



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

**ST MARGARET'S COLLIER STREET CE SCHOOL**

**BEHAVIOUR  
POLICY**

Review: September 2024

Agreed by Governors: September 2024

Next Review: September 2026

## BEHAVIOUR POLICY

We are a small, rural school at the heart of the local community where everyone has a valuable contribution to make to school life. Our vision is rooted in The Parable of the Sower (Luke 8v4-15).; reflective of the abundance of apple trees and rich farming land framing our school grounds the Parable of the Sower resonates with us. We believe that each member of our school community is like one of the seeds that has been scattered by the farmer. For each seed to grow into the healthiest, strongest plant it can be, it needs firm roots, nutrients and sunshine. At St Margaret's, we feel privileged to be able to provide the best 'growing conditions. Through strong and purposeful links with parents and the wider community, our children are supported at this school.

We set high academic standards for our pupils and are committed to providing a range of exceptional experiences 'that go above and beyond', available to every pupil so that they can flourish. We aspire to develop self-worth, motivation and resilience in our staff and pupils so that they have all they need to live fulfilled and enriched lives.

### Christian Values

St Margaret's Collier Street is an inclusive school where all are welcomed. Our Christian values are Friendship, Fairness, Helpfulness and Respect; these values are lived out by all members of our school community. Staff and pupils understand how our Christian values enrich and affect our daily lives and achievements and demonstrate them through our words and actions. Pupils follow 'The Golden 5' rules which uphold everyone's right to learn, that we look after our school and care for all of those within it.

### **'Learning as we grow, Growing as we Learn, Rooted in Jesus'**

*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.*

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 responsibility 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 The Golden 5
5. That adults should at all times set positive examples to children; respect and responsibility are a two way process.

## **The Golden 5**

- Listen carefully so we learn, grow and flourish
- Show friendship through kind actions and words
- Respect our school and treat everyone in it fairly
- Be responsible for our own actions
- Practice polite manners and helpfulness to all

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.
- Dojo 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
- Celebration worship - pupils' individual achievement for work or behaviour is publically shared and certificates are awarded, linked to the school's core values.

## **Sanctions**

Taking account of individual needs and making reasonable adjustments where appropriate:

- 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. When appropriate, 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 5 Rules
  - 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 Inappropriate language
  - o Flagrant disregard for recognising the authority of an adult
  - o A pattern of inappropriate behavior
  - o Other serious incidents including child-on-child abuse

Achievable targets will be identified to support self-regulation 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.

Suspension/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 school life.**

#### **Power to Screen and Search Pupils:**

The Headteacher and authorised staff members (teaching 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 'justified and proportionate'. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff should consider the age and individual needs of pupils to be searched and inform the DSL (or Deputy DSL). The search should take place in an appropriate location within the school setting or where the member of staff has lawful control of the pupil (for example a school trip).

The staff member should seek the pupil's permission after explaining why the search is taking place, where it is taking place and giving them the opportunity to ask any questions they have. Where permission is not granted, the staff member may sanction the pupil in line with the school's behavior policy. If there is concern that the search will prevent the pupil from harming themselves or others, reasonable force may be used. See the following list of 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.

Whether to conduct a search will be made on a case by case basis; a witness must be present and records must be kept according to the school's safeguarding procedures.

A staff member may search the pupil's outer clothing and possessions. This precludes any item of clothing that is worn wholly next to the skin or immediately over underwear as well as hats, shoes, boots or scarves.

The staff member's power to search outlined above does not enable them to carry out a strip search. Strip searches can only be carried out by police officers. Before calling police into school, staff should assess the pupil's mental and physical wellbeing and the risk of not recovering the item and should ensure that more appropriate, less invasive approaches have been exhausted.

Parents will be informed if a search has taken place and informed of the outcome as soon as possible. If items are confiscated following a search, the school will follow latest DfE guidance.

### **The Use of Reasonable Force:**

Members of staff have the power to use reasonable force using the 2013 DfE guidance. 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 (Bromcom) 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 expectations

- 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 expectations

- 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/ Dojo system

Dojos 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, helpfulness and respect**.

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.

On arrival, all the children will proceed to their classrooms.

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

Year 6 children are trained as Peer Mediators and 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 a record of behaviour on Bromcom, 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.

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 Dojo points.