



Behaviour and Discipline Policy

1 Aims and expectations

Our School Mission Statement states:-

"Our school community aims to provide an education that develops children to their full potential within a safe, happy and creative environment.

We aim to maintain a Christian ethos, encouraging curiosity and life-long enthusiasm for learning, whilst fostering mutual respect for people of other faiths and cultures."

The Behaviour Policy is therefore designed to encourage the way in which all members of the school community including pupils, staff, parents/carers and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount.

Higham St. John's C E Primary Christian Values Pathway

In order to support the children's understanding of positive behaviour, we have created our Christian Values Pathway. This underpins our approach to behaviour and reminds everyone in the whole school community that through God's love, we can choose the right path. The values chosen by Higham St. John's are as follows:

Autumn A: Kindness

Autumn B: Peace

Spring A: Love

Spring B: Forgiveness

Summer A: Perseverance

Summer B: Honesty

Ongoing Values: self-control, positivity, community (koinonia) and teamwork

(Please see Appendix 1 for our Christian Values Pathway vision)

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children team points, stickers and raffle tickets
- each week we nominate children from each class to get a merit award which is presented in Assembly
- the giving of responsibilities
- we send notes home to inform parents of good work or behaviour;
- Examples of good work are mentioned and shown
- Each half-term a new value is explored and praise given to children who show they are living this value
- Fruits of the Spirit are celebrated within worship and displayed in the hall
- Other class specific reward systems are also in place.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Each class teacher sets out their expectations and class rules at the start of the school year. These are appropriate to the age and needs of the class and will be based on the Christian Values Pathway.
- We expect children to listen carefully to instructions in lessons. If they do not do so, they will be reminded of expectations and may be given 'time out' to reflect or moved to a different location in the classroom to help them focus.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may be during playtime or at home.
- If a child causes a distraction or is disruptive in class, they will be given a verbal warning and reminded of expectations. If the behaviour continues, they may be

moved to another area of the classroom or sent to a senior member of staff until they are calm and in a position to work sensibly again with others.

- All classes follow the same discipline structure for minor disruptions, although this may be presented in different ways. This is:
 1. Verbal warning
 2. Time out: this may include missing 5 mins of play/lunchtime
 3. Reflection time - miss a whole playtime with a member of the SLT.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others in any way, the class teacher may stop the activity and either remove the child from the class or prevent the child from taking part in an activity for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and then follows the Escalation Procedures (see Appendix 1). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

According to the Anti-Bullying Alliance, the definition of bullying is as follows:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying behaviour can be:

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber - posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in *'Use of reasonable force: advice for Headteachers, staff and governors'* 2013. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the

staff member concerned and should always depend on the individual circumstances. Staff receive training of safe positive handling.

2.7 Through this policy, we aim to explore and extend the awareness of pupils living in and belonging to a multi-cultural society. We aim to enable pupils to develop their own identity, knowledge, understanding and sensitivity to the needs and contributions of all citizens. We help them to recognise the difference between right and wrong through the study of moral and ethical questions and discussions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society.

Roles and responsibilities:

3 The role of the class teacher

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

3.2 The class teachers 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.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher follows the escalation procedure (See Appendix 1).

3.5 The class teacher, where appropriate, liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, school SENCos or LEA behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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.

4.2 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.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour. These are recorded on CPOMS by staff and monitored by the Senior Leadership Team (SLT).

4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Following this action, Governors are notified.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and it is expected that parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions when dealing with a behavioural incident, 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 class teacher and the Headteacher where a situation remains unresolved. If parents believe the incident has not been resolved after having followed the above procedures, they may then seek to make a complaint (see complaints policy).

6 The role of governors

6.1 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.

7 Fixed-term and permanent exclusions

7.1 Only the Headteacher (or the Deputy Headteacher in the absence of the 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. 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.

7.2 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.

7.3 The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

7.5 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.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

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

8 Monitoring

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour using CPOMS. The class teacher monitors and minor classroom incidents. The teacher would log these on CPOMS if a pattern is occurring. The headteacher records those incidents where a child is sent to them on account of poor behaviour, or where a pattern of behaviour occurs. The SLT will monitor CPOMS for any patterns and interim audits of the information will be carried out.

8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded in line with the Authority's recommendations.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The governing body reviews this policy every three years. They 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.

10 Legal Duties

10.1 Under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs, we recognise that some pupils require a more sensitive and differentiated approach to behaviour management. Staff in school will work in partnership with outside agencies and parents where an alternative approach is more beneficial for the wellbeing and happiness of pupils.

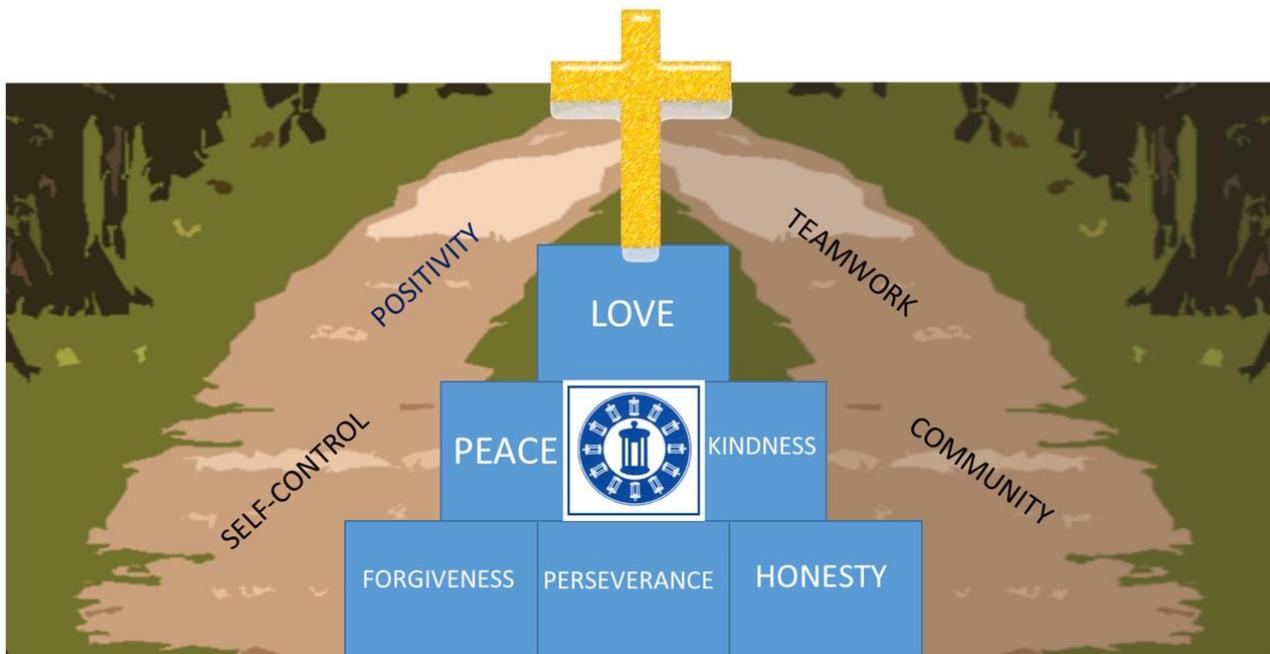
10.2 School will keep a record of behaviour incidents on CPOMS and will look for patterns to ensure that no particular groups of children are more affected by the policy than others.

Headteacher: Mrs Helen Shaw

Date: 19/02/2019

Ratified by governing body: (Pending: Spring Term Full Governing Body)

Appendix 1: Higham St. John's Christian Value Pathway



APPENDIX 2

School Escalation Procedures

