

St Faith & St Martin CE Junior School



BEHAVIOUR FOR LEARNING & DISCIPLINE POLICY

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 September 15. 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, assemblies, and within the curriculum where relevant.

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.

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**. **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 in any aspect of their learning or behaviour in class. They will receive a certificate in celebration collective worship.

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 behaviour or attitude. Pupils who have demonstrated good behaviour can also be selected to sit on a 'top-table' and have rewards 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 card home and have the option of their photo being displayed on the school noticeboard and newsletter.

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 PSHCE and Social Emotional Aspects of Learning (SEAL). This includes

developing an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

- Social support, including supervised activities and games (e.g. basketball) during lunchtimes by MDSAs, offers children opportunities to develop skills in positive play with other children and manage their feelings. At playtimes social support is provided by the staff on duty.
- Staff use listening systems (E.g. Circle Time, Worry boxes, 1:1 time) 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 give children 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 doesn't keep to the school rules, their name will be moved to AMBER, which is a warning to change their behaviour.
- 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 a RED Form (see Appendix 2) and they will see a senior member of staff (SENCO, Deputy Headteacher or Headteacher). They will miss 15 minutes of their next available break time to 'Think Again' 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 at the beginning of the afternoon session.
- Parents will be informed if their child has received a red that day by their teacher.
- 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, leaving the school site, bringing dangerous items into school, refusal to follow instructions and persistently stopping others from learning or any other behaviour that is deemed inappropriate.
- If a child is on Gold during a session, they move straight to AMBER if they don't adhere to the school rules later in the session.
- In response to behaviour that results in Amber or Red, school staff can choose to take appropriate action as follows:-

- 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 or TA.
- Moving somewhere else within the class/move to their 'safe space
- Talk with behaviour mentor/SENCO for support
- Move to another class
- 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 on a number of occasions in a term, the school will meet with parents to discuss the behaviours and the child will be given a behaviour feedback sheet to monitor their behaviour for a period of two weeks. After two weeks the parents will be invited back into school for a review of the child's behaviour. No further action will be taken if behaviour has improved and the child has not received another RED.
- If the child has continued to receive RED for behaviour, at the two-week review with parents, how the child's educational, social and emotional well-being and how their needs can be met when they are at school will be discussed. A pastoral support plan (PSP) will then be written and put into place to support the child. This may include the undertaking of screening for underlying special needs. The PSP will be reviewed after a period of time set in the meeting. 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 sanctions if there is no improvement in the child's behaviour will also be discussed. (See Appendix 3 for flow chart of the school's response to unacceptable behaviour.)

Exclusions

- The school adheres to the recommended guidance from the LEA 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.
- Exclusion procedures will be implemented if the problem is severe or recurring, or 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.
- The governing body needs to be informed of any exclusions. Fixed term exclusions are reported to the governors through the Headteacher's report after they have taken place. For a permanent exclusion, the head teacher consults the governors before the exclusion takes place.

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 school 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>)

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;
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 school rules;

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 sign a home/school agreement for each academic year 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:

- Incidents that receive red forms.
- Any incidents involving a child, or anyone employed in the school, resulting in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents/matters of a serious nature

Appendix 1

Expectations	Consequences
<p>Doing something outstanding, in school or in the community</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>If you display any AMBER behaviours while on the star, you will be moved straight to AMBER.</p> <p>At the beginning of the morning and afternoon everyone is on green.</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 Inappropriate use of technology</p>	<p>Any of these behaviours will take you straight to AMBER.</p> <p>Another AMBER will take you to RED.</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>Teacher awards – star of the week Gold sticker in learning journal Team Points</p> <p>Verbal praise & stickers Team Points</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>See Senior Leader (Mr. Kyle/Miss Boast/Miss Brighton) Lose 15 mins of playtime Contact home by the teacher</p>

Appendix 2

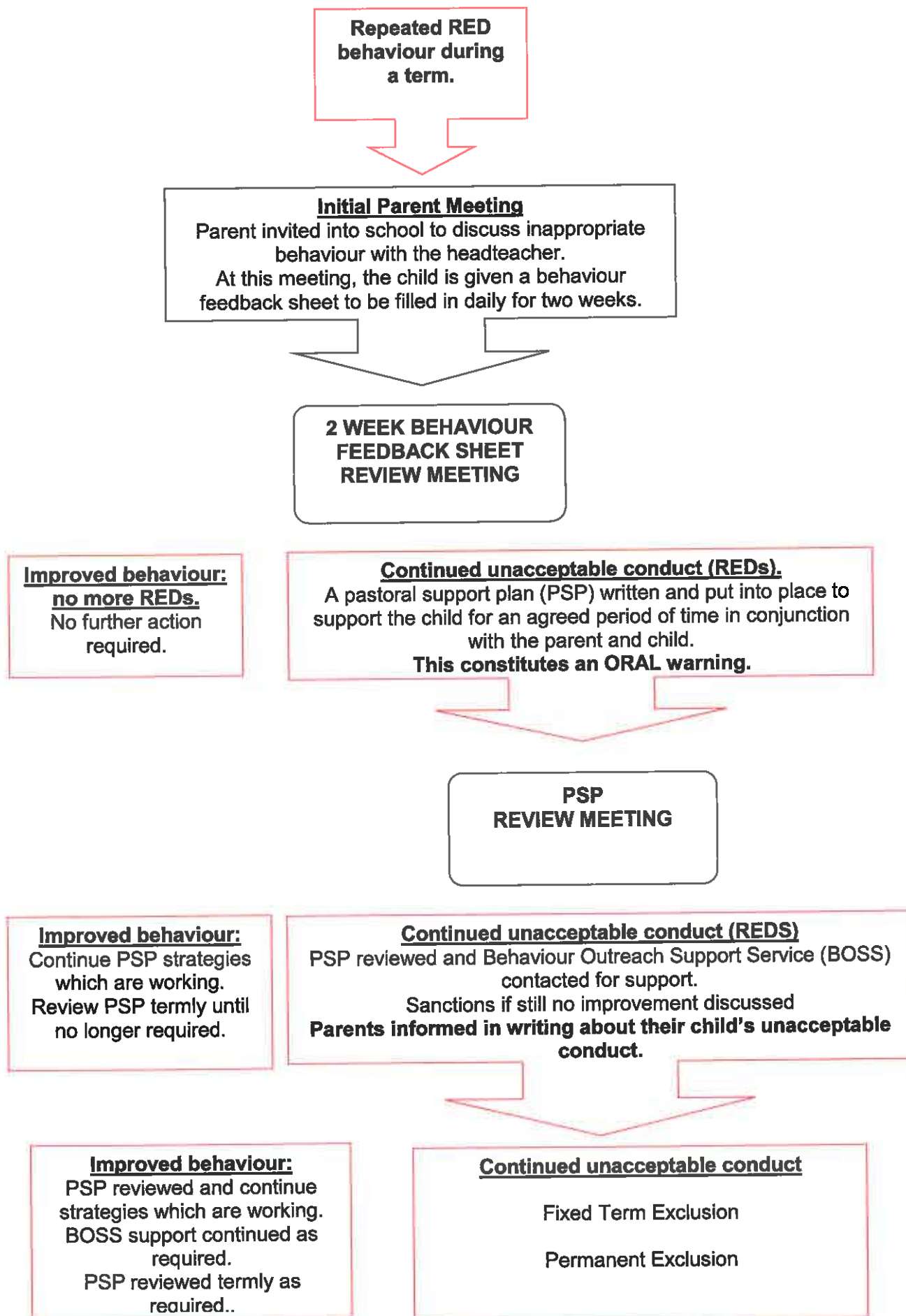
RED FORM for behaviour concern

Child's Name:		Date:	
Teacher:			
Reason for RED:			
Dealt with by SLT member:			
Sanction			
When were parents contacted?			
Outcome of discussion			

RED FORM for behaviour concern

Child's Name:		Date:	
Teacher:			
Reason for RED:			
Dealt with by SLT member:			
Sanction			
When were parents contacted?			
Outcome of discussion			

Response to repeated RED behaviour



**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.

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

