then the LA should be notified so that a plan can be put together by school and external agencies to try and prevent this from happening.

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 considers any exclusion appeals. They will consider the circumstances of the exclusion, any representation made by parents/carers and the LA and consider whether the child should be reinstated. This decision must be complied with by the school, and follow updated guidance to governing boards.

It should be stressed that exclusion is something we never like to do, but have it as a means of ensuring the safety and well-being of the whole school population allowing for effective teaching and learning to remain the priority.