

St Andrew's Church of England Primary School



St Andrew's - **A Good Samaritan School** (Luke 10: 25-37).
Making a difference, with faith hope and love, so all can flourish.



Behaviour & Discipline Policy
September 2024 - September 2026

L Thompson

Agreed by Governors:

Date _____ Signed _____

St Andrew's C of E Primary School
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Context

Modelled by the life and teachings of Jesus Christ and through our vision, motto and values, we **FAITH**fully nurture, care for and inspire all who learn and work here; celebrate with **LOVE** our diversity as individuals made in the image of God and challenge each other to reach our God given potential through offering a culture of **HOPE** where we aspire for excellence in all that we are and all that we do.

We will:

- Provide a place of learning where everyone is cherished, valued and respected
- Teach a high quality curriculum designed for the needs of our children as laid out in our Curriculum Intent, Implementation, and Impact
- Promote high expectations in behaviour.
- Give our children the confidence to rise to challenge, encouraging them to persevere in all situations, so building their resilience.
- Use a restorative approach to address challenging situations and relationships, seeking to bring about peaceful reconciliation with forgiveness and fresh starts at its core.
- Offer strong, pastoral provision, compassion and emotional nurture leading to good mental health and well-being for all.
- Celebrate our diversity as unique individuals made in the image of God, making a stand for equality, and justice.

1. Introduction

We aim to provide a happy, positive, nurturing, caring and secure learning environment where every child has the right to learn and every teacher has the right to teach.

We aim:

- to help individuals develop a positive self-image as people made in the image of God
- to be aware of the needs of others, by showing respect and a caring attitude
- to show an understanding of individual differences, cherishing and valuing everyone
- to provide the opportunity to take responsibility for oneself and one's actions
- to help children gain an understanding of what is right and wrong
- to encourage a sense of respect, care and pride in the school and community in which they live
- to deal with all issues in a restorative, fair and consistent way

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2. Statutory Framework

In applying this behaviour and discipline policy, the school will act in accordance with the following legislation and guidance:

- section 175 of the Education Act 2002 requiring the Governing body to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children
- general duty to eliminate discrimination under section 149 of the Equality Act 2010
- Education and Inspections Act 2006

3. Roles and Responsibilities

3.1 Parents:

- to be aware of the school rules and the Home/School Agreement
- to co-operate with school
- to ensure children's regular attendance and punctuality
- to encourage their children to show respect and support the school's authority to discipline children

3.2 Staff:

- the Head Teacher fully supports the staffs' authority to discipline
- to follow and apply the behaviour policy
- to be fair and consistent
- to develop an effective working atmosphere

3.3 Governing Body:

- to deal with allegations against teachers and school staff (in line with LA policy) quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

3.4 Children:

- to move in an orderly manner around school
- to show respect for people and property
- to demonstrate appropriate levels of concentration and self-discipline
- to take responsibility for their own actions
- to co-operate with and respond to the school rules
- to be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school, leading to excellence, success and in turn enabling themselves and others to flourish.

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Through praise and encouragement, we aim to emphasise the following the following Christian values:

- faith
- hope
- love

and the following positive qualities:

- kindness
- consideration
- tolerance
- respect
- co-operation
- patience
- empathy
- good manners

The following behaviour is considered to be unacceptable:

- bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyber bullying)
- physical aggression towards pupils and adults - kicking, hitting, pushing, etc.
- swearing, answering back or any form of verbal abuse
- not doing what is reasonably asked of them by an adult
- rudeness
- damaging school property with intent or taking property without permission
- using threatening or intimidating behaviour

The following significant behaviours may result in suspension or permanent exclusion (as detailed in the exclusion policy, national and LA guidance)

- Physical assault against a pupil
- Physical assault against an adult
- Verbal/threatening behaviour against a pupil
- Verbal/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent Disruptive Behaviour
- Use or perceived threat of an offensive weapon.

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4. Classroom management

4.1 School Rules

The use of the School Rules is in place in the whole school. The rules are:

- ✓ Ready
- ✓ Respectful
- ✓ Safe

The rules will be discussed and agreed by the children and class teacher within the first two weeks of the new school year. They should be displayed in all classrooms. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

4.2 Celebration Boards

Each classroom should have a board to celebrate success and catch children in by highlighting positive behaviours. All children start the day afresh and can all be rewarded for positive behaviours and praised in public.

4.3 To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Model considerate collaborative learning
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting instead use eye contact, gesture, tone of voice, etc.
- Maintain a calm, constructive atmosphere which allows all children to learn
- Establish methods for children to make contributions or communicate with the teacher
- Send children to collect resources in small groups

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- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.
- Refer to the rules when celebrating or correcting behaviour
- Use PiP and RiP: Praise in Public / Reprimand in Private

5. Rewards

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children and should be proportionate.

5.1 Rewards can include the following:

- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Child, group or class, singled out as a role model
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Celebration Assembly
- Recognition on the celebration board in classrooms
- House points, certificates for academic and non-academic achievement
- Special responsibilities e.g. being a monitor/house captain
- Certificates
- Postcard home
- Headteacher Awards
- Lunchtime stickers awarded by lunchtime supervisors
- Class chart maintained to record daily attendance (see Attendance Policy for specific reward systems).

5.2 House Point System

The House system operates consistently throughout the School from Reception to Year 6 as follows:

- Classes are divided into 4 houses
- Housepoint charts will be displayed in classrooms
- Children will be awarded house points for academic achievement and non-academic achievement. When house points have been awarded they should not be taken away.

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- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis.
- The name of the winning House will be read out in the weekly Celebration Assembly.

6. Sanctions

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

The punishment must be proportionate. Corporal punishment is illegal in all circumstances.

Consideration will be given to 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 should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

The majority of behavior will be dealt with by the classteacher always in a positive way. If the behaviours are consistent or severe eg **Fighting, maliciously throwing, racist incidents, bullying, unprovoked/premeditated attacks, destructive behavior, attacking staff, bringing dangerous items in,** they will immediately be referred to a member of SLT and parents will be involved. Proportionate consequences will be discussed. If consistent or severe behaviours are seen this will be recorded on CPOMS.

6.2 Reflection Room

One of these consequences (if seen as proportionate) may be the use of the reflection room during lunchtime.

A room will be allocated and supervised at lunchtimes. Children will be required to attend the reflection room if:

- There has been persistent disruption despite intervention from the classteacher.
- Severe incidents - see above

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Whilst in the room, children who have been sent in for poor behaviour, will be asked to reflect on the incident and their actions to prevent recurrence. See Appendix 1.

The room will operate every lunchtime between 12.15 and 12.45 (MM/JW). The children who attend the reflection room will be collected for their lunch by a lunchtime supervisor at 12.45 (12:30 in KS1).

6.3 Exclusion from Events/Loss of Privileges

In certain circumstances see above for severe behaviours a child will be excluded from attending after school clubs. The length of exclusion will depend on the severity of the behaviour. Roles and responsibilities may also be withdrawn.

6.4 Meeting with Parents

Following the meeting with parents an appropriate strategy to improve a pupil's behaviour will be discussed e.g., behaviour diary established for a fixed time (2 weeks), daily contact with parent and class teacher, behaviour record sheet - a timetable with reward stickers.

An individual incident may be so serious that parents are informed immediately and suspension/exclusion may be considered. Also, if an individual pupil is causing serious disruption because of his/her behaviour then referral may be made through the special needs action planning.

We would expect pupils to behave well at school at all times including on the way to and from school. The school rules will apply at the start of the school day on the playground (from 8.45am) and at the end of the day (3.25pm) when all children should have left the school grounds. Any incidents reported before and after school hours will be investigated and entered onto CPOMS..

7. Pupils' Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Head Teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. 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
- wearing school uniform
- in some other way identifiable as a pupil at the school.

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or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Use of Reasonable Force

Members of 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.

Head Teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

8. Restraint

Staff who have been in receipt of Physical Restraint training may, if necessary use this training to physically restrain a child. This should always be done with two members of staff and as soon as is possible the child should be removed and taken to the meeting room.

9. Requesting Support

Each class room has a 'Request for help' sign which they can send with a child to another classroom to ask for support if they need a child to be restrained for occasions when they are unable to deal with the behaviour in question on their own. These signs request help immediately or as soon as possible.

10. External Agencies

Involvement of appropriate external agencies may be considered. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This may include setting up an Individual Provision Plan (IPP) or Individual Behaviour Plan (IBP) for that pupil.


L Thompson Head Teacher

September 2024

Review date: September 2026

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Appendix 1:

St Andrew's C of E Primary School Ready, Respectful, Safe		 With Faith, Hope & Love we can achieve greater things.
<u>Behaviour Reflection</u>		
Name: _____		Class: _____
Draw/Write what you did:		
Which rule did you break?		
Ready:	Respectful:	Safe:
Why did you do it?		
Why was it a bad choice?		
Draw/Write what you should do next time:		
What are you going to do now?		