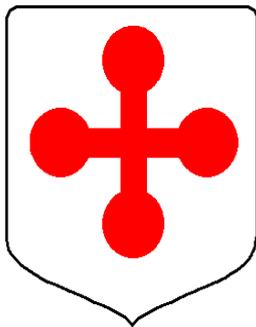


# ST. MICHAEL'S CHURCH OF ENGLAND PRIMARY SCHOOL



## Behaviour for Learning Policy

### Aims and Principles

At St. Michael's School we wish to respond to the diverse range of gifts and abilities found within our community, so that each individual may be helped to grow in confidence, knowledge and awareness. As a Church of England school we aim to develop and maintain a Christian ethos. Excellence, enjoyment and high personal achievement will always be promoted. At St. Michael's we endeavour to promote:

- a love for learning
- a love for life
- a love for childhood and
- a love for one another.

In line with the mission statement and aims given above, the Governing Body affirms the following principles relating to Behaviour and Discipline

1. High standards of behaviour should be promoted and maintained.
2. As a Church of England school, Christian teaching and principles should be evident in the school's Behaviour Policy and its outworking.
3. The school will have a strong anti-bullying stance.
4. The school will promote behaviour that facilitates effective learning for all and help develop children into lifelong learners.

We expect all members of the school community to play a part in fostering these values.

**Children:** knowing how they are expected to behave and knowing the consequences of their behaviour.

**Staff:** presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.

**Parents:** upholding the policy and Home-School agreement in partnership with the school.

**Governors:** monitoring and supporting the policy and evaluating its impact.

**Staff and Governors:** Uphold the Data Security and eSafety Policy, which includes the Acceptable Use Policy.

## **GUIDANCE**

This policy should be read in conjunction with the DFE guidance: Behaviour and Discipline in Schools ( see attached ). At the date of this policy shown below, the Guidance updated in January 2016 may be found at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

The school follows the principles and recommendations set out in this guidance.

## **Encouraging Good Behaviour and Resolving Conflict**

Good behaviour will allow pupils to learn effectively. It is something that needs to be taught and learnt. Parents have a crucial role to play long before a child starts at school. When a pupil joins the school they will meet some new situations that relate to working and playing together with large numbers of other children. Examples of good behaviour will be explained, modelled and encouraged. Children displaying good behaviour will be praised and sometimes rewarded.

### **Recognising Good Behaviour**

All children are expected to:

- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space.
- Work hard and to the best of their ability.
- Make positive contributions to class discussions and value differing points of view.
- Take responsibility for their learning, not disrupt the learning of others and have a growth mindset.
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers, teachers, teaching assistants, lunchtime supervisors and all other adults such as parent volunteers.
- Work sensibly with other children in the classroom; talk quietly and do not interrupt.
- Behave sensibly and in an orderly fashion when moving around the school; look after personal belongings; take good care of the school environment; tidy away equipment.
- Take responsibility for their own actions and their consequences, tell the truth and learn from mistakes.
- Use appropriate language.
- Be responsible when using online technologies and only use ICT in line with school policies.

- Report to a teacher or other adult in school any bullying behaviour, including cyber-bullying.
- Be an ambassador for the school and maintain high standards of behaviour when on school trips and residential.

All staff are expected to:

- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the school.
- Make explicit in a constructive and positive way the behaviour expected of children; use a language of choice and consequence.
- Have a well organised and attractive classroom.
- Set high expectations, clear boundaries and regularly agree classroom and behaviour expectations.
- Give feedback on work as soon as possible.
- Be firm without being confrontational; handle situations with a degree of warmth and concern and treat all pupils fairly.
- Celebrate the successes of pupils in lessons, extra-curricular activities and in worship.
- Work closely with parents in a discreet and pro-active manner.
- Always take seriously any complaints of bullying or inappropriate behaviour.
- Work in partnership with parents to resolve any issues, ensuring parents feel updated and informed of actions taken around open issues.

All parents are expected to:

- Treat all adults, including staff, visitors and other parents and pupils with respect. Discussing any issues of concern in a calm and non-aggressive manner, ideally in private.
- Ensure that mobile phones are not used whilst in the school building, unless they are in the staffroom.
- Ensure they behave in accordance with the Home-School Agreement and bring their child to school on time and with the correct uniform and equipment.
- Support the school's policies, strategies and guidelines for behaviour and safeguarding.
- Work with the school to help their child adhere to the ethos and accept responsibility for their behaviour and actions.
- Consider the implications of and refrain from posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole.
- Support the school's approach to eSafety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute.
- Support the school by using the formal procedures e.g. complaints, for escalating any issues and working in partnership with the teaching staff and/or governors to swiftly resolve any issues.

## Curriculum

Promoting all aspects of positive behaviour is an important part of the work we do in school. The Christian ethos of the school plays a major part in the framework of positive behaviour which is constantly modelled, promoted and expected by:

- Developing the self-esteem of everyone in the school.
- Enabling everyone to have respect for themselves and for others.
- Creating a climate in which quality relationships can develop between everyone in the school.
- Contributing to the personal and social development of children.
- Developing emotional competence, self-awareness and self-discipline in children.
- Promoting mutual understanding in order that an atmosphere is created for effective learning.
- Encouraging children to make informed and well balanced choices

Positive Behaviour is also explicitly taught through PSHE (Personal, Social and Health, Education), RE (Religious Education) and through our Christian Values programme and Collective Worship. (See PSHE / RE / CW policy).

## Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

We recognise the importance of developing skills to learn successfully and the attributes of perseverance, resilience, managing distractions, imagination and collaboration as detailed within our 'Building Learning Power' approach. Our growth mind set ethos is also key to this aspect of school life and promoting behaviour for learning.

### Success may be celebrated in the following ways:

#### ❖ **Praise and Encouragement**

Verbal praise in the classroom

Written praise in marked work

Sharing success and behaviour for learning in the classroom via circle times

Individual / group / class reward system

Work added into the 'Handwriting Heroes' Book in the school entrance

#### ❖ **Informing the child's parents or Headteacher of good behaviour:**

This might be in the form of taking work to show, HT wristbands, postcards home, an invitation to the Head's tea party (once a half term).

#### ❖ **Whole Class rewards** – Marbles in the jar

#### ❖ **Celebrations**

'Celebration Assembly' – Achievement and effort are rewarded with certificates.

This assembly is also an opportunity to recognise and celebrate achievements such as music and sport both inside and outside of school.

End of Year Awards, given to pupils in recognition of a range of aspects of learning and attitudes.

House points awarded to individuals and contributing to team totals which are shared each half term and a cup awarded with winning team's ribbon colour attached.

**House Captains and Learning Champions**, chosen from Year Six children, are important role models for behaviour in school and are to actively promote the values and principles above alongside staff and other pupils.

## Strategies, Sanctions and Consequences

Although our school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

The staff will respond to these occurrences appropriately, using their professional knowledge and experience, bearing in mind the nature of the misdemeanour, the age of the child and whether the child has additional needs and/or an individual behaviour management programme. We aim to work in partnership and inform or involve parents when incidents are not easily resolved in school, or are clearly more serious.

At any stage the parent may be informed of the child's inappropriate behaviour. However, in extreme circumstances as an immediate procedure, a child may be sent home by the Headteacher, or Senior Teacher in her absence. (See exclusions section below).

### Incidents are classed as:

- **Minor incidents** would normally be handled by a responsible adult who is usually the class teacher, teaching assistant, lunchtime staff or parent helper, using our agreed, consistent response. (e.g. lack of cooperation, ignoring, less serious rudeness, dealt with by way of a 'traffic light' system or equivalent).
- **Medium Incidents** may be dealt with by class teacher or Key Stage Leader if they are one off incidents (e.g. being deliberately rude; being disruptive – no physical danger; being involved in negative/aggressive arguments; teasing; swearing; minor untruths)
- **Major Incidents** should always be referred to the Headteacher (or Senior Teacher in the absence of the Head) who will deal with the matter in collaboration with the class teacher (e.g. racial teasing – sexist/racial comments/abuse; threatening/aggressive behaviour; hurting another child/adult; spitting; stealing; deliberate deceit or damage to property; unsafe behaviour – throwing things; bullying). Note that some children may already have a behaviour plan and this process may be different according to their individual needs.

For many of these incidents, there are records made containing a brief summary of the incident and any action taken. These records are kept by the Headteacher. This allows us to monitor behaviour and ensure appropriate action is taken.

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same.

As the school wishes to have a proactive approach, parents will be contacted when poor behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis. We recognise that parents might have concerns and they are invited to make a first contact.

At this stage we expect the first meeting to be with the class teacher. When the meeting is arranged the reason for it should be explained. At the meeting the problem will be discussed and a strategy agreed. This might include individual targets and specific rewards for the child, followed up with regular parent/teacher meetings.

We hope that by working together in this way any situation resulting from negative behaviour will be resolved.

Work left unfinished as a result of poor behaviour will be completed in the child's own time, either in school or at home.

However, should matters persist or deteriorate the actions detailed below will be taken as necessary, and may include:

- Help from the Special Educational Needs Leader (SENCo), Educational Psychologist or other 'outside agencies'.
- Possible escalation up the SEN scale for behaviour with appropriate actions as advised by the LA.
- Fixed term or permanent exclusion from the school in line with current legislation. (See Exclusions section below).

## **Restorative Justice, Reflection on Actions and Forgiveness**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will be asked three main questions:

What happened?

Who else has been affected by this?

What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils may be asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

The Christian values of reconciliation and forgiveness are a key aspect of these meetings with pupils encouraged to resolve differences and forgive hurt so that both parties can move on.

## **Pupils making Malicious Allegations**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

16

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

## **Exclusions**

Exclusion will always be seen as a last resort at our School and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has

exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

### **Exclusions - The Right of Appeal and Legal Duties**

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

## **Bullying**

Detailed guidance on dealing with incidences of bullying is contained in the school's Anti-Bullying Policy.

Bullying can be physical, verbal or indirect. It is deliberate; repeated, often over a long period of time; frequently covert; and makes it difficult for victims to defend themselves. In any form it is unacceptable behaviour. However, key areas are noted here.

At our school we would consider the following points, depending on the severity of the case:

- Listen to the victim and support them.
- Talk to the perpetrators and their parents.
- Impose sanctions where the bullying is proven (see above).
- Discuss the feelings of those involved (perhaps in circle time, to explore how a positive self-view is formed, and how all members of the school can support each other).
- Discuss other possible approaches with the SENCo or Educational Psychologist.
- Use other services from the LA.

## **SEND and Behaviour Management Plans**

Consistently poor behaviour *may* be recognised as a form of Special Educational Need and the school will proceed accordingly. The stages used will depend upon the behaviour exhibited.

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school

and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

## **Child Protection**

Staff must take note of behaviour patterns that may have a specific trigger for certain children. Children who exhibit changed behaviour may be experiencing difficulties at school or at home. If there is a Child Protection concern report this directly to the Headteacher as DSP (Designated Senior Person). See separate Child Protection Policy.

## **Related documents**

This policy is intrinsically linked with the following policies:

School Vision and Values Statement

Teaching and Learning Policy

Effective Feedback and Marking

PSHE Policy

SEND Policy

Home School Agreement

Anti-Bullying Policy

Safeguarding and Child Protection Policy

Restrictive Physical Intervention in Schools Policy

**In summary, this policy is designed for all members of the school community to work together to enable children to develop a positive behaviour that will enhance their educational experience, ability to learn effectively and equip them with crucial life skills.**

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