

St Faith & St Martin CE Junior School



BEHAVIOUR FOR LEARNING & DISCIPLINE POLICY

Our School Vision and Core Christian Values

We will teach wisdom, model and expect respect for all. We will nurture perseverance, patience, responsibility, creativity, honesty and hope, equipping our children for life in all its fullness as honest adults in our diverse and ever-changing world.

We aspire to work collaboratively with our diocese, local authority, national and global communities through our motto and vision which calls for all seeds in our community to be nourished together:

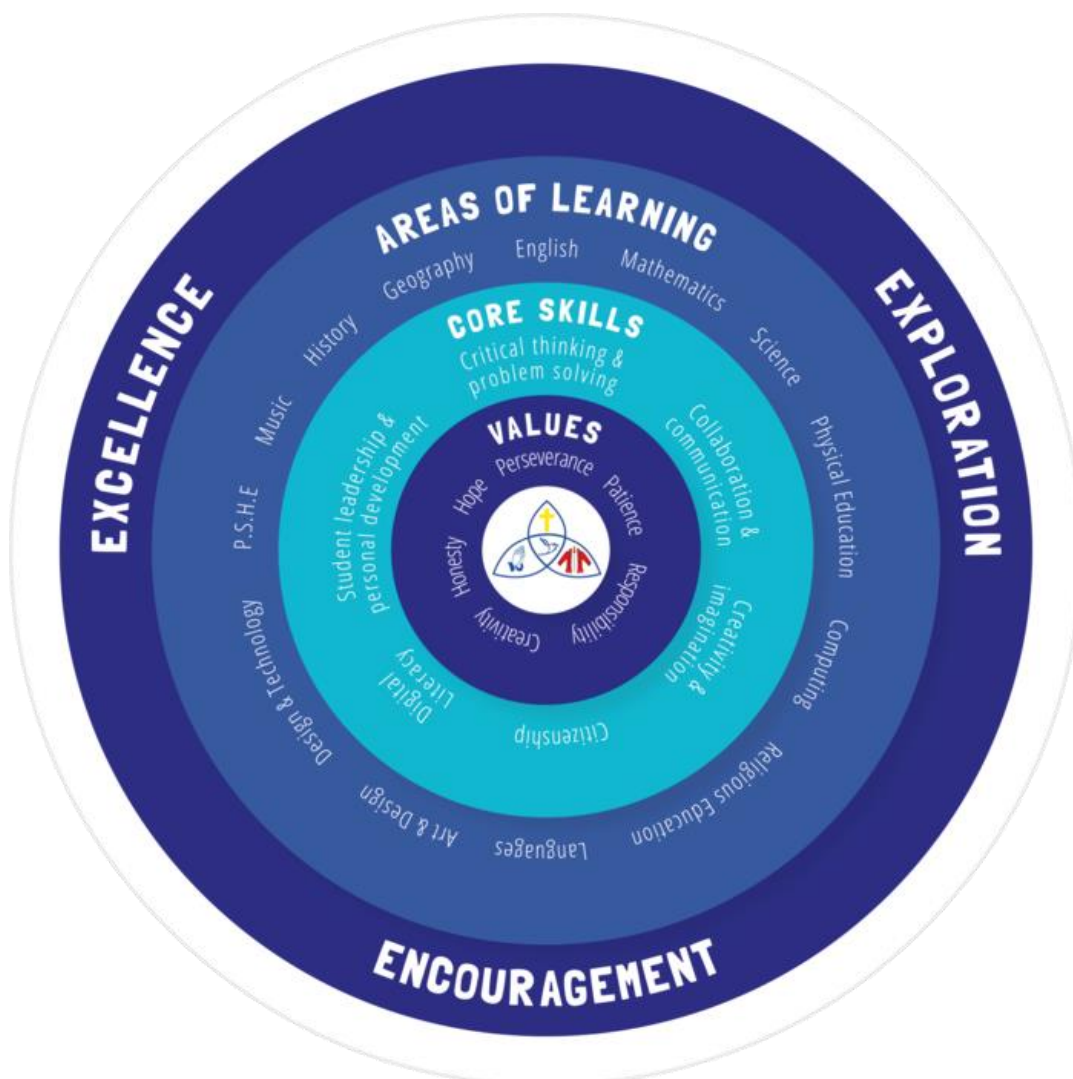
Motto: 'We are a team that achieve amazing things every day!'

**'Behold, how good and how pleasant it is for us to dwell together in unity'
(Psalms 133:1)**

Our vision and values are theologically grounded with clear links to a Christian narrative through Bible quotes and stories. Each term reinforces the bible teaching for one of our core Christian values.

It is with this Christian vision that we shape and craft our school policies, actions and Church school development plan.

We feel that this Christian vision and our school values impacts every aspect of our school life and no more so than our school behaviour policy where we coherently reflect our vision and policy in practice as we work together, in unity, to support our reflections and developments in demonstrating outstanding behaviour at school.



The Role of the Government

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All pupil to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- Governing bodies and head teacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- That every teacher will be good at managing and improving children's behaviour.

Policy Statements

This policy has been adopted by the governing body. It will be reviewed on an annual basis. The review will always consider if the policy meets the current needs of the school.

The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school brochure, home-school agreements, newsletters, and other normally used channels, including the school's website.

The school has communicated the behaviour policy to all new and existing pupils through the school rules or expectations, school brochure, display boards, newsletters, collective worships, and throughout the whole school. Outstanding expectations for behaviour permeate and lead to outstanding outcomes and support for pupils and their families.

The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.

The school will ensure that all staff are consulted regularly about the policy and its implementation.

The school has communicated the behaviour policy to all staff by providing copies of the policy and through appropriate staff training.

We are one Christian community and speak in one voice together, to support each other's behaviour journey, under the grace of god as we aim to fulfil our school Christian vision: 'Behold, how good and how pleasant it is for us to dwell together in unity' (Psalms 133:1).

Definitions

The school defines acceptable behaviour as that which promotes courtesy, co-operation, and consideration from all pupils in terms of their relationships with other pupils within the school, teachers, and other school staff and with visitors or other persons within the school premises. The safety and well-being of all children is paramount and all behaviour must enable the school to function efficiently as a place of learning.

The school has identified examples of unacceptable behaviour as that which stops the learning of others and/or includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage to or theft of property belonging to another, bullying (including cyber-bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds or image/size/obesity, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying).

School Aims - What do we expect to see in our school?

Our open culture actively promotes all aspects of the children's welfare and our school rules reflect our Church school values. They promote the courtesy, co-operation and consideration for others we expect in order for children to be safe and feel safe at all times. Staff use effective strategies to promote high standards of behaviour and children's impeccable conduct and self-discipline means low level disruption is rare. The school rules are displayed in every room and discussed with the children at the beginning and throughout the school year. They are:-

We hope you will:-

- ✓ Be kind and thoughtful towards everyone.
- ✓ Be honest: take responsibility for your actions.
- ✓ Care for our school environment.
- ✓ Walk quietly and sensibly around school.
- ✓ Respect each other: be prepared to listen.
- ✓ Persevere: work hard and think creatively.

Staff and children develop positive relationships because they show respect for other's ideas and views in the way they behave and respond to each other demonstrating our Christian values. Children understand this helps them to develop behaviour and attitudes for success in the next stage of their education and beyond.

Promoting Positive Behaviour – praise and reward systems:

We plan a relevant, motivating and stimulating curriculum, differentiated to meet the needs of all children to ensure, wherever possible, children are doing purposeful activities they enjoy. We want children to value their education and rarely miss a day at school. Children are helped and encouraged to be confident, self-assured learners whose excellent attitudes to learning have a strong, positive impact on their progress. We reward children with positive attention and praise so children are proud of their achievements, and of their school. Other ways of rewarding children are as follows:-

Teacher awards – Star of the Week

Children receive a Teacher award when they have achieved something new or strongly demonstrated one of our Christian values, in any aspect of their learning or behaviour in class. They will receive a certificate in celebration assembly.

Team Points

The children can earn team or table points in their classrooms for good examples of learning behaviour and team work.

VIP Lunchtime Awards

Lunch staff may choose a child to send a Lunchtime Award to each week. The Lunchtime Award may be rewarded for demonstrating our Christian values during their lunchtime.

Head Teacher Awards

Children may receive a Head Teacher's Award for an exceptional piece of work. The Head Teacher will place a gold sticker in their book to show them they have received an award, they will receive a special certificate home.

Other strategies used to promote pupil welfare and good behaviour:-

- Learning about how to develop positive relationships and making informed choices about healthy eating, fitness and their emotional and mental well-being is taught regularly through PSHE/RSHE. This includes developing an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- The school has a pastoral support team who are ELSA trained (Emotional Literacy Support and Mental Health Lead trained) and ready to begin to triage any mental health concerns. These are then shared on CPOMS and with our SENDCO who can then engage with Healthy Minds, BOSS or any other support service deemed appropriate, ensuring we make use of expert advice when needed.
- Support club offers children opportunities to develop skills in positive play with other children and manage their feelings with the support of adults during playtimes.
- Staff use listening systems (Circle Time, Worry boxes or books, Feelings weather maps) so that children know how to communicate to the teacher that they need to talk about something that is worrying them.
- Encouraging children to reflect on incidents and identify ways to make the situation better as well as deal with conflict so that they can learn how to solve their own problems. (Restorative Justice).
- The spiritual, moral, social and cultural aspects of learning within our curriculum and collective worship provide children with the opportunity to become thoughtful, caring and active citizens within school and in the wider community.

What will we do if we see things we do not expect to happen?

- Every classroom has a traffic light display with the school rules clearly displayed as GREEN expectations. The ultimate aim is for the children at our school to stay on GREEN and go for GOLD. Each child is an individual and we consider this when dealing with misbehaviour. The consequences and rewards that maybe used in school are shown in the behaviour for learning table in Appendix 1.
- At the beginning of the morning and afternoon session, each child will start with their name on green. Children will stay on GREEN if they follow the school rules at all times and they will receive Team Points.
- Children achieve GOLD if they consistently follow the school rules and go above and beyond expectations for them as an individual for work or behaviour.
- If a child requires a reminder to reflect on their approach to the school rules their name will be moved to AMBER
- If the behaviour persists, their name is moved from AMBER to RED. This means the child's behaviour is unacceptable. The member of staff will record this on CPOMS informing the Pastoral team, SENDCO, Deputy Headteacher or Headteacher. They will miss 15 minutes of their next available break time to restore and reflect on their behaviour with the support of an adult.
- **Although colours cannot be earned back**, the child's name will be moved back to GREEN after each break/lunchtime.
- Parents will be informed if their child has received a red that day by their teacher so they feel well informed and in a position to support.
- Some behaviours will result in moving straight to red. These are displayed in the classroom and are any act of violence, bad language, spitting, breaking resources, stealing, bringing

dangerous items into school, refusal to follow instructions and persistently stopping others from learning or any other behaviour that is deemed inappropriate.

- In response to behaviour that results in Amber or Red, school staff can choose to take appropriate action as follows:-
 - Asking the child to reflect on the event and consider a verbal or written apology;
 - Assisting with rectifying the problem they caused;
 - Finishing/repeating the task;
 - Private talk with the member of staff concerned;
 - Agreeing on a more suitable place in class;
 - Talk with pastoral team/SENCO for support;
 - Withdrawal of privileges (e.g. not taking part in school trips or competitions).

Staff can use reasonable force to prevent a child from committing an offence, causing injury to themselves or others, from damaging property, or disrupting good order and discipline. Staff follow the School's Policy on the Use of Positive Handling to Control or Restrain Pupils and the DofE guidance 'Use of Reasonable Force' 2013. Staff are trained in de-escalation and restraint techniques and this is updated every 3 years. New staff receive this training as required.

- The school's response to a child's behaviour follows the advice in the Lincolnshire Ladder of Behaviour Intervention. If a child is moved to RED 3 times in a term the school will undertake screening for underlying special needs and meet with parents to review how the child's educational, social and emotional wellbeing can be met school. A pastoral support plan (PSP) will then be written and put into place. This is an oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct.
- If the behaviour continues, parents will be informed in writing about their child's unacceptable conduct. A meeting to review the pastoral support plan will be held to consider if specialist advice is needed, including a referral to Behaviour Outreach Support Service (BOSS) for targeted support. Possible strategies will be discussed e.g. a reduced timetable and further support if there is no improvement in the child's behaviour.

Exclusions

- The school adheres to the recommended guidance from the LA and DfE 'Exclusion from Maintained schools' updated 2015. In addition, for children who are at risk of exclusion because they are not responding to the approaches above, the school would work with BOSS to consider other strategies such as a managed move or a pre-exclusion placement for intensive support following use of the Lincolnshire Behaviour Ladder approach.
- Exclusion procedures will be implemented if the problem if there is a serious breach of discipline or persistent breaches of behaviour policy such as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, persistently refusing to work and disruptive behaviour in class.

Fixed term Exclusion:

- The Headteacher must inform you that your child is excluded, usually by telephone in the first instance and then followed by a formal letter to you. The letter must provide the reasons for this decision and to inform you to keep your child at home for a set number of days.
- For the first 5 days of a fixed term exclusion the school is required to provide work for your child to complete. You should ensure that your child completes this work and that it is returned to the school for marking.
- If the exclusion extends beyond 5 schools days, the school must put in place full-time educational provision for your child.
- During the first 5 days of a fixed term exclusion you must ensure that your child is not present in a public place during school hours without reasonable justification. This applies whether

or not your child is with you. You may be liable to a Fixed Penalty if your child is in a public place without reasonable justification during school hours.

- Your child cannot be given fixed period exclusions which total more than 45 school days in any one school year.
- For exclusions lasting between 5 and 15 days you have a right to request that the Governors Pupil Discipline Committee convene a meeting to review the decision to exclude and you can attend to give your views about the exclusion.
- For exclusions totalling more than 15 days in one term the Pupil Discipline Committee *must* convene a meeting to review the exclusions and you and your child *must* be invited to attend.
- A Headteacher has the right to formally exclude your child for the lunchtime period only and must record this as half day exclusion. However, you will be expected to return your child to school for the afternoon session. If your child does not return the school will record this as an unauthorised absence.

Permanent Exclusion:

- The Headteacher must write to you to inform you that the school has decided to permanently exclude your child. This means that your child will not be able to return to the school unless re-instated by the Governors Pupil Discipline Committee.
- The school must formally notify the Local Authority of the decision to permanently exclude your child.
- For the first 5 school days following a permanent exclusion the school must provide work for your child to do at home. You should ensure that this work is completed and returned to the school for marking.
- During the first 5 days of a permanent exclusion you must ensure that your child is not present in a public place during school hours without reasonable justification. This applies whether or not your child is with you. You may be liable to a Fixed Penalty if your child is in a public place without reasonable justification during school hours.
- From the 6th school day following the exclusion the Local Authority must arrange full time educational provision for your child.
- Following your child's permanent exclusion you will be contacted by a Parent Pupil Liaison Officer from the Education Out of School Team who will arrange to visit you to discuss the exclusions processes and procedures, your rights within this process and to discuss interim education for your child.
- The Governors Pupil Discipline Committee must meet within 15 school days from the date of the permanent exclusion to review the Headteacher's decision. You and your child *must* be invited to attend to give your views on the exclusion.
- If the Governors Pupil Discipline Committee upholds the Headteacher's decision to permanently exclude your child you have a further right to request that an Independent Panel reviews the decision. (<http://www.lincolnshire.gov.uk/parents/schools/at-school/exclusion/36683.article>)

We value all of god's children within our community and any exclusion is only ever a last resort and considered very carefully in line with the Lincolnshire Ladder for Behaviour Support.

To promote good behaviour, staff will:-

Establish a friendly, supportive relationship with each child;
Discuss the school values and expectations with the children throughout the year across all aspects of school life including collective worship;
Model good behaviour to the children;
Offer choices and explain consequences and give take up time when giving warnings;
Praise children modelling the school rules;
Greet children to show they are respected;
Take rapid and appropriate action to resolve any concerns children have;
Try to be fair and consistent and follow the traffic light system;

Deal calmly with inappropriate behaviour in relation to the schools rules and values.

To promote good behaviour children will:

Read the school rules and understand what behaviour is expected when they are at school;
Try to follow the school rules;
Arrive at school ready to learn;
Ask for help if they need it.

To promote good behaviour, parents will:

Parents should discuss the school rules with their child and encourage them to stay on GREEN and go for GOLD emphasising that they support the rules.
Parents are asked to acknowledge a home/school agreement upon joining the school supporting the school's policies.
Ensure children attend school regularly and on time;
Attend meetings for parents and communicate with the school about any concerns or issues about their child's learning or behaviour.

Racist Incidents


The school will report details of racist incidents in accordance with its statutory duties.

Bullying Incidents

All incidents of bullying, whether alleged or confirmed, will be dealt with in accordance to the school's Bullying policy.

Behaviour Incident Log

Records will be kept on CPOMS to support effective record keeping that allows adds to the child's safeguarding journey at school.

Expectations	Consequences	
 <p>Doing something outstanding, in school or in the community</p>		<p>Teacher awards – star of the week Gold sticker in learning journal Team Points</p>
<ul style="list-style-type: none"> ✓ Be kind and thoughtful towards everyone. ✓ Be honest: take responsibility for your actions. ✓ Care for our school environment. ✓ Walk quietly and sensibly around school. ✓ Respect each other: be prepared to listen. ✓ Persevere: work hard and think creatively 	<p>Following each breaktime everyone is on green.</p>	<p>Verbal praise & stickers Team Points</p>
<p>Breaking school rules: Unkind comments Talking on the way to assembly or in the line. Lack of respect e.g. shrugging shoulders, rolling eyes, walking away. Lack of respect for resources Disturbing others Calling out, talking over others Answering back Running in school Banned items in school</p>	<p>Any of these behaviours will take you straight to AMBER. Another AMBER will take you to RED.</p>	<p>Asking the child to give a verbal or written apology; Assisting with rectifying the problem they caused Finishing/repeating the task Private talk with the teacher, TA. Moving in class Talk with behaviour mentor/SENCO for support Move to another class Withdrawal of privileges</p>
<p>Repeated AMBER behaviour Breaking resources Stopping others from learning Physical aggression Verbal aggression Swearing Deliberate rudeness Stealing Refusing to work Refusing to follow instructions</p>	<p>Any of these behaviours will take you straight to RED.</p>	<p>CPOMS Log made informing Pastoral Team/SENDCO/Deputy Headteacher/Headteacher Lose 15 mins of playtime Contact home by the teacher</p>

**St Faith & St Martin Church of England Junior School
Home School Agreement**

The school aims to:-

1. Provide your child with a good, broad and balanced education.
2. Provide a safe, caring and stimulating environment.
3. Help all children, regardless of levels of attainment, to work hard and learn.
4. Make learning interesting and relevant for all children.
5. Develop positive social and moral values in the children.
6. Keep parents informed and involved in their children's education.

Interim Headteacher
Signed (on behalf of the school)

As a pupil I will try to:-

1. Work hard and do my best in all school work and activities, including homework.
2. Follow school rules and instructions and demonstrate good behaviour.
3. Be helpful and show kindness and consideration to others.

Signed

As a parent/carer I will try to:-

1. Support and encourage my child in all his/her school work and activities, including homework.
2. Support the school in all its agreed policies, plans and procedures.
3. Support the education of my child by avoiding unauthorised absence through late attendance and term time holidays.
4. Support the school whenever possible, in special events, through the P.T.A. and in the community.
5. Keep the school informed of anything that may affect my child in school including contact details.

Signed