

ST MARGARET'S COLLIER STREET CE
SCHOOL

BEHAVIOUR POLICY

Review, rewrite	:	November 2019
Agreed by Governors		November 2019
Next Review	:	November 2020

BEHAVIOUR POLICY

'Learning as we grow. Growing as we learn. Rooted in Jesus.'

*A rural community, learning and growing together, sharing the love of God.
We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.*

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with all the other school policies including SEN and anti-bullying. It has been written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

St. Margaret's Collier Street CE is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community belonging. **Friendship, fairness, respect and helpfulness** are the foundations of our school community and we diligently strive to provide a safe school where our pupils feel included in every aspect of school life and comfortable to voice their opinions. We also strive so that children can learn to be self-disciplined and responsible for their behaviour.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

The Governors and staff strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its pupils to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

We also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become responsible citizens who will make a valuable contribution to society.

We are an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Single Equality Scheme and promoted in the day-to-day running of the school. The whole school Behaviour Policy emphasises that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy therefore includes an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme are further reinforced through the whole school Behaviour Policy and seek to safeguard vulnerable pupils, particularly

those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

Aims

1. To ensure and promote a whole school **positive** approach to behaviour.
2. To develop a sense of self-discipline within our pupils using Christian teachings in supporting pupils' understanding of right from wrong.
3. To develop positive relationships where each individual takes personal responsibility for their actions.
4. To adhere to our Golden Rule that 'we won't hurt anyone with our feet, hands or words.'
5. That adults should at all times set positive examples to children; respect and responsibility are a two way process.
6. To promote self-discipline.

We expect that by encouraging positive behaviour patterns, we will promote good relationships throughout the school built on trust and understanding, and that through the use of this policy all of our pupils are supported in developing a high level of social awareness.

Rewards and Privileges

- Praise- a public word of praise in front of a group, class or whole school, a written comment in book, name on the board.
- Merit points will be awarded for achievement in work or behaviour
- Send child to another class/Head Teacher- For outstanding work or behaviour a child may be sent to another class to show their work and receive a sticker
- Sharing worship - pupils' individual achievement for work or behaviour is publically announced.

Sanctions

- Verbal warning – pupils will receive in the first instance a warning and an opportunity to correct inappropriate behaviour.
- Loss of part of playtime and or lunchtime– should poor behaviour persist, pupils' privilege of playtime will be decreased in increments of 5 minutes up to a maximum of 10 minutes at playtime and a maximum of 20 minutes at lunchtime. Pupils will be provided with opportunities to earn back time and redeem themselves.
- Sent to the Senior Teacher who will:
 - o Remind pupil/s of the Golden Rule/class rule
 - o Reiterate high expectations of attitude and behaviour
 - o Ask pupils to write an apology letter – pupils will be required to write an apology letter to each other when inappropriate, hurtful behaviour and spoken words have transpired between pupils.

- Parents informed. This can be a phone call, in person or the reading record book can be used to share information with parents who cannot be seen personally that day.
- Sent to the Headteacher – pupils will be sent to Head teacher for:
 - o Physical acts of violence
 - o Swearing
 - o Flagrant disregard for recognising the authority of an adult
 - o A pattern of inappropriate behaviour

and whilst the school responds to COVID19:

- o Purposefully coughing on someone
- o Purposefully spitting and transferring bodily fluids
- o Refusal to wash hands and/or sanitise on a regular basis
- o Refusing to comply with other rules and expectations which keep other members of the school community as safe as possible.

Achievable targets will be identified to support self-management and positive interactions.

- **Temporary or permanent exclusion by Head Teacher – this is a measure of last resort and will only be done in extreme cases.**

Procedures for the exclusion of children

Under section 64 of the School standards and Framework Act only the Headteacher has the power to decide whether or not to exclude a pupil.

Exclusion can be for disciplinary reasons only and can take one of two forms:

1. Fixed period(s) – must not exceed 45 days in any one school year.
2. Permanent exclusion

Once a pupil has been excluded the Head Teacher will:

- Ensure that the parents are notified immediately and told of their right to make representation to the Governors Committee. (It is recommended that exclusions should not normally begin until the next school day).
- Inform the Governors Committee of all permanent exclusions, and all exclusions which result in the child missing more than five school days in any one term
- Inform the LA of the same categories of exclusion as for the Governors Committee. In addition, information about fixed term exclusions of between one and five days should be reported to the LA termly unless the LA asks for the information more frequently.

To enable proper monitoring of exclusions, the school will provide the following information for the LA:

- Name of the pupil

- Length of the exclusion
- Reasons for the need for an exclusion
- Pupil's age, gender, ethnicity and whether they have a statement of Special Educational Needs
- Whether the pupil is a Looked After Child (in the care of the local authority)

The Headteacher will arrange for work to be provided as soon as the pupil is excluded for a fixed period of up to 15 school days. Parents should arrange for work to be collected and returned and the school will ensure that it is marked and that further work is set until the pupil returns to school. Where a pupil is excluded for a fixed term of more than 15 days, the school will contact the LA to make arrangements to provide an appropriate package of education for the child. The school will be expected to meet some of the cost.

For permanently excluded pupils, the teacher will set and mark work while the pupils name remains on the school roll. (The pupils name will remain on the school roll until the appeal procedure is completed or until the time for appeals has expired without an appeal being lodged)

After all every child has the right to learn. No child has the right to disrupt the school life.

Power to Screen and Search Pupils:

All staff at St. Margaret's Collier Street CE School have the right to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

All staff have the right to search without consent for the following items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules.

The Use of Reasonable Force:

Members of staff have 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.

The Head teacher and all 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.

The Power to Discipline for Behaviour outside the School Gates:

Teachers have the power to discipline pupils for misbehaving outside of the school premises, "to such an extent as is reasonable", should non-criminal bad behaviour and bullying occur off the school premises. This may be witnessed by a staff member or reported to the school.

In all cases of misbehaviour the teacher is only allowed to discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Monitoring

This policy will be monitored and reviewed by the Headteacher, Governors and all staff in the school on a periodic basis.

1. By Governors on their Learning Walks.
2. By Headteacher and staff on a daily basis through informal discussion.
3. By Headteacher and staff if any incidents occur which cause concern.
4. If we feel the need to adapt and change policy this will be through staff discussion and a report to the Governors.

Outside agencies

Teachers should discuss any worries about a child with the SEN co-ordinator or Headteacher.

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teachers, SEN co-ordinator, Headteacher and parents, or as the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

- LIFT
- Specialist Teaching Service
- Learning Support Services
- Educational Psychologist
- Speech Therapist
- Physiotherapist
- EYFS Advisor
- Social Services
- Early Help

All teaching staff have access to a central system where incidents of poor behaviour and discussion with parents are recorded. This will enable the leadership to judge behaviour over time, including the effectiveness of this policy. The following categories will be applied:

- Bullying
- Discrimination
- Racism
- Sexism
- Disability focused
- Homophobic
- Sexual harassment

Appendix 1

Playground rules

- Keep to agreed play areas.
- The picnic tables, benches and playhouse are for sitting and for quiet games.
- Be helpful, kind and polite.
- Respect others' games and personal space.
- Ask an adult on duty to go to the toilet or to enter the school buildings.
- To use play equipment appropriately.
- Show respect when in the school garden.

Indoor dinner time rules

- Enter the hall and leave the hall quietly.
- Be well-mannered, use 'please' and 'thank you' and don't speak with your mouth full.
- Talk quietly.
- Put your hand up when you want something.
- During wet playtimes use games and colouring activities responsibly.

Appendix 2

Rewards/ Merit system

Each class teacher will devise their own system based on the reward of children at appropriate times. For example, collecting stars, smiley faces, etc. Teachers should monitor closely that all children are involved regardless of their ability or general behaviour.

Once the set number of rewards is achieved the children should visit the Headteacher for the recording of a merit point in the merit file. This will be done on a regular basis.

When the first merit visit is made it is recorded in the merit file the child will receive a red certificate to take home. After the second visit a gold certificate will be awarded

3 merit visits will achieve a	BLUE badge
	GREEN badge
	RED badge
	YELLOW badge
6 merit visits will achieve a	WHITE badge
	ORANGE badge
	PINK badge

10 merit visits will achieve a SKY BLUE badge

20 merit visits will achieve a PURPLE badge

Merits will be awarded by all adults in school. They are to reward hard work, bringing in material relevant to class work, good behaviour, kindness, politeness, good manners, and perseverance etc. etc. It is an opportunity to reinforce the school values of **friendship, fairness, respect and helpfulness.**

It is the class teacher's responsibility to ensure that EVERYONE receives rewards over time, **no matter how small the achievement.**

Appendix 3

Supervision – Beginning and End of the School Day

The school is responsible for children ten minutes before and ten minutes after each session. In addition staff are responsible for children during extra-curricular activities.

All the children in Russet Class will be taken by their carer straight to their classroom at the beginning of the school day. All the other children must go to the playground at the back of the school when the weather is fine or in to the school hall in inclement weather. A member of staff will be on duty in Russet Class and one member of staff on the back playground or hall at 08:45 each morning. Up until this time parents/carers must remain with their children. No child should be left unsupervised.

- Parents are requested not to deliver children to school before 08:45 each morning. No child should be left unsupervised.
- Children in all classes should not enter the school buildings before registration.

Parents who need to see a teacher **urgently** before school can either speak to the teacher on duty or the headteacher, or they can enquire at the school office if the class teacher is available after school.

At the end of the day no child may exit the school gate unless accompanied by an adult. If for whatever reason children are not collected then they must inform a teacher and go in to the school hall and wait there for their carer. Children should not be left on the playground unsupervised at the end of the day.

The above procedures are in the total interest of the children's safety and well-being, particularly due to the isolated nature of the school and the vulnerability of its position by a busy road. Children are welcomed into school and it is important that they have a sense of belonging and care on arrival and departure.

Break procedures

At break in the morning there will be two members of staff on duty. There will be one member of staff on duty at afternoon playtimes when only one Key Stage is outside.

Equipment is available for the children to use at lunchtime at the discretion of the duty staff.

All the children must ask an adult on duty if they want to go to the toilet or enter the other school buildings. Children must not play in the toilets.

In playing together children are expected to show consideration. 'Buddies' help to foster good relationships. If unacceptable behaviour is displayed or children 'fall out', as they do from time to time, then two minutes at the side of the playground is usually enough time to calm down.

Strategies for children to deal with conflict should be reinforced periodically by all staff:-

CALM DOWN, WALK AWAY, and TELL AN ADULT.
DO NOT RETALIATE

Older children are expected at all times to set the example to younger children and to be helpful to them.

Lunchtimes (please see guidelines for Midday Meal Supervisors)

In addition to keeping an individual record, all Midday Meal Supervisors can report any concerns to the Headteacher or Senior teacher as and when they arise. If an incident occurs where dinner supervisors feel children need more than a 'short time out' or a stronger sanction is required, the Headteacher, Senior teacher or class teacher must be notified.

Children are expected to treat all adults with whom they have contact in this school with equal respect, i.e. if they would not do something in front of a teacher then they do not do it in front of anyone.

It is the responsibility of all duty staff whether they are teachers, TA's or Midday Meal Supervisors to actively monitor playground behaviour. It is appropriate for duty staff to indicate to children when behaviour is becoming unacceptable, over excited or aggressive before such behaviour leads to hurting or harming others.

All adults in the school can reward good behaviour by giving children merit points.

Appendix 4 (added Sep 20)

In light of coronavirus (Covid19) please see the following regarding hygiene practices. Please refer to our risk assessment for further guidance on new routines and systems including arriving and leaving school, break time routines etc.

Rewards and sanctions detailed in this policy are still to be adhered to, including the use of exclusions. These can still be effectively maintained in the changed school environment and individual risk assessments have been agreed and put into place for children with individual needs.

Some behaviours are now considered to be more serious due to coronavirus (Covid 19), these include:

- Purposefully coughing on someone
- Purposefully spitting and transferring bodily fluids
- Refusal to wash hands and/or sanitise on a regular basis]
- Refusing to comply with other rules and expectations which keep other members of the school community as safe as possible.

If children display these behaviours then the sanctions listed in this policy will be adhered to.