

St. Margaret's C.E.



St. Margaret's C of E. Primary School

Behaviour Policy

September 2016

Disseminated to staff – September 2016

Discussed and ratified at Governing Body – Autumn 2016

Reviewed June 2017 - RW

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.

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 2014
- 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 which we maintain by a simple set of expectations.

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 meet these expectations with Class Dojo points. Earning of these points is also linked to our B.E.C.O.M.E (personal learning and thinking skills) statements which we promote in school. Children need 100 points to achieve their Bronze Award, 200 for Silver, 300 for Gold, 400 for Diamond and 500 for Platinum. These awards are presented in Friday celebration assemblies. Whole class rewards are given when whole classes achieve each award. These rewards range from an afternoon of sport or art for Bronze, non-uniform days, etc.

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

All teachers select a pupil each week to award 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 which parents are invited to. 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 'Reader of the Week' and termly attendance and reading raffles.

Consequences

The staff follow the Seven Stages of the St Margaret's Behaviour for Learning Policy (see separate document)

The Learning Mentor Room

There is a designated room in school which is used to support the pupil social and emotional development. It is used by the Learning Mentor and specific Teaching Assistants to carry out 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. 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 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).
- Statement – Statement for Behavioural, Emotional and Social Development.

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' for example:

- Knives and weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (in any form including on technological devices)
- Any article that is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- This list is not exclusive or exhaustive.

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

- Weapons, knives and extreme or child pornography will always be handed over to the police, otherwise it is at the Headteacher's or SLT member's decision when the item will be sent home.

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 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 in school. 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 using the agreed behaviour chronology sheets and for more serious incidents, on our Safeguarding recording system – CPOMS. All 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 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.

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 and its procedures and strategies are 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.

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

- 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 a role model for pupils and treat all other staff and pupils with respect in keeping with the School's value.
- 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.

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.

- Parents/carers are expected to read and sign the home/school agreement and act in accordance with it.
- 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 Seven Behaviour Expectations. Pupils are expected to take responsibility for their own actions.

