

St. Margaret's C.E.



# **St. Margaret's C of E. Primary School**

## **Behaviour Policy September 2022**

Last Update – September 2022 (Version 6.0)

Last approved by Governing Body – December 2022 (Version 6.0)

To be reviewed – September 2023 (or earlier in light of new legislation/LA guidance)

## Document History

Version	Date	Recipients	Purpose
1.0	September 2016	All St. Margaret's staff and governors	New behaviour policy and procedures introduced
1.2	June 2017	All St. Margaret's staff and governors	Updated to reflect latest guidance (PREVENT)
2.0	June 2018	All St. Margaret's staff and governors	Reviewed to ensure policy is indicative of current procedures
3.0	June 2019	All St. Margaret's staff and governors	Updated to fully reflect the Christian Ethos of the school and recent changes to procedures – awards, etc
3.1	June 2019	All St. Margaret's staff and governors	Updated to comply with new safeguarding recommendations – safer working practice 2019
4.0	June 2020	All St. Margaret's staff and governors	Reviewed to check that all information remains in date.
4.1	July 2020	All St Margaret's staff	Updated to comply with new safeguarding requirements – safer working practice (updated during COVID-19 pandemic)
4.2	June 2021	All St Margaret's staff and Ethos committee	Updated to reflect changes in counselling provision
5.0	September 2021	All St. Margaret's staff and governors	Updated in response to KCSIE 2021
6.0	September 2022	All St. Margaret's staff and governors	Updated in response to KCSIE <b>2022 and updated</b> Behaviour and discipline in schools – advice for headteachers and school staff September 2022

## **Introduction**

This policy sets out the expectations of behaviour at St Margaret's Primary School and its approach in ensuring that all pupils and staff are safe and able to thrive in a positive learning environment.

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere: our school motto is 'A Place to BECOME – A learning community sharing God's Faith, Hope and Love'. We aim to provide a place to BECOME for each and every child, where individuals can flourish and people are treated with kindness and respect. The Christian values of Faith, Hope and Love are a golden thread which run through all aspects of the school's work – it is our belief that where children feel important and that they belong to our Christian community, behavioural difficulties are far less likely to exist. Moreover, the value of forgiveness underpins this policy – the 'Reflect and Repair' process encourages children to reflect on their behaviour and seek forgiveness when they have done wrong. The planned programme of worship and the wider curriculum highlights children's spiritual, moral, social and cultural development: offering opportunities for children to reflect on carefully chosen stories, including stories from the Bible and other sacred texts, to promote love amongst one another. The children are regularly set challenges as part of the worship – ensuring that the values being discussed in school are translated into everyday school life. For example, during lent each year the children are set a good deed challenge; after reading about Esther and her act of service for her people children will set themselves a challenge to serve others.

The school has a number of additional systems in place to ensure that if children are displaying concerning behaviour that this is dealt with smoothly and quickly. School employs an in-house counsellor two days per week who is able to provide 1:1 counselling for 8 children at any one time; we also provide a drop-in service 'Time 2 Talk': allowing children time and space to talk about anything that is on their mind. Children access this service by signing a slip and placing these in the boxes located in school. Additionally, we have full-time pastoral support (Mrs Woodcock/Mrs Greenwood) who provide both individual and group support to children as needed. There are 'worry boxes' in each class which are monitored regularly and school engages in a number of annual events – for example, Children's Mental Health Week, Anti-Bullying Week – to promote awareness.

### **This policy has been developed in keeping with the following legislation:**

- Education Act 1996
- Education Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Behaviour and discipline in schools – advice for headteachers and school staff September 2022
- This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with special needs (SEN).

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline applies to all paid staff (unless the headteacher says otherwise) with the responsibility for pupils, such as teaching assistants.

The teacher may discipline a pupil for any misbehaviour when the pupil is: taking part in any school organised or school related activity, travelling to and from the school, wearing the school uniform or in some way identifiable as a pupil at the school.

Teachers will act appropriately whenever pupil's actions could have repercussions for the orderly running of the school, poses a threat to another pupil, themselves or member of the public or could adversely affect the reputation of the school.

## **Prevention**

At St Margaret's Primary School we have high standards of behaviour – we promote good behaviour, self-discipline, respect and regard for authority through our behaviour expectations and language of choice which are reinforced consistently by all members of staff.

### **Eight Behaviour Expectations**

- We are safe – keep ourselves and others safe
- We manage our feelings appropriately
- We are respectful
- We are co-operative
- We do our best (at all times)
- We are in the right place at the right time (readiness to learn)
- We use appropriate communication
- We act responsibly

We reward children who both exceed these expectations and display our BECOME statements (personal learning and thinking skills) with postcards home. When children achieve three postcards home they are awarded with a bronze badge, 6 postcards a silver badge and so on. Children are presented with these on a weekly basis during our awards assembly on a Monday.

### **Weekly B.E.C.O.M.E Award**

On a Friday morning we hold a weekly awards assembly. All teachers select a pupil each week a B.E.C.O.M.E certificate. This could be for a range of reasons, all of which are explained in the Friday assembly. In addition, these children meet with the Headteacher on a Friday afternoon, sharing aspects of their work with him. A carefully chosen selection of other rewards/initiatives are in place to promote good learning behaviour, including a weekly 'Kindness Cup', weekly attendance cup and reading raffles.

## Consequences

The staff follow the Seven Stages of the St Margaret's Behaviour for Learning Policy (see [this link](#) for details).

## The Learning Mentor Room

There is a designated room in school which is used to support pupils' social and emotional development. It is used by the Learning Mentor and specific Teaching Assistants to carry our work with pupils and groups of pupils on such themes as friendship, anger management, bereavement etc. It is also a place where meet and greet takes place with targeted pupils. The Learning Mentor is also used in school to provide support and advice around a variety of issues relating to behaviour and may be asked to work with any child /ren in the school.

## Targeted Behaviour Support Systems

For some children, bespoke systems of behaviour management are put into place: these may be for children with specific behavioural issues or children who display continuous disruptive behaviour. Any such systems are developed as part of the Seven Stages of the St Margaret's Behaviour for Learning Policy.

## SEND – Behaviour

For some children, extra help will be needed with their behaviour and it may be that they have an identified special need around behaviour. Specific targets will be set and reviewed regularly. At each stage parents will be consulted and asked to sign the relevant documentation.

- Initial concern – initial cause for concern noted by the class teacher.
- Child on the SEN list and arrangements will be made within the school resources to meet the needs of the individual pupil. The class teacher will be responsible for this provision.
- If it is felt that the needs of the children cannot be met within the school resources, then the child will be the school will seek the advice of outside agencies. This may trigger Stage 5 on the St Margaret's Behaviour for Learning Policy (Guided Behaviour for Learning Process).
- Education Health and Care Plan (EHC) – some children will require more help than would normally be provided at the level of SEN support and these children may have an EHC Plan. This is a legal document that describes their needs and sets out the extra help that should be provided to meet those needs.

## Power to search without consent

In the interests of safeguarding for pupils, staff and all stakeholders, the School has the power to search without consent. This is at the discretion of the Headteacher or members of the Senior Leadership Team. The power to search without consent can include searching for any

'prohibited items': Knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks and pornographic images (in any form including on technological devices). In addition, power to search also includes any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupils).

Any prohibited items will be dealt with in line with Government Legislation:

### **Use of Isolation**

In extreme circumstances the School may use isolation as a behaviour management strategy. This may be used if a child has reached Stage 6 on the St Margaret's Behaviour for Learning Policy (Guided Behaviour for Learning Process) and will be organised and arranged on an individual basis. If use of Isolation is determined, the health and safety of all pupils will be taken into consideration and the time in isolation will be no longer than necessary and will be used as constructively as possible. Pupils will be given adequate time to eat and use the bathroom.

### **Exclusion**

Pupils may be excluded from school for a fixed period of time at the discretion of the Headteacher. They may have reached Stage 7 on the St Margaret's Behaviour for Learning Policy (Guided Behaviour for Learning Process). Pupils may be excluded from school for any incidents which compromise the physical or emotional wellbeing of any of the staff, pupils or visitors, persistently disrupting the learning of other pupils, intimidation/bullying or persistent defiance and disregard of the school rules.

Pupils may also be excluded for a single serious incident (either inside or outside school) at the discretion of the Headteacher.

### **Use of reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. See Use of Force Policy.

### **Mobile Phones**

Children are not permitted to have a mobile telephone on their person during the school day. If they are found to have one, they will be asked to hand it in at the school office until the end of the day. It is the child's responsibility to collect the phone.

### **Recording and Reporting of Incidents – including PREVENT**

Incidents of pupils' misbehaviour and action taken will be recorded by staff as appropriate and for more serious incidents, on our Safeguarding recording system – CPOMS. All Reflect and Repair incidents are collated and logged weekly with the deputy headteacher taking overall responsibility for reviewing these. In some cases,

serious incidents or those where opinions or behaviour challenge fundamental British values reporting to external agencies, including the government Channel programme <https://www.gov.uk/government/publications/channel-guidance>, may be necessary.

#### Bullying/racial/homophobic/hate incidents

- Incidents of bullying (including cyber bullying, prejudice-based bullying and discriminatory bullying) will be dealt with in line with the school anti-bullying policy and the child protection and safeguarding policy. Any incidents of a racial or homophobic nature will be recorded and monitored separately in keeping with the 2010 Equality Act. Such incidents will be reported as appropriate including reporting to the LA through the electronic NOHIB system. See separate Anti-Bullying Policy (September 2022).
- We recognise that children are capable of abusing their peers – inside or outside school or online. There will be a zero-tolerance approach to child-on-child abuse – it will never be passed off as “banter”, “just having a laugh” or “part of growing up”.
- We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously. See Safeguarding and Child Protection Policy for more details.

### **Leadership, Management and Governance**

Governing bodies have a duty under section 175 of the Education Act 2002 requiring to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children this would include;

- Ensuring that the School complies with this policy
- Ensuring that the School’s policy, procedures and strategies are consistently carried out and monitored.
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address the issues arising.
- Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- The Chair will reasonably consider any appeal against a decision made in relation to this policy: ensuring any allegation of misconduct is dealt with quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

### **Responsibilities – the Headteacher/Senior Leaderships Team**

- To implement this policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and all stakeholders have access to it.
- The Headteacher/SLT will work to maintain high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- To respond appropriately to any complaint made to the school in relation to this policy by pupils and/or parents/carers.

- Ensure that any incidents of poor behaviour or bullying are dealt with and recorded appropriately.
- Report to governors regularly regarding any incidents, pupil support in relation to this policy and its impact.

### **Responsibilities – All staff**

- All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work – see staff handbook and Code of Conduct for further information (all staff sign against this on inductions). [Guidance for Safer Working Practice \(updated April 2020 in response to COVID pandemic\)](#) on display in staff room and policy file.
- Staff will promote good behaviour through consistent use of the school's Eight Behaviour Expectations, Language of Choice and Behaviour for Learning Procedure.
- Be vigilant in all areas of the school in relation to any type of poor behaviour, harassment and bullying and ensure that appropriate and fair action is taken in relation to any incidents.
- Take appropriate action in response to incidents arising and ensure all incidents are recorded.
- Be consistent in the application of this policy and feedback to SLT any relevant points regarding the effectiveness of the policy or behaviour management procedures.
- All staff have a responsibility to adhere to the whistleblowing policy – this again is made available on induction and staff sign to say they have read and understood their individual responsibilities to bring matters of concern to the headteacher/deputy headteacher and/or relevant external agencies. Failure to do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

### **Responsibilities – Parents/Pupils**

Parents/Carers will be informed of the school's expectations and will be expected to support the school in developing a safe and effective learning environment through its behaviour policies.

- Where parents/carers have an issue with the management of behaviour in School they are expected to raise their concerns appropriately in keeping with the school complaints procedure.
- Pupils are expected to behave appropriately and respectfully to all other members of the community, following the Eight Behaviour Expectations. Pupils are expected to take responsibility for their own actions.

### **Monitoring, Evaluation and Review**

This policy will be reviewed at least every year, the effectiveness and any complaints related to this policy will be shared in the termly 'Ethos, Safeguarding and Behaviour' committee meeting.











