

OXTON ST SAVIOUR'S CE AIDED PRIMARY SCHOOL

Behaviour and Discipline Policy

Updated: September 2023

Vision Statement Quotation:

'Live in Peace with Each Other'

'Love the lord your God with all your heart, with all your soul, with all your mind and with all your strength'

'Love your neighbour as yourself'

Our policy complies with –

- Section 89 of the Education and Inspections Act 200
- 6DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'

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 St Saviours 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

- For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:
 - **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
 - **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
 - **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
 - **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Discipline

Should problems concerning disruptive behaviour arise, then the teacher concerned will decide how best to deal with the problem and bring about an acceptable conclusion. Teachers use a wide range of approaches to convey messages to pupils, either individually or to a whole class. They can smile; have a quiet word; decide the best approach to individual pupils; gain the quiet attention of a whole class; stop mid-sentence whilst reading a story and gain immediate attention of a pupil whose concentration is wandering; comfort a pupil who has been treated unkindly by another pupil; address an issue when an individual pupil is acting unwisely; stop a pupil with a look of displeasure when necessary; train the class to attend to a signal that means the teacher requires their attention; raise their voice if necessary to an individual or the class. Staff will employ many good teaching skills and techniques for maintaining good order and thus a safe environment.

More serious matters will be brought to the attention of the head teacher, or a member of the senior leadership team, and depending on their frequency, nature or severity, parents may be informed.

Positive reinforcement.

There are many ways available to create a classroom atmosphere where children can be helped to grow emotionally and socially and have positive behaviour encouraged, and poor behaviour discouraged.

Some of the ways we do this are:

- Teachers congratulate and praise children for effort and achievement.
- Each week a behaviour certificate is awarded to a child in each class in recognition of those pupils who have shown excellent behaviour.
- Each week a ‘Christian Values’ certificate is awarded to a child in recognition of demonstrating the school’s core values – this child can be nominated by another child or a member of staff.
- Pupils who have achieved weekly certificates have their photographs published on the school website (when permission has been given) and presented on the ‘Hall of Fame’ wall in the hall.

- A Praise and Prayer Collective Worship takes place every Friday to acknowledge weekly achievements.
- The school acknowledges all the efforts and achievements of children, both in and out of school – we celebrate these in class and in our Praise and Prayer Collective Worship.

Children who display particular difficulties will be discussed with the SENCO and with parents. Support plans can be a valuable way to plan an approach to modifying a child's behaviour. Assistance and expertise are available throughout the staff and, in extreme cases, through the Educational Psychology Service & Educational Social Welfare and Attendance Services. Colleagues will always lend a sympathetic ear to members of staff experiencing difficulties with children's behaviour.

Sanctions

Corporal punishment has been abolished in state and 'aided' schools. Corporal punishment means the intentional application of force as punishment. This is not consistent with our vision statement. Teachers and other staff however, may have to intervene physically, often on the spur of the moment to avert an immediate danger. They should do this with confidence and use reasonable and moderate intervention, as would be done by any caring parent. Teachers should never put themselves at risk. Staff are trained to do this safely (See use of restraint section of this policy.)

Incidents of physical restraint are rare and will only be used to prevent a child hurting themselves, other children or adults or school property.

The use of appropriate consequences when dealing with children is part of the professionalism of teachers and a necessary tool to have at your fingertips. Consequences are an everyday part of teaching, and life, and yet the choice of such consequences should be in line with the school's Christian vision and ethos.

To ensure that consequences are applied consistently, the coloured zone system should be applied: See appendix.

Children may not always be aware of consequences that have happened to other children. That is a private matter between the school, the pupil and their parents. The consequences that happen are always in line with the school's Christian vision and ethos and we seek to establish forgiveness, reconciliation and offer support and guidance to all pupils, as required.

At Oxtan St Saviour's CE Primary, we use a method of restorative action to find a resolution to behavioural matters between pupils. Restorative action is not forcing a child to say 'sorry' in the heat of the moment, or shortly after an incident, as we find it proves to be ineffective. We believe that restorative action supports a child to recognise the impact of their behaviour and establishes how best to restore a friendship through meaningful and positive interactions. Restorative action takes time and will be supported by members of staff working closely with the children.

Parents and carers should be aware that, due to confidentiality, staff are unable to discuss specific information regarding another child, including the actions taken or the consequences following behavioural incidents. School will keep parents informed of any support or intervention required for their own child.

Official exclusion from school is a very rare occurrence, which would be discussed with staff and Chair of Governors before taking place. This has only ever been used if other children and staff at the school are at risk of harm and all possible interventions have been exhausted.

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. This is recorded on CPOMS. 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.

We expect parents to support their child’s learning, and to co-operate with the school. 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.

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.

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 year. 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.

September 2023

Red	Orange	Yellow	Green
Bullying Racism Homophobia Transphobia Swearing continuously Biting Fighting Spitting at people Showing private parts of our body/pulling pants down Stealing Continuous red, orange and yellow behaviour (including a recurrence of Yellow and Orange zones)	Continuous yellow behaviour even after warning Cheating in class Lying repetitively Disrespectful to an adult Being rude to another child Damaging other people's belongings or work Damaging school property – breaking our equipment on purpose Not respecting other people's privacy (reading thought books, invading personal spaces, telling private things to others) Deliberately hurting a child through words or actions or persistently excluding them from a group. Running and shouting in the lunch hall Coming into school/rooms without permission Not using appropriate language	Shouting out in class Not following the lunchtime rules Cheating in games Not trying our best Not tidying up Not sharing Talking while our friends or teachers are talking Not letting people join in our games Rough play Pushing Running through school Jumping down the stairs (inside and outside) Sliding down the railings Climbing walls Not saying sorry Messing in the toilets Talking about people behind their backs	Working hard and being ready to learn Listening to our teachers and friends Being kind to our friends and teachers Walking through school quietly and sensibly Holding the doors for adults Follow the playtime and lunchtime rules Helping each other Respectful Supporting each other Have good sportsmanship and be a role model Showing our Christian values
Mr Ramsden informed Parents informed immediately by Mr Ramsden Miss playtime/lunchtime 5 House-points or 5 dojos taken away – with the chance to earn it back Restorative work with people involved Internal exclusion (at HT discretion)	Parents informed at the end of the day by the class teacher Go to a different classroom for some time out 3 House-points or 3 dojos taken away – with the chance to earn it back Restorative work with people involved	Reminders of behaviours and warning of moving to orange Restorative work with people involved	Stickers House-points or dojos Top house-point scorer certificate Dojo certificate Mr Ramsden informed Parents informed Shared in the newsletter Christian value award

At Oxton St Saviour's our mission statement is "Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength" and "Love your neighbour as yourself."

This, the greatest commandment, inspires our community to grow together in Christ our Saviour, to love and serve one another, to reach out in witness to our neighbours, to live in peace with one another and to promote life in all its fullness.



Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Model our values
4. Listen
5. Calm and caring

Rules

Ready
Respectful
Safe

Over and Above

1. Exceeding our school values
2. Effort – Always striving for excellence
3. Initiative

Relentless Routines

1. Fantastic Walking
2. Legendary Lines
3. Eyes on me
4. All children to be taken to and from the playground by the teacher

Stepped Sanctions

1. Reminder (3 rules)
2. Caution (outlining behaviour and consequence quietly to the child)
3. Last Chance (30 second intervention)
4. Cool off (time in thinking area/nurture room)
5. Repair (Restorative conversation)

30 second scripted intervention

- I have noticed that you are...(having trouble getting started, wandering around with equipment, playing with apparatus) **right now**
- You are **not showing our...**(3 rules)
- You **have chosen to...**
- **Because of that you need to...**(refer to action to support behaviour, e.g. move to another place, complete learning at another time)
- **Do you remember when** (refer to previous positive behaviour)?
- **That is what I need to see today.**
- **Thank you for listening**

Restorative Questions

1. What happened?
2. What were you thinking/feeling at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

