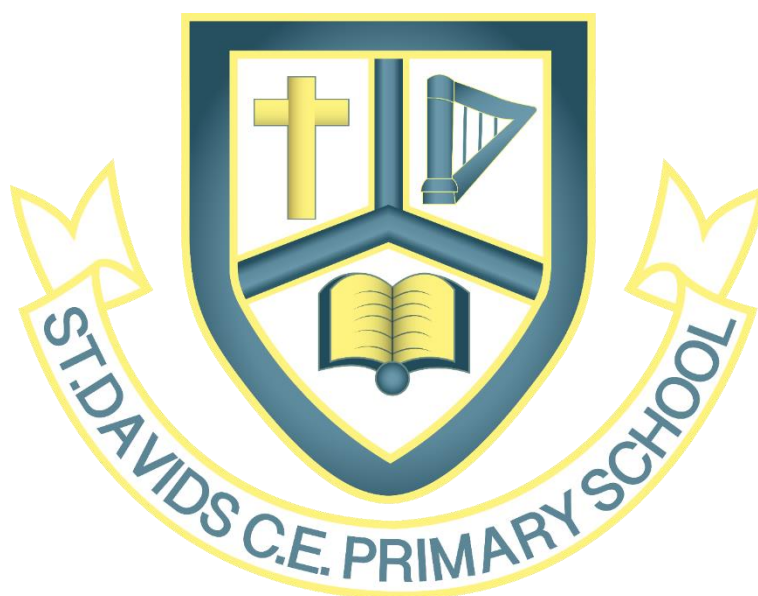


# Behaviour Policy

## September 2021



**Together in God's love: aim high, stay strong, be determined.**

*"Stand firm in the faith: be courageous; be strong. Do everything in love."  
(1 Corinthians 16: 13-14)*



# **St. David Haigh & Aspull CE Primary School**

## **Behaviour Policy**

### **Mission Statement**

In a caring Christian environment, each individual is motivated to develop a love of learning and a curiosity for the world we live in. The curriculum offers significant opportunity to deepen understanding, develop aspirations and enrich the lives of all learners. Together, we aim high, stay strong and are determined to do our very best to develop resilience and confidence in becoming thoughtful citizens of the future.

St David's Primary School provides a warm, caring and happy environment based on Christian values, where each child is respected as an individual with personal, intellectual, physical and emotional needs and talents. Within this environment, each child is given equal value and opportunities and are positively encouraged to grow in confidence and develop high self-esteem so as to respond positively to opportunities, experiences and responsibilities of life in an ever changing world.

St David's is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We endeavour to provide an environment where all pupils feel valued and welcome.

The St. David's Way is a vein that runs through everything we do. It helps us aim high – helps us stay strong – keeps us determined – binds us together. It shows us the way to live – raises aspirations – makes the impossible possible and is rooted in our five core values:

**Friendship, Trust, Hope, Endurance and Wisdom.**

### **Aim of the policy**

These Values underpin our school aims and ethos statements. Our daily rules are rooted in our values.

The values and principles below are to ensure that our children develop a positive attitude to learning and all aspects of school, community and future life.

We aim:

- to foster within each child a positive self-image and self-belief;
- to encourage each child to express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams;
- to promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multi-cultural, multi-faith and diverse society;
- to help the children acquire and develop a range of skills and concepts with the ability to use these in all areas, supporting their development as independent learners;
- to develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.

### **Principles of St David's Behaviour Policy**

Every member of the school community has the right to feel valued and respected. We promote an environment where everyone feels happy, safe and secure, and all members of our school community are treated fairly and consistently. Positive relationships are promoted, so that people can work together as a team with the purpose of helping everyone to achieve their full potential.

This policy is designed to promote good behaviour whilst developing an ethos of fellowship through mutual respect and trust.

### **Benefits for our children**

- to learn the value of friendship
- to learn to care for each other safely
- to learn what good behaviour means
- enables children to do as well as possible in their school work
- to develop good attitudes to learning
- to feel safe and secure at all times
- to be resilient when faced with setbacks
- to self-regulate.

### **Procedures for Rewards**

- Reward system for promoting good behaviour, aspiring to 'Super Student' (see below)
- Praise and recognition by class teachers, support staff, senior leaders
- Showing work to other teachers including the Senior Leadership Team
- Special responsibilities, including opportunities to represent school
- Badges and stickers
- Certificates, notes and letters home

### **Star of the Week**

Our weekly celebration assembly provides an opportunity for public praise. Each Friday, teachers highlight individual children during the assembly. The child will receive a certificate, signed by the class teacher for them to take home.

### **Procedures for Sanctions**

Should the rules be broken then the following sanctions apply (including classroom, playtime, lunchtime or during after school clubs). These sanctions are not hierarchical, and consequences/sanctions will be chosen appropriate to the misconduct:





- Non-verbal discouragement
- Warnings
- Time Out/Cooling Off Period
- Dialogue with parents/carers
- Name noted in orange or red logs (see below)
- Withdrawal of privileges (e.g. opportunities to represent school at clubs and sports)
- Discussion with parents/carers
- Sent to Executive Headteacher/Senior Leader
- Letter home to parents/carers

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones. *The Education and Inspections Act 2006* states:

The Executive Headteacher must determine measures to be taken with a view to:

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

### Reward and Sanction system explanation (Appendix 1)

Stage	Explanation
	<p>Each day, each child's peg starts on this stage – regardless of what has happened the day before, a fresh start is given. The child will remain on this stage for being ready to learn when required (i.e. operating at minimum expectation).</p>
	<p>If a child is caught making a 'good choice', (for example helping another child, holding a door open for a member of staff, using good manners) they can then move their peg to this stage.</p>
	<p>If the child then continues to make good choices and models behaviour to their peers/sets a good example, they then move their peg to this stage.</p>
	<p>When a child consistently models the highest standard of behaviour and does something which particularly stands out within the class, they move their peg to the top stage and add a gem. Once their peg has 5 gems on it, they can choose a reward from the 'Reward Catalogue'. After this, the child would need a new peg to aim for this again. Five full pegs would constitute a larger reward.</p>



If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and be given the opportunity to make the right choice:



**Think about it**



Behaviour	Consequences
Distracting others in class	One warning:
Pushing in line	<ul style="list-style-type: none"> <li>• 'Choose... Thanks'</li> <li>• 'If... Then...'</li> </ul>
Disrupting learning in class	Move places
Inappropriate table manners at lunchtime	Miss 5 minutes of a break (in class)
Not walking when moving around school	Time out next to teacher (playtime)
Ignoring the whistle	



If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and a consequence will be given:



**Consequence**



Behaviour	Consequences
Dangerous behaviour	Fifteen minutes time out in a different class
Shouting/being boisterous around school	Miss a playtime
Being in the wrong place	Parental involvement if necessary
Answering back to an adult	
Breaking our value of TRUST by being dishonest	



If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and parents/carers will be contacted directly by the class teacher. On the third occasion over a half-term period, contact will be made by the Executive Headteacher:



**Parent Contact**



Behaviour	Consequences
Physical violence	Parent/Carer will be contacted by the class teacher (or Executive Headteacher on third instance):
Derogatory language	
Defiance (refusing to comply)	1. Discussion with Mrs Woodcock
3 times in the Orange Book	2. Missed lunchtime
	3. Report card
	4. Internal exclusion
	5. Involvement from outside agencies
	6. Exclusion

NB: If a child reaches the orange or red stages this must be logged on CPOMS by the adult who witnessed the incident or the class teacher. If a child is recorded in the orange log three times, this equates to a red. Each red instance will require the class teacher to make direct contact with a parent/carers. If a child is recorded in the red book three times over a half-term period, they must see Mrs Woodcock, who will then also contact a parent/carers.

## **Support for Pupils whose behaviour indicates significant problems**

Examples of support available include a variety of social skills interventions delivered by school staff. Others include IBPs, support from Outside Agencies including Targeted Education Support Service (TESS), Pastoral Support Programme, Fixed term exclusion, Early Help (EH).

## **Special Needs**

A child's behaviour might be such that a specific programme needs to be drawn up. Parents will be fully involved and external agencies where necessary. The SENDCo/Learning Mentor will co-ordinate this where necessary.

## **Use of Force to control or restraint pupils**

Information from The Use of Force to Control or Restraint Pupils Guidance for Schools in England 2010, can be found in Appendix 2.

## **Exclusion**

Only the Executive Headteacher (or the acting head teacher) has the power to exclude a child from school. The Executive Headteacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher must comply with this ruling.

- Headteachers, Governors, LA and appeals panels should have regard to guidance outlined in DfEE circular 10/99 'Social Inclusion: Pupil Support', when considering the exclusion of any pupil.
- Pupils who have had several fixed period exclusions that may lead to a permanent exclusion or who risk failure at school through disaffection or rapidly deteriorating behaviour, will have a school-based Pastoral Support Programme drawn up. (PSP)

## **Confiscation**

There is now a specific legal defence for confiscating inappropriate items (September 2010). Prohibited items take from DfE 'Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies' (Feb 2014) are:

- weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the 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 the property of, any person (including the pupil).

The Executive Headteacher can authorise a search of pupils or their possessions [including bags] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and sanctions may be applied if they refuse to do so.

The Governing Body have decided other prohibited items are mobile phones and other electronic devices; matches and lighters.

## **Medication, Drugs and alcohol**

It is the policy of St David's CE Primary School that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, then the school medical policy applies. The parent or guardian should notify the school and ask permission for the medication to be brought by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom (e.g Inhalers). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed.

## **Support available through school and the LA for parents/carers in developing their child's social, emotional and behavioural skills.**

Examples:

- Parenting Early Intervention Programme team
- Startwell
- Family SEAL, Triple P etc.
- School based counsellor
- Re-integration interview following fixed term exclusion [no longer a legal requirement]
- Parenting contracts
- Parenting orders

## **Training**

All school staff are required to undertake regular training on behaviour and associated positive behaviour strategies and other interventions.

## **Monitoring and Review**

The Executive Headteacher monitors the effectiveness of this policy on a regular basis. The Executive Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body is legally required to consult staff, parents and pupils on the school behaviour policy. This should be done every time the policy is updated. The Governors review this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Cross reference**

This policy should be read in conjunction with all other relevant school policies including: Teaching and Learning, Anti-bullying, E-Safety, Acceptable Use Policy, Medical Policy, Attendance Policy, SEND Policy, School Complaints Policy, Whistle Blowing Policy.

In drawing up the policy, the Governing Body have taken account of the Equality Act 2010 with specific reference to race, religion, culture, SEN, disability and other vulnerable pupils.

## **Complaints procedure**

Any concerns or complaints regarding behaviour in school, how a situation was handled or any other issue in school should be brought to the attention of the school. Our complaints procedure can be summarised as follows:

1. Informally raise concerns directly with school staff.
2. Raise concern with Executive Headteacher.
3. Put your complaint in writing to the Executive Headteacher who will formally investigate the complaint using the form at Appendix 6.
4. Put your complaint in writing to the Chair of Governors who will investigate the Executive Headteacher's actions.
5. If a parent still remains dissatisfied they need to notify the clerk to the Governing Body who will convene the appropriate governors committee.

See complaints policy.



**Reviewed by:** Hannah Pearson

**Review date:** September 2021

**Next Review date:** September 2024

## Appendix 1: Explanation of Yellow, Orange & Red

### Think about it

<u>Behaviour</u>	<u>Consequences</u>
Distracting others in class Pushing in line Disrupting learning in class Inappropriate table manners at lunchtime Not walking when moving around school Ignoring the whistle	One warning: <ul style="list-style-type: none"> <li>• 'Choose... Thanks'</li> <li>• 'If... Then...'</li> </ul> Move places Miss 5 minutes of a break (in class) Time out next to teacher (playtime)

### Consequence

<u>Behaviour</u>	<u>Consequences</u>
Dangerous behaviour Shouting/being boisterous around school Being in the wrong place Answering back to an adult Breaking our value of TRUST by being dishonest	Fifteen minutes time out in a different class Miss a playtime Parental involvement if necessary

### Parent Contact

<u>Behaviour</u>	<u>Consequences</u>
Physical violence Derogatory language Defiance (refusing to comply) 3 times in the Orange Book	Parent/Carer will be contacted by the class teacher (or Executive Headteacher on third instance): <ol style="list-style-type: none"> <li>1. Discussion with Mrs Woodcock</li> <li>2. Missed lunchtime</li> <li>3. Report card</li> <li>4. Internal exclusion</li> <li>5. Involvement from outside agencies</li> <li>6. Exclusion</li> </ol>

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the *Education and Inspection Act (2006)*, the *Revised Guidance on the Education of children and Young People with behavioural, emotional and social difficulties (2008)*, and the *Use of Force to Control or Restraint Pupils Guidance for Schools in England (2010)*

The full guidance is available at [http://www.teachernet.gov.uk/\\_doc/14800/4316\\_Use\\_of\\_force.pdf](http://www.teachernet.gov.uk/_doc/14800/4316_Use_of_force.pdf)

*In schools, force is generally used for two different purposes – to control pupils and to restrain them.*

- *Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).*
- *When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.*

*Some examples of situations where reasonable force might be used are:*

- *to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;*
- *to prevent a pupil causing deliberate damage to property;*
- *to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- *to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;*
- *to prevent a pupil behaving in a way that seriously disrupts a lesson; or*
- *to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.*