

Date Reviewed: May 2018
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Approved by: L&D 24.4.18/FGB 24.5.18
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Discipline & Behaviour Policy

**At St Peter's we believe that all our Christian values stem from Love;
the Love that God has for us, that we have for God and that we show each other.**

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DISCIPLINE & BEHAVIOUR POLICY

Good relationships are built on creating a sense of success and then noticing it.
Jenny Mosely

This policy provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. This policy links with the Anti-Bullying Policy, the E-Safety Policy, the Child Protection Policy and the Inclusion Policy. It is reviewed annually.

Promoting positive behaviour is the responsibility of the whole school community.

AIMS

1. To create a secure and happy learning environment.
2. To help children acquire a set of values based on our Christian ethos.
3. To help children develop self-discipline and feel good about themselves and to be able to celebrate the diversity of our local community.
4. To make teaching and learning effective.
5. To identify reasons for inappropriate behaviour and take appropriate action.
6. To help children have confidence to make the right choices.

OBJECTIVES

1. Ensure the school approach to discipline is used consistently by all the staff in the school.
2. Encourage positive behaviour and discourage negative behaviour.
3. Prevent bullying.
4. Provide opportunities for children to reflect on issues relating to their behaviour and also to its impact.
5. Ensure parents feel motivated and confident that their children are growing personally, socially and academically.
6. Promote good citizenship and a sense of pride in our school.
7. Promote an environment based on mutual trust and respect.
8. Enable children to develop socially acceptable, responsible behaviour.

ORGANISATION

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All members of the school community work towards the schools aims by encouraging acceptable behaviour in the following ways:

Working with Parents/Agencies

- Keeping parents well informed of codes of behaviour
- Identifying individual children who need 'extra' support with referrals via the Early Help system.
- Discussing individuals at LIFT meetings to identify actions
- Making referrals to outside agencies such as Orchard House and Social Services

Social Skills

- Adopting a whole school approach to emotional literacy through social skills
- Providing a 'Friendship Club' for individuals who need extra support
- Providing opportunities during PSHE to discuss social skills
- Providing opportunities for role play/drama and discussion and group work as often as possible throughout the curriculum
- Providing out of school activities, such as discos and school trips where children can practice social skills

School Rules

Everyone has a right and a need to know the rules. To this end our rules are important procedures produced after proper consultation. Each class devises their own set of class rules. When rules need changing, changes will grow through whole class discussion.

Rules are recorded in forms appropriate to specific audiences. Children in particular will need different forms of rules, which take account of their age and degrees of awareness. In addition to having written versions of rules, we will discuss them verbally, regularly. Children shall be introduced to rules on their entry to school. Blanket punishments or whole class sanctions will not usually be given.

We use a no 'hands-up' approach by signalling a raised hand from the teacher which means all children stop what they are doing and wait for instructions.

Where rules have been broken, or felt to have been broken, the incident will be investigated quickly but with sensitivity and the outcome will be shared appropriately.

Roles and Responsibilities

The governing body is responsible for defining the principles underlying the school's behaviour policy.

The headteacher is responsible for framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality and, with other members of the senior leadership team, organising support for implementing the policy.

All staff (including support staff and volunteers as well as teachers) must ensure that the policy is consistently and fairly applied, including to all groups and communities, that pupils are taught how to behave well and are encouraged to attend punctually and

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regularly. As well as providing mutual support and in modelling the high standards of behaviour and punctuality expected from pupils.

The governing body, Headteacher and staff must ensure that all aspects of the school's behaviour and attendance policy and its application promote equality for all pupils. The pupils are responsible for shaping and promoting the school's code of conduct and supporting staff and other pupils.

Parents and carers must take responsibility for their child's attendance and their behaviour inside and outside the school working in partnership with the school to maintain high standards of behaviour and attendance and contributing to the policy through consultation. All new parents will receive a leaflet outlining the school's Behaviour Policy.

Rewards

Our whole school environment is geared towards celebrating good academic and social practice. This is apparent firstly in the regular recognition and celebration by classroom teachers and support staff. Good work and good behaviour will be celebrated by being published in our weekly newsletter and mentioned in assembly. Often pupils receive rewards for achievements and these include certificates presented in assembly. Each week a child will be nominated from each class as the 'star of the week'. Their nomination will be either because they have been particularly kind, caring or considerate or because they have made a significant effort to improve their own behaviour or work. A form will need to be completed and returned to the office so that their name can be included on the newsletter and mentioned in assembly.

For some pupils, informal and less structured situations are the most difficult to deal with. Playtime falls into this category, allows more physical and social interaction between pupils and, whilst vital, is where situations may get out of control. Some pupils may be unable to manage the freedom of these occasions, and so need our support in defining their own acceptable boundaries and finding constructive ways of playing. There needs to be a balance between supervision and the facilitating of play. Equipment to make constructive play possible needs to be readily available. A pro-active approach is best encouraged by positive example and by the recognition and rewarding of appropriate behaviour. Whenever possible, responses to good behaviour will take precedence over punitive responses to bad; this is because though punishment may suppress unacceptable behaviour, only positive encouragement will fix good behaviour. It is important to remember that good behaviour is what we expect at all times and will be celebrated, not necessarily rewarded.

Sanctions

1. Warning
2. Time out in class (5 minutes)
3. Out to nominated staff member, documented in file/book by them. Class teacher, or member in charge of PPA, to inform parents by phone initially and letter if necessary. Child to complete exit form. Child to stay with staff member for 30 minutes of missed learning. Child to miss next lunch time play to complete missed learning time. Should child be sent out repeatedly a meeting is to be arranged between class teacher, head and parents to discuss issues and action plan set up with targets.

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4. The Learning Mentor may also be involved or will receive information on the outcome of the meeting

5. Extreme disruption, abusive or aggressive behaviour sent to Head, Assistant Head or Deputy Head and could lead to immediate exclusion.

Playtime Sanctions

Children's misbehaviour at playtime is noted on a board. If children persistently misbehave at lunchtime parents will be informed and children will go home for a fixed period at lunchtime.

Exclusion

We will always try to intervene early where there are behavioural problems and make every effort to control situations before exclusion becomes the only option available. An exclusion may be given if there is a serious breach of this behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

A permanent exclusion for a first or one off offence may be given for the following reasons:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school will always consider alternatives to exclusion before reaching a decision.

Exclusion will often be the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. Occasionally the behaviour of a child will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However the headteacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by the action of the child. Parents will be notified of the reason for the exclusion. Before the child is readmitted to school a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is not repeated. A written record of the discussion and commitments to the pastoral support plan, by both the parents and the school will be made.

Parental Involvement

All parents will be given our guidance leaflet on behaviour and discipline. Some children may not respond to the procedures. These children will be given an individual behaviour programme and parents will be informed. Parents will be given an opportunity to discuss their child's behaviour and consider links between behaviour and other experiences in their child's life.

Outside Agencies

Any worries about any pupil will be discussed with the Inclusion Manager. There are times when outside agencies will be required. This will be the result of discussion

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between the Class Teacher, Inclusion Manager or Learning Mentor and Headteacher. Teachers will document evidence of behaviour carefully so that it can be collated when required.

The use of Force to control and or restrain pupils

There are a wide variety of incidents in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. Generally there are 3 main categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury for example

- A pupil attacks a member of staff, another pupil or is self harming
- Pupils are fighting

2. Where there is an assessment that risk of injury, or significant damage to property for example

- A pupil is engaged in, or is on the verge of committing deliberate damage to property
- A pupil is causing, or at risk of causing injury or damage by accident or by rough play, out of control behaviour or the misuse of objects
- A pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure him or herself or others
- A pupil tries to leave the school without permission and such an action is judged to put them at risk within the community

3. Where a pupil is behaving in a way that is compromising good order and discipline

- A pupil persistently refuses to obey an instruction or leave the classroom
- A pupil behaves in a way that is seriously disrupting a lesson

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. Any use of force must always be the minimum required to achieve the desired result.

Force should be applied in a manner that attempts to reduce rather than provoke a further aggressive reaction. The use of the voice is likely to be the most effective tool to use to de-escalate the situation. Holds and restraints should be chosen with this in mind.

Searching

School staff can search a pupil for any item if the pupil agrees*

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

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- Any article that the member of staff reasonable 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).

Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Recording and Reporting

A written record of any occasion when the use of force or search has been made will be kept. It will include:

- The names of the pupils involved
- The names of all staff involved, including witnesses
- When and where the incident occurred
- The reason that force was used and the nature of the force used, degree and type of hold
- The antecedents, details of incident, including what was said
- Pupil response and outcome of incident
- Details of any injuries
- Details of damage to property

Pastoral Support Programme

St. Peter's is a caring school. All members of staff, teaching and non-teaching, work very hard to foster a happy, supportive and caring environment with a positive atmosphere. However, we recognise that not all children find it easy to cope with certain aspects of being part of a school community. Children identified as having difficulties, by staff or parents, will be offered support of a pastoral nature. Children can be helped to acquire techniques that allow them to develop coping strategies, which empower them to deal with social and emotional issues. Support can be given to individuals or to small groups of children, depending on the level or nature of need. The Learning Mentor responsible for this area will be involved in devising any support programme.

Monitoring

The governing body has a general responsibility for directing the conduct of the school and should support the Headteacher and staff in monitoring high standards of discipline. Our success is achieved not in the absence of problems but in the way in which we deal with them.

*The ability to give consent may be influenced by the child's age or other factors