



## **ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**



### **BEHAVIOUR POLICY**

**'Together With God, Making Learning a Life Long Friend'**

Approved:	11.10.18
Review Date:	Autumn 19

#### **Our consistent approach to behaviour management**

We are a Christian community first and foremost; therefore we will aim to encourage pupils to develop their physical, moral and intellectual qualities harmoniously, so that they will become responsible and caring members of society. The policies and practice that we apply at St. Anne's are there to ensure the safeguarding of children and to promote their welfare. As part of the Every Child Matters agenda, it is clear that good behaviour promotes good learning thus allowing all children to enjoy and achieve whilst feeling safe and secure.

We believe that every child in school has a right to be taught without being interrupted or disturbed, and that every teacher has the right to teach and work with children without having their authority or role undermined. In the school community all children have a right to feel safe, secure, accepted and valued. The school will ensure that right wherever possible through the establishment of a consistent and just framework of behaviour.

Our mission statement **"Together with God, Making Learning a Life Long Friend"** is on view all around school and is based on gospel principles.

We need to keep these sentiments in mind when we formulate rules, develop rewards systems and behavioural sanctions. We want each child to achieve his or her maximum potential, to discover the talents God has freely given. Therefore our underlying philosophy is one of positive reinforcement - looking for the best in our children, offering praise and rewards wherever possible.

Our school values serve to support our mission in being "good people". Our school values are:- Kindness, Honesty, Respect, Community, Perseverance and Faith.

Children, staff and parents need to be aware of the agreed standards of expected behaviour at all times.

Class teachers and children will develop their own personal class rules at the beginning of each school year through discussion and negotiation. These are agreed by the class and then displayed in the classroom.

## **Background**

Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. (DFE-Behaviour and Discipline in Schools 2012)

Our school sets out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

*The head teacher decides the standard of behaviour expected of pupils at the school. He or she also determines the school rules and any disciplinary penalties for breaking the rules.*

## **Discipline in school**

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils for misbehaviour outside school.*
- *Teachers have a specific legal power to impose detention outside school hours.*
- *Teachers can confiscate pupils property.*
- *The head teacher publicises the school behaviour policy to staff, parents and pupils at least once a year.*  
(DFE 2012)

St Anne's publicises its behaviour policy to staff and parents at least once a year.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to a school.

## **Role of the class teacher**

**As role models the school staff** should be very aware of the way they speak and act with children in their care. High standards should be expected of our children at all times and staff should be especially aware of the way children enter the school or classroom and plan for activities that allow children to settle quickly at the beginning of each session. Staff should also monitor children moving quietly and calmly around the school e.g. to and from assembly.

- Be kind, show respect and care for others.
- Care for the classroom, the school building and the outdoor environment.
- Deal with behavioural problems by- listening, establish the facts, act only when certain, only use sanctions which can be upheld, avoid confrontation.
- Show pride and enthusiasm in all aspects of school life.
- **Never**-Keep a pupil after school or leave pupils unsupervised, use a physical threat or sanction, stop a pupil taking part regularly in a lesson or part of any lesson.

The pupils all have an important role to play in the setting and maintenance of high standards of behaviour, both their own and supporting the behaviour of other pupils, in the school. Through the school council and in PHSE lessons they can affect the policy and support high standards.

Parental support is essential and each year updated through the Home-School agreement. All parents will be kept fully aware of their child's behaviour through formal parents' evenings and other less formal feedback e.g. newsletter, chats, letters home and merit certificates/ stickers etc.

### Rewards

It is our firm belief that children respond to praise and encouragement. Praise creates a positive self-image and a feeling of well-being, not only helping children to feel good about themselves but also, empowering them with self-belief and confidence.

Rewards will be built in to the daily routine of school life and include:

- Positive affirmation of good behaviour, regularly praising and identifying children in class and around school
- Stickers, smiley faces, feedback through marking children's work
- Use of our texting service to inform parents of positive behaviour/ work
- Star Spellers are awarded in worship every Friday- chosen by the teacher
- Values' awards are presented weekly in Monday's worship. These children are selected by the teacher. Special awards are presented at the end of the academic year.
- Pupils are identified in a weekly Friday worship to receive a 'Star of the week Award', chosen by the teacher. A special award is presented at the end of the academic year.
- Best weekly class attendance is awarded in Friday's assembly. The winning class is rewarded by their teacher e.g. Extra playtime, golden time.
- Attendance awards are presented each term for children with 100% attendance and special prizes are awarded at the end of the academic year.
- Pupils are awarded house team points / Dojos for positive behaviour and/or good work. This is class specific and each individual teacher is free to decide their own strategies.
- Children may be sent to the head teacher or other members of staff to show their work or for excellent behaviour.

- Praise is given weekly in assembly for sporting, creative and additional achievements.
- At lunchtime, the lunchtime supervisors reward good manners and behaviour through the raffle ticket system, stickers and mentions to class teacher which may result in team points.
- Individual class teachers also have their own reward systems in place, which may be negotiated with their class.

### **Sanctioning poor behaviour**

*Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.*

*To be lawful, the sanction must satisfy the following three conditions:*

- 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;*
- 2) The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff;*  
*and*
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.*

*A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.*  
*(DFE 2012)*

At St Anne's we acknowledge that from time to time children may demonstrate inappropriate behaviour. This may range from "low level" disruptive behaviour in class to actions of a more serious nature. Each incident will be dealt with in its own right, taking into account the circumstances involved. The purposes of any sanctions imposed are to;

- help the child recognise that he/she has demonstrated unacceptable behaviour
- to encourage and the support the child to develop appropriate behaviour and show remorse

### **Sanctions**

Behavioural issues will on the whole be managed by the class teacher. Positive behaviour is always encouraged, modelled and rewarded. In order to maintain good behaviour in school teachers will use some of the following sanctions;

- Speak to the child about their behaviour (with reference to the school values)
- Move a child to another place in the classroom/ thinking chair.
- Asking a child to repeat or finish work at break times or at home.
- Cause a child to miss part of their play/lunchtime.
- Take "time out" in another classroom.
- During playtime and lunchtime take "timeout" on a bench on the playground.
- Child may be spoken to by a senior leader.
- A child may be sent, **with work**, to the deputy head/ headteacher- and the incident will be recorded by the classteacher. The classteacher will inform parents about the behaviour and sanctions taken. Child may be put on report, having to report after each session or half day to the headteacher / deputy head to support good behaviour in classes.
- Inappropriate and unacceptable behaviour will be recorded in the class behaviour log.

If class teachers continue to be concerned, parents will be invited into school to discuss the issues informally.

Incidents of a more serious nature (eg. violence towards staff or other children, continual name calling, intimidation or bullying, swearing, stealing and damaging property) will always be referred to the headteacher or deputy headteacher and some of the following procedures will be carried out:

- Parents will be informed either by telephone or letter, and will be invited to discuss the issues with the headteacher and class teacher, and hopefully resolve the situation.
- Home/school communication may be put in place to monitor the situation.
- The headteacher will formally inform parents of the consequences should the situation not improve.
- The school may initiate the Special Needs Code of Practice which may involve the work of outside agencies including Behaviour Support and the Educational Welfare Officer.
- The Chair of Governors may be informed.
- The headteacher has the legal right and option to use a temporary fixed term exclusion.
- Should all of these avenues fail, the pupil may be permanently excluded, following Staffordshire County Council guidelines.

At St Anne's we do consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff follow the schools' safeguarding policy. They consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, school considers whether a multi-agency assessment is necessary.

Any racist / homophobic language/ behaviour will be also reported to the local authority.

### **Lunchtimes**

At lunchtimes the same standards of behaviour are expected. Children are supervised by lunchtime supervisors who are accountable, firstly to their line manager and ultimately to the headteacher. Supervisors carry the same authority as the teaching staff, and children are expected to respond accordingly. Where the behaviour of a child at lunchtime causes sufficient concern the headteacher has the right to exclude the child for this period.

- In the case of minor incidents, lunchtime supervisors record minor incidents and inform the appropriate class teacher at the end of lunchtime. The teacher will then speak to the child (ren) concerned and deal with the incident following the school behaviour policy. They will then record the information in the class behaviour log.
- Lunchtime supervisors will inform the class teacher and headteacher or other senior leader of more serious or persistent cases of inappropriate behaviour.

### **Detentions**

No out-of-school hours detention will be given.

### **Exclusion**

The head teacher will decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Statutory guidance on exclusion is provided by the Department's guidance: *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion, 2012.*

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.

School is under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.



### Pupil conduct outside the school gates

*Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."*  
(DFE 2012)

At St Anne's, a teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school or
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

When dealing with pupil conduct outside school, staff will follow the rewards and sanctions in the school's behaviour policy.

### Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** enables our staff to confiscate a pupil's property as a sanction and protects them from liability for damage to, or loss of, any confiscated items. It is for the teacher to decide when to return a confiscated item.
- 2) **Power to search without consent** for "prohibited items" including:
  - 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
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police.

### **Use of reasonable force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers, and staff authorised by the headteacher, can use such force as is reasonable when searching a pupil without consent for prohibited items and where the search is for an item banned by the school rules.

### **Educational Visits**

The school encourages all children to participate in educational visits and recognises their value. However, the school reserves the right to prevent a child from attending such a visit where it is considered that the health and safety and ultimate welfare of the child, other children, or staff is put at risk.

### **Allegations of abuse against staff**

Allegations of abuse will be taken seriously and schools will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

### **Parents**

Parents have a clear role in making sure their child is well behaved at school.

Parents are also under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to a school- planned.

### **Monitoring**

Monitoring of behaviour informs the school and governors of the effectiveness of our policies. A pupil behaviour log is kept in each classroom and is used to record incidents of inappropriate behaviour. These are used to identify patterns in behaviour and highlight concerns over a longer period of time. More serious issues are brought to the headteacher. All discussions and meetings with parents are recorded on a "Record of Discussion" form. Incidents of bullying and racism are reported termly to governors.



## **Tools to promote good behaviour**

**Circle time:** Circle time enables children to discuss issues in school and the wider world in a non-threatening environment, and develops pupils as listeners. It seeks to foster a corporate commitment to the school values.

**Pupil Voice:** Through our regular audit of pupils' attitudes to school we can evaluate and respond to their concerns. The Pupil Council meets on a regular basis to discuss issues and then feeds back to classes and whole school.

We encourage children to take responsibility for their own actions and to manage their distractions.

**Social and Emotional Aspects of Learning (SEAL):** The school has developed this resource and whilst addressing the themes in school worship, we have included a Christian perspective to enhance and underpin our church status.

**PSHE:** The school has reviewed the PSHE and achieved Healthy School Status, and uses the curriculum to address key behavioural issues.

**Links with outside agencies:** To develop the well-being of our pupils the school is establishing strong links with agencies such as Young Carers, Youth for Christ and the local church.

Useful names and phone numbers:

Families First LST coordinator	
Educational Welfare Officer	
Parent Partnership	01785 356921
Police Non-emergency contact	0300 123 44 55
Police - Local officer	0300 123 2345
School Nurse	
NSPCC	0808 800 5000
First Response (Social Services)	0800 1313126

## **Policy details**

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