



ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

*Let all that you do be done in love
1 Corinthians 16: 4*

Rationale

At St. Mary's we strive for high standards of behaviour, as this is essential for effective teaching and learning, and central to our Christian ethos. We need to have clear boundaries so that children feel safe at school. From an early age, children are taught the difference between right and wrong and understand that there are consequences for their actions. We reward good behaviour through praise and encouragement, and have a set of firm, fair and consistent sanctions for inappropriate behaviour.

Aims

1. To maintain good pupil behaviour in school.
2. To work in partnership with parents and all school staff to maintain appropriate standards of behaviour.
3. To develop in the children a sense of self-discipline and an understanding that they are responsible for the consequences of their actions.
4. To support children who may have behavioural difficulties.
5. To provide opportunities for pupils to learn to respect others and develop positive self-esteem through RE and PSHE materials.

Guidelines

1. Parents are asked to sign the Home-School agreement during the first term at school. This explains the joint commitment of parent and teacher working together to maintain good pupil behaviour. Parents will be contacted if their child's behaviour is inappropriate to the expected standards of St. Mary's.
2. In September, each teacher and class establishes 'Classroom Rules'. These will include statements based on: following instructions, listening to others, being kind and helpful, being respectful towards others, keeping hands and feet to oneself, using appropriate language and waiting my turn.
3. Playtime and Lunchtime Rules are based on these key statements. These are reviewed annually by the School Council.
4. Incidents will be dealt with immediately by the member of staff and reported to the class teacher. Where appropriate, the incident will be recorded in the class 'Red Book'. Depending on the type, regularity or severity of behaviour, along with the age of the pupil, the class teacher will decide whether to speak with the child's parents, or give the child the opportunity to rectify their behaviour.
5. Each week the Headteacher will collect the books. If a child has been in the book three or more times that week, then they will see the Headteacher to discuss their behaviour and miss 10 further minutes of their play-time. Parents will be informed if the child is seen by the Headteacher regularly.
6. If poor behaviour results in children not completing work of a sufficient quality or quantity, a pupil may be required to complete more or redo work at the end of a lesson.
7. When contacting parents of a child's poor behaviour, the school's order of preference is: Face-to-face; phone; note in planner.
8. School's suggested routine of dealing with an unseen incident is outlined in Appendix 1
9. Incidents that occur on the school bus will be addressed by school. For persistent or serious incidents on the school bus, school reserves the right to not allow specific children to travel to and / or from school.
10. Teachers may discipline pupils for misbehaviour when the pupil is taking part in any school-related activity; wearing school uniform; or in some way identifiable as a pupil at the school. They may also discipline pupils for misbehaviour at any time which could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.
11. If a pupil has persistent behaviour problems they will be placed on the Special Needs Register and an Individual Education Plan used to set targets and strategies for improved behaviour. These targets are discussed with parents and the pupil. The City of York Pupil Support Service provides support where appropriate. An individual behaviour chart may be used to address a pupil's behaviour and this will be discussed with parents on implementation and reviewed together weekly.
12. Incidents of bullying will be dealt with in accordance with the 'Anti-Bullying Policy'.
13. Serious incidents will be recorded on the 'Serious Incident Form' (Appendix 2)
14. All Teachers and Teaching Assistants have been trained in 'Team Teach' strategies in the use of appropriate physical intervention and positive handling procedures when the situation requires 'reasonable force' to be used by an adult, in accordance with Section 93 of the Education and Inspections Act 2006 and 'Use of reasonable force: Advice for headteachers, staff and governing bodies, July 2013'. These incidents are recorded on the 'Serious Incident Form' (Appendix 2)
15. Malicious allegations against staff are taken very seriously and action will be taken against those who do so.

16. The principles and practices of restorative practice will be used where appropriate.

Positive reinforcement

We praise and reward good behaviour: Class 1 = Golden Book, Class 2 = Team points, Class 3 = Merit chart, Class 4 = Raffle tickets. Good behaviour at lunch-times is celebrated through the award of lunchtime stickers by the Midday Supervisors, and with our Playtime Award during our Celebration Assembly every week.

Sanctions

We are assertive, consistent, firm and fair in dealing with behavioural issues. Sanctions imposed on pupils may include loss of privileges (e.g. exclusion from clubs, teams or school trips), school-based tasks (e.g. picking up litter or helping clear up the dinner hall after lunch), or missing playtimes where appropriate. We use a traffic light system in all classes and this is reinforced by staff at break-times. Children can move back up on this chart, showing that their poor behaviour can be rectified and forgiven.

Routine of dealing with general poor behaviour

Step 1: Ask child what they should be doing, and then what they are doing. Repeat what they should be doing.

Step 2: Repeat Step 1 and tell child that the next step will be to have their name moved down on our traffic light system to amber.

Step 3: Repeat Step 1 and move name down to amber on traffic light system, reminding child that next incident will result in their name being moved down to red and that they will miss 5 minutes of their next break.

Step 4: Repeat Step 1, move their name down to red on the traffic light system, the child will miss 5 minutes of their next break, and remind the child that another incident will result in their name going in the Red Book and they will miss 10 minutes of the next break.

Step 5: Repeat Step 1, record incident in Red Book and child to miss 10 minutes of next break. Inform the child's parents if this is becoming a pattern in the child's behaviour or if deemed necessary.

Routine for dealing with overly aggressive physical behaviour

Child's name to go straight down to red on the traffic light system and into the class Red Book, with the child missing 10 minutes of next break. Inform parents if the behaviour was severe physical or inappropriate behaviour.

Routine for dealing with serious behaviour

Using the recommended Team Teach strategies, Teachers and Teaching Assistants may be required to use such force as is reasonable to prevent the pupil from doing, or continuing to do, the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property;
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or amongst any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Involve Deputy Headteacher / Headteacher immediately and contact parents. If it becomes necessary to permanently exclude a pupil, the Governing Body Disciplinary Panel will meet to consider the Headteacher's decision.

Headteacher: Mr Steve Jones

Chair of Governors: Mr Peter Cannings

Review date: 4th June 2019

To be reviewed: June 2021

Appendix 1

Routine of dealing with an unseen incident

1. Listen to the children involved in incident. Children take turns to tell the adult what has happened.
2. Ask other children that witnessed the incident, what happened, if needed. Do this away from the children involved if possible.
3. Make a judgement - be firm.
4. Reinforce what was wrong / inappropriate - refer to the school rules and expectations of the school for good behaviour.
5. Child apologises saying what they are sorry for (written apology used for more serious incidents)
6. Children shake hands ensuring closure of the incident for both parties.
7. Remind children of sanctions to be undertaken if appropriate.
8. Inform the class teacher, move child's name on class traffic light system and record the incident in the class Red Book where necessary.

Appendix 2



St. Mary's Church of England Primary School

Serious Incident Record

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| Date: |
| Person dealing with incident: |
| Child / Children involved: |
| Record of incident: |
| Agreed consequences of actions: |
| Discussed with Head: Yes / No |
| Discussed with parents: Yes / No |
| Review date: |
| Signed: |