

# OXTON ST SAVIOUR'S CE AIDED PRIMARY SCHOOL

## Behaviour and Discipline Policy

**Updated: September 2020**

Our policy complies with section 89 of the Education and Inspections Act 2006

### 1. Aims and Expectations

- It is the primary aim of our school that every member of our community feels valued and respected and that each person is treated fairly and well. We are a caring community rooted in the teachings of the Christian faith, whose values are built on mutual trust and respect for all.
- The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is very much rooted in our Christian mission statement.
- We expect every member of the school community to behave in a considerate way towards others. Pupils will be expected to show self-discipline and a due regard for authority.
- Good behaviour and respect for others will be the expected norm for all children and any form of bullying will not be tolerated. (Refer to Anti-Bullying Policy)
- We aim to ensure that there is a fair, consistent way of establishing orderly positive classroom environments where teachers can teach and children can learn.
- At Oxton we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- We encourage our learners to be ambitious for themselves and for others, as we challenge and support them in questioning the world and finding solutions.
- We want our learners to be **ready** to learn, to be **respectful** of each other and to feel **safe**.
- All staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, we have reviewed our behaviour policy and simplified our school rules to enable all our children to embrace them, whether they are four years or eleven years of age. Our three key rules are:
  - **“Ready, Respectful and Safe.”**
  - We have discussed with the children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe.
  - We are **READY** to learn: we arrive at school on time; we have our equipment ready and we show that we are listening.
  - We are **RESPECTFUL**: we listen when others speak and we respect the property of our friends and the school.

- We are **SAFE**: we move around school in a safe manner; we follow instructions to keep ourselves safe in school and when we are on a school trip; we use equipment safely and we stay safe online.

### Definitions

Misbehaviour (managed in class by the teacher) is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (without valid explanation or agreement)
- Poor attitude
- Incorrect uniform

Serious misbehaviour (managed by SLT) is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Intentionally hurting other children – physically or emotionally
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Illegal drugs
  - Stolen items
  - Fireworks
  - Any article a staff member 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)

### Bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development. Bullying is, therefore:
  - Deliberately hurtful
  - Repeated, often over a period of time

- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **2. Rewards**

We reward merits to those children who consistently show that they are “**Ready, Respectful and Safe**”.

The children are rewarded in a variety of ways including:

- All members of staff praise and congratulate children
- Stickers
- Certificates for superb work and for excellent behaviour; this can also include excellent behaviour for learning.
- Head teacher Awards
- Prayer and Praise Collective Worship (we are currently presenting certificates in class collective worship due to DfE guidelines)
- Merit chart

Each week one child from each class receives a certificate for superb work and another receives a certificate for excellent behaviour. These awards are presented in a special Praise and Prayer Collective Worship.

The school acknowledges the efforts and achievements of all children: both in and out of school at weekly assemblies eg. Music or swimming certificates, football, netball and running.

### **The Role of all Staff**

It is the responsibility of all members of staff to ensure that the phrase “**READY, RESPECTFUL and SAFE**” is followed in class and around school at all times.

We have high expectations of the children in terms of behaviour, and we strive to ensure that all children work to the best of their ability.

We treat each child fairly and model the exemplary behaviour. We treat all children with respect and understanding.

The class teacher liaises with the SENDCO and external agencies, as necessary, to support and guide the progress of each child.

The Class Teacher reports to parents about the progress of each child in their class, in line with the whole school assessment policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This will be done in consultation with the Head Teacher.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. (Refer to **September 2017 Exclusion Guidelines**).

### **The Role of Parents**

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

**Parents are provided with immediate access to the Behaviour & Discipline Policy via the school website. A printed copy is also provided to any parent who may request it.** There is an expectation that parents will discuss with their child and sign the Home School Agreement.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. It is important to build a supportive dialogue between the home and the school in order to maintain the high standards we expect; the school will inform parents immediately if it has concerns about a child's welfare or behaviour. If the school has used reasonable consequences, it is expected that parents support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher and then the Head Teacher if they are still concerned. If the concern still remains they should then contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (**Refer to school website**).

### **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Sanctions**

Oxton St Saviour's employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Children have a right to learn. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- Children have a right to become the best they can be. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, they will miss some of their playtime/lunchtime.
- Children have a right to be safe. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class

teacher stops the activity and prevents the child from taking part for the rest of that session this may be by removing the child from the class/area.

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished in accordance with the behaviour policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- If a child continues to not follow school rules and show respect they will be given lunchtime detention where they have to write about their behaviours and recognise how they can change it, in-line with restorative approach to behaviour to ensure that children are able to learn how to regulate their own behaviour and learning. When a child receives 10 lunchtime detentions in one term or if there is a consistent pattern of behaviour the Head teacher will invite the parents in for a formal meeting. The detention reflection form will be copied and sent home for parents to sign and send back into school the next day; if it is not returned school will contact parents.
- Internal exclusion: where the child has to work away from his/her peers (with the Headteacher or the Deputy headteacher) and does not go out at playtimes or lunchtimes.
- Fixed term and permanent exclusions are decided by the Headteacher or Deputy Headteacher, in his absence, for extreme behaviours. (See exclusion policy.)

When using penalties all members of staff are aware of the principles behind them:

- Children must understand why they are being sanctioned.
- They should seek to prevent inappropriate behaviour continuing and encourage children to take responsibility for their own behaviour.
- They should be consistent, easy to administer and seen to be fair.
- They should be directed at those children who have broken the rules and not the innocent children.

### **Use of Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers as set out in DFES Circular 'The Use of Force to Control or Restrain Pupils.'

**Trained members of staff use TEAM TEACH strategies during the very rare occasions when restraint is necessary. (Refer to Restraint Policy).**

### **Fixed Term, Managed Moves and Permanent Exclusions**

Only the Head Teacher, or the Deputy Headteacher, in his absence, has the power to exclude a pupil from school or suggest a managed move. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a child receives 5 or more days exclusion in one term the Local Authority are contacted and the child is At Risk of Permanent Exclusion. A fixed-period exclusion can also be for parts of the

school day, for example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The Head Teacher may also exclude a pupil permanently. The law does not allow for extending a fixed period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Head Teacher excludes a pupil s/he will inform the parents immediately giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any managed moves or permanent exclusion, and about any fixed term exclusion beyond five days in any one term. The Governing Body cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

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 meet to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether a pupil should be reinstated.

If the Governors Appeal Panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. The school follows guidelines on exclusions laid down in the 2012 statutory guidance document.

### **Managed Moves**

Managed moves support inclusive practice by providing a strategy, within the range of strategies available to the Governing Body

It is expected that in most instances a managed move would be considered as an alternative to permanent exclusion and considered, after exhausting all other strategies. Managed moves should, in most instances, be thought about before a head teacher considers permanent exclusion. However, there may still be exceptional circumstances where a permanent exclusion would still be appropriate.

### **Behaviour of pupils off the School Premises**

The school would seek to work closely with parents to regulate the conduct of pupils at a time when they were not on the premises of the school and were not under the lawful control or charge of a member of staff of the school. This would be done if it was felt that the pupil was at risk in any way or that the pupil's behaviour was likely to bring the school into disrepute.

### **3. Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

Class Teachers monitor procedures in their classes and report, where appropriate, at the weekly staff meeting and briefing.

The school keeps a record of incidents:

- Detention reflection forms are kept in a central location, a copy is sent home for parents to sign and return to school
- Class teachers will keep a log of any incidents
- The Head Teacher records those incidents where a child is sent to them on account of inappropriate behaviour

It is the responsibility of the Governing Body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. This information is given to Governors via the 'Head Teacher's Report to Governors'

### **4. Equality**

In line with guidance from Paragraph 22 (on page 7) of the DfE guidance which explains that pupils with statements of special educational needs (SEND) and looked-after children are especially vulnerable to the impacts of exclusion, our school will, as far as possible, avoid permanently excluding these pupils.

If our school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child we will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required.

### **5. Review**

The Governing Body will review this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the government receives recommendations on how the policy might be improved.

This policy should be read in conjunction with Oxton St Saviour's:

#### **Anti-Bullying Policy**

Our school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further incidents of such behaviour. (See Anti-bullying Policy)

#### **Exclusion Policy**

See Exclusion Policy

These policies are available at the school office and/or on the school website.

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