

St. Mary's Primary School
Behaviour Policy

Intentions

1. To create an environment where pupils and staff are treated with respect and feel valued as individuals.
2. To encourage positive and appropriate behaviour throughout the school.
3. To create a calm and pleasant working atmosphere for staff and pupils.

“Rights come from what we value”. A right, therefore is not arbitrary. It explains the issues and behaviours we value, that we believe are right and proper. The three fundamental rights in every classroom and in the school generally are:

- The right to feel safe
- The right to be treated with respect
- The right to learn

It is intended that where possible these intentions are achieved through positive praise, encouragement and a consistent approach to discipline procedures. Modifying children's behaviour can best be achieved through a consistent and cooperative approach between parents/guardians/carers and the school.

Responsibilities

Preventative levels of discipline are strongly related to effective management in the classroom and in all school procedures. This will include seating plans, differentiated lesson planning and teaching methods and group management. It will also involve developing a rights, rules, responsibilities and consequences framework.

- All adults who come into contact with children must lead by good example.
- The school should have clear, displayed guidelines (pictorial for younger children), which are regularly referred to. The class rules (or agreements) for learning should be fair, clear and positive. The rules should be agreed by discussion between staff and pupils and implemented by staff and peer groups.
- The Behaviour Policy throughout the school should be non-confrontational to avoid embarrassment, ridicule, sarcasm or 'put downs'. The children should be spoken to quietly in the classroom.
- Staff should address the initial inappropriate behaviour and not concentrate on the secondary behaviour – the 'last word' syndrome. Adults should speak firmly and authoritatively without raising their voice.
- 'Time out' sessions should be available to those children with high level of disruptive behaviour and may need time away from others in the playground or classroom. The place to go is usually Headteacher's office.
- Staff should use positive correction whenever possible and be aware that the positive aspect of the rules is always more beneficial in results than the negative. For example: 'Remember to walk quietly' or 'Do put your hand up'

Behaviour Management Strategy

At St. Mary's Primary School we

- encourage children to be responsible for their own good behaviour
- give reasons for school rules and explain consequences of poor behaviour
- discuss any incidents with all involved
- support children in resolving disagreements
- endeavour to use praise all the time
- Infringements and incidents by children in the Foundation Stage and Key Stage One will be dealt with at the discretion of the class teacher, in consultation with the Headteacher if necessary. If these are serious or repeated, then parents will be informed and asked to attend a consultation with the class teacher and/or the Headteacher.

However, there are some occasions where sanctions need to be in place. These occasions are when the pupils have been

- a) Deliberately anti-social to one another either in the playground or classroom.
- b) Disobedient to any member of staff.
- c) Rude to either staff or pupils.

The main sanctions would be on four levels:

- a) A verbal warning
- b) Morning playtime detention. A blue slip is sent home to parents whenever a pupil has received a detention.
- c) When three detentions have been given in a half term a letter is sent to parents
- d) Parents may be asked to attend a meeting to discuss the behaviour with the class and/or the headteacher

Antisocial behaviour at lunchtime play will result in the child(ren) being sent to the 'Red Room' for the remainder of the lunch hour. Here is a selection of age related learning activities which can be completed independently. They will be supervised by a Midday Assistant. The effects of the Red Room are: the misbehaving pupil will have the opportunity for 'time out' to reflect on their behaviour while spending their time usefully; the rest of the pupils will not have their playtime spoiled by misbehaviour; the midday assistants reinforce their authority as members of staff whom the children should respect and recognise as such. We keep a Red Room register and will inform parents if a child reaches 3 entries.

Additional needs and measures

Sometimes, behaviour of a pupil may be beyond the remit of the usual sanctions, and indicate the need for an Individual Behaviour Plan. For details of the higher level of sanctions including exclusion, see appendix A.

In the case of repeated misbehaviour the following sanctions may be applied. The level would depend on the degree and nature of the inappropriate behaviour, and the pupil's response to the school intervention.

- a) A child will be asked to go home at lunchtime or moved to another classroom if behaviour strategies are not successful
- b) A temporary exclusion is put into place – e.g. 1-3 days.
- c) Permanent exclusion

In all exclusion cases, the school will contact parents by a phone call, followed by a letter. Parents will be informed if anti social behaviour continues or the behaviour in the initial stages is likely to cause harm and distress to others.

“At the end of the day, discipline that is planned actually frees us to concentrate on a more relaxed teaching and learning environment, and enables the students to respect mutual rights – the essential factor in effective teaching and learning.”

Bill Rogers.

Staff Guidelines

To ensure the understanding and correct interpretation of discussion relating to behaviour, the following guidelines are advised:

- All serious incidents to be reported and recorded as soon as possible. A written report to be given to Headteacher.
- All staff to follow the School policies and guidelines. A copy is available.
- Two members of staff to be present at Interviews (formal or informal) with parents/guardians and a tape recorder.

Signed:

Date:

To be reviewed:

July 2010

Guidelines for dealing with challenging behaviour of individual children

These guidelines are meant to 'bridge the gap' between behaviour that can be prevented and controlled through the school's usual policy of positive intervention coupled with consistent sanctions, and behaviour that should not, for different reasons, be dealt with by these methods alone.

Positive intervention techniques include:

- spotting potential problems and preventing them through distraction or adult intervention;
- looking for and rewarding good behaviour with praise etc;
- regular one-to-one or group pastoral care sessions to discuss issues with particular children;
- closer adult supervision of children causing concern during break and lunch times;
- behaviour plans for individual children in need of additional support;
- regular communication with parents to ensure a dialogue is established involving reports on positive, as well as negative, behaviour.

Consistent sanctions include:

- removal from class in response to persistent disruption / disrespect;
- immediate loss of play-time for persistent refusal to carry out tasks;
- recorded play-time detention for a variety of classroom or break-time related behaviour problems;
- immediate removal to the Red Room during lunch time for inappropriate playground behaviour.

Refer to the Behaviour Management Strategy section of Behaviour Policy for more information on the above.

Challenging behaviour which falls outside the above remit

These types of behaviour are serious breaches of the school's policy:

- **persistent disruptive** behaviour, where lesser sanctions such as detention are considered inappropriate or they have failed to solve the problem;
- if allowing the pupil to remain in school would **seriously harm the education or welfare** of the pupil or others in the school – to be clear this can include:-
 - ✓ **actual or threatened violence** against another pupil or a member of staff;
 - ✓ **deliberate threatening behaviour** towards a child or adult including use of **very bad language** and **violence not necessarily directed at a person** (eg hitting walls etc);
 - ✓ **bullying** another child.

These types of behaviour can be subject to a fixed-term exclusion to be decided by the head-teacher or, in his/her absence, the acting head or leading teacher.

This guidance has been informed by the 2007 non-statutory guidance from DFCS and by the 2006 Education and Inspection Act.

Permanent Exclusion

Below is some guidance on permanent exclusion. This has been taken from the 2007 non-statutory guidance from DFCS.

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the **final step** in a process for dealing with disciplinary offences following a **wide range of other strategies** which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a **last resort**.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- **serious** actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon.

Schools should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

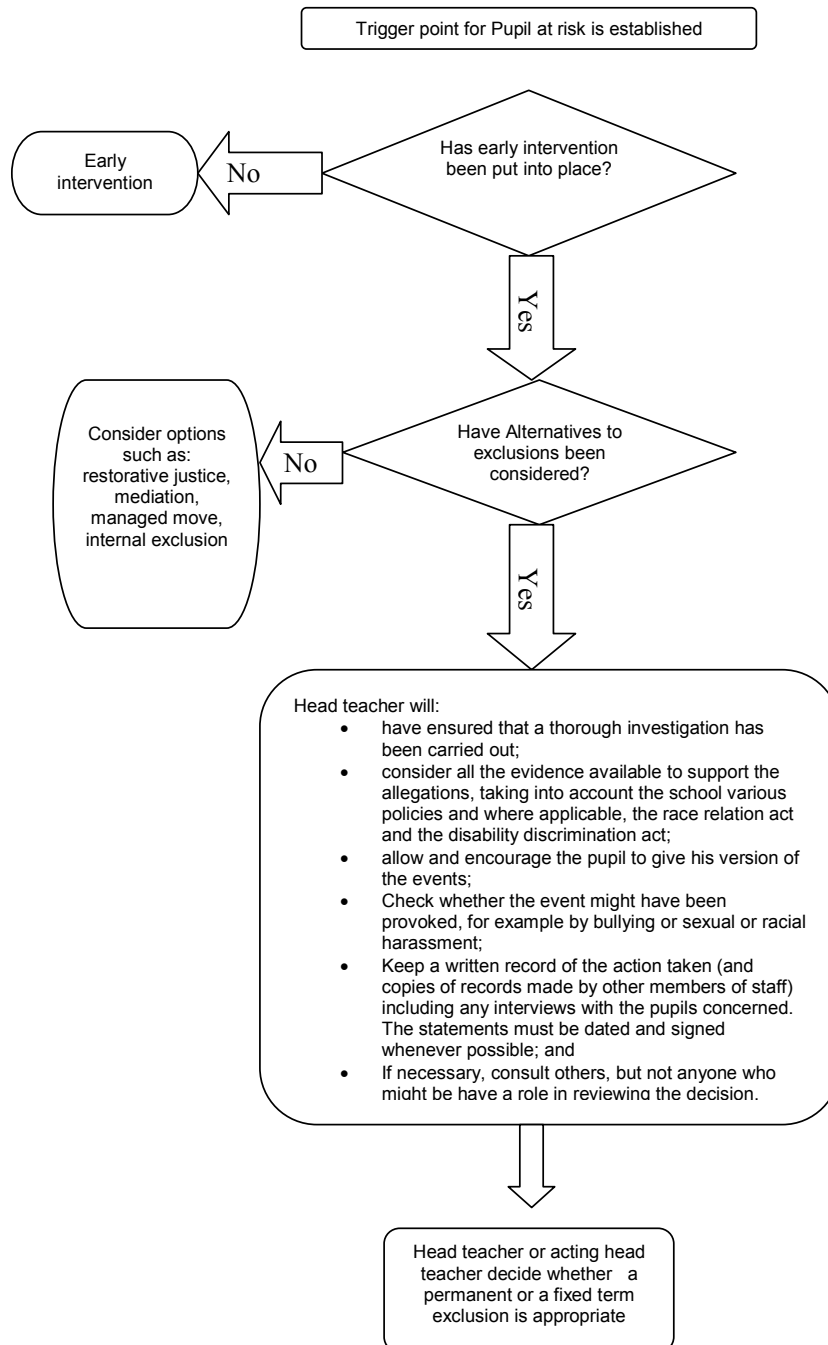
These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a pupil for:

- one of the above offences; or
- persistent and defiant misbehaviour including **bullying** or repeated possession and/or use of an **illegal drug** on school premises

and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an Independent Appeal Panel to reinstate the pupil.

Flowchart for good practice before considering exclusion



Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:

- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

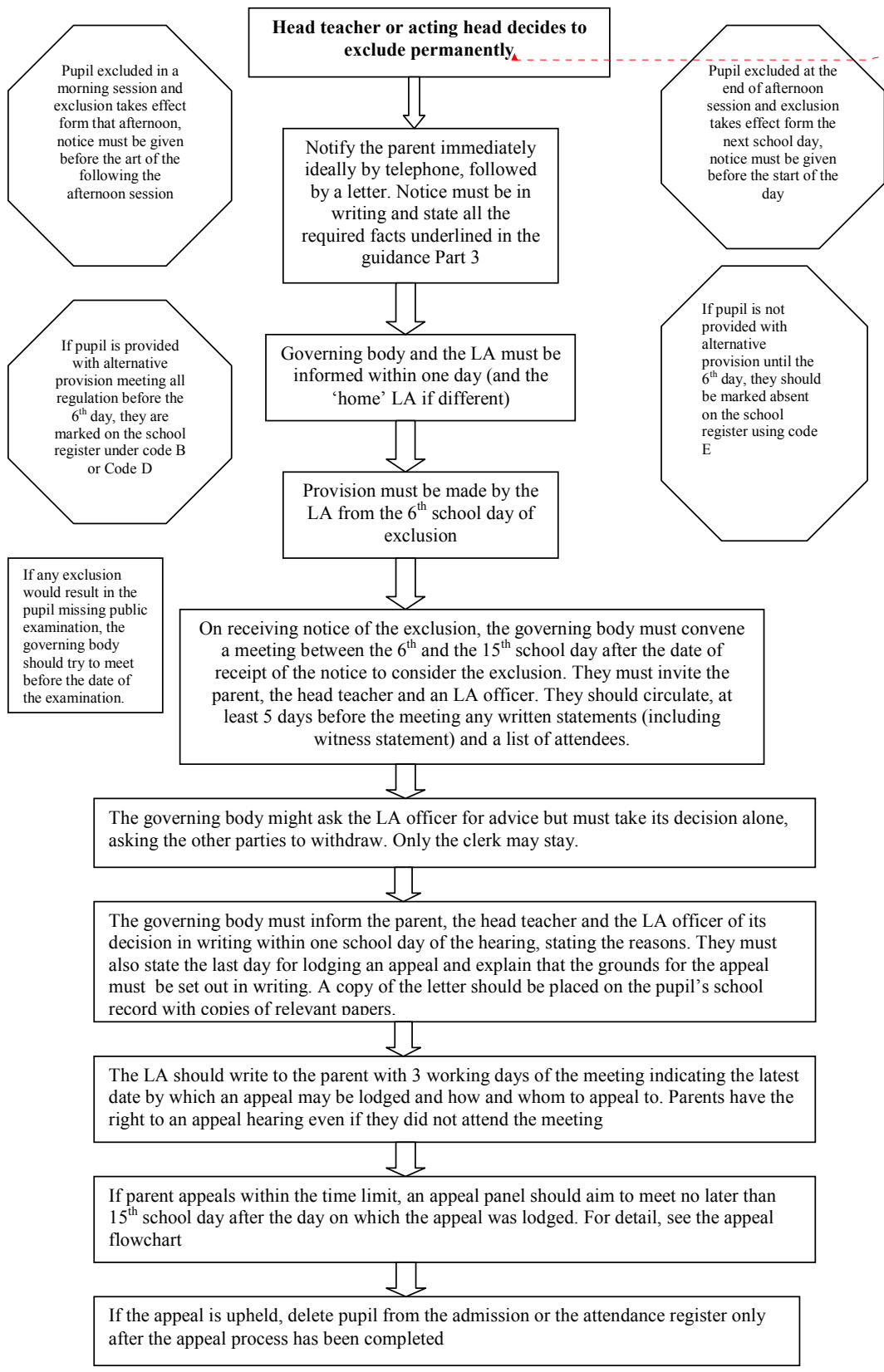
If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

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Pupil excluded in a morning session and exclusion takes effect from that afternoon, notice must be given before the start of the following afternoon session

Pupil excluded at the end of afternoon session and exclusion takes effect from the next school day, notice must be given before the start of the day

If pupil is provided with alternative provision meeting all regulation before the 6th day, they are marked on the school register under code B or Code D

If pupil is not provided with alternative provision until the 6th day, they should be marked absent on the school register using code E

If any exclusion would result in the pupil missing public examination, the governing body should try to meet before the date of the examination.

**St. Mary's C of E (Foundation) Primary
School**

**BEHAVIOUR
POLICY**