



**St Margaret's C of E VA
Primary School**

**OUR BEHAVIOUR
POLICY
(including the BEHAVIOUR
STATEMENT)**

2018 – 2020

Ratified for Governing Body

June 2018

Date of Review

June 2020

St Margaret's CE VA Primary School Behaviour Principles Statement

The Governing Body at St Margaret's CE VA Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We strive to work in partnership with parents to enable their children to fulfil their potential and to prepare them to face the challenge of the future. We have all the advantages of being a small school which provide children with many opportunities for taking on responsibility. We expect the children to behave, work well and take responsibility for themselves and others and for their environment and seek to create a caring, learning environment in the school.

- The children will be provided with clearly communicated expectations and boundaries that are consistently applied across the school by all adults.
- We ask that all adults will adhere to the school's Christian values including having high levels of respect for children and each other.
- Behaviour in all contexts, both within and out of school, will be dealt with using a positive approach in order to maintain personal dignity and promote integrity, honesty and trust.
- All adults are expected to promote and present high levels of respect and regard for children and adults thereby being role models for the children including;
 - Using polite, warm greetings and respectful conversations
 - Moving around the school with consideration for others.
 - Maintaining the tidiness and organisation of the physical environment of the school.
 - Listening respectfully.
 - Including children as equal partners in the life and ethos of the school.

Parents who do not communicate with the school in a polite and respectable manner may be excluded from the school premises.

Access to Behaviour Principles

The policy file is kept in the School Office and is the source for staff, supply teachers, students, visitors, governors and volunteers in the school. This policy will be made available anytime for parents to read and can be found on the school website.

0.OUR BEHAVIOUR POLICY

RATIONALE

St Margaret's C of E VA Primary School is committed to a policy of inclusion, to equality and justice. This policy has been developed in consultation with pupils, staff, parents and governors of the school.

In order for Teaching and Learning to be effective, it is essential that high standards of behaviour are expected of everyone and that these are maintained.

We believe that bullying behaviour is totally unacceptable.

We believe that where bullying is challenged effectively pupils feel safe and happy and we will demonstrate a school that cares.

Our anti bullying policy should be read in conjunction with our school's behaviour Policy.

AIMS

At St Margaret's we want:

- All children to feel safe and to learn, play and be with others
- All children to be treated fairly, with respect and dignity
- To listen carefully to what children have to say and to treat all reports seriously
- All members of the School Community can work and play in a safe, secure and positive environment.

THE NATURE OF BULLYING

Bullying can take many forms, but three main types are:

- **Physical** hitting, kicking, taking belongings
- **Verbal** name calling, insulting, making offensive remarks
- **Indirect** spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

CHILDREN'S ATTITUDE TO BULLYING

Children's understanding varies with age. However, the most important indication of bullying behaviour is whether the victim themselves believe that they have been subjected to bullying.

We want all children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously. Children are encouraged to say NO! (This is accompanied by a nonverbal sign).

However, we feel that the discipline of our children cannot be the total responsibility of the school. The child's whole education should be considered in the context of a partnership with home and school. We aim to make our high standards achievable and realistic and recognise that we cannot expect children to behave to such a code of practice, unless we, as adults, are also prepared to treat each other in the same manner, thereby respecting one another and each other's opinions. **A good role model is paramount in children's understanding of how to behave correctly.**

To help us achieve these aims, we expect everyone to remember that:

- We must behave thoughtfully to each other, to be
 - KIND
 - CONSIDERATE
 - POLITE
- We must do our best in all areas of School life
- We must care for our School, inside and outside, and the world in which we live.
- We must listen and speak at the right times.

Other methods to promote good behaviour are:

- The involvement of ELSA in understanding what drives behaviours and supporting children in managing behaviour and self-regulation.
- To involve the children in making the rules
- To ensure everyone knows our **Golden Rules**
- To regularly use a variety of strategies such as 'Circle Time'
- To use praise to promote self esteem, using this to reward kindness to others, for consistent good manners, for good efforts and for high standards of achievement.
- For staff to be conscious of the example they set the whole time.
- To condemn the ACT not the child – "Pushing was a dangerous thing to do" NOT "You are a bully"

Our Golden Rules are:

Be gentle	Don't hurt anybody
Be kind and helpful	Don't hurt people's feelings
Be honest	Don't cover up the truth
Work hard	Don't waste time
Look after property	Don't waste or damage things
Listen to people	Don't interrupt

- The children have discussed and agreed our **Golden Rules** and these are displayed in the classrooms area.

Rewards for Good Behaviour

- Verbal praise (which is unconditional)
- Non-verbal praise
- Displays of work
- Special Achievement Certificates
- To be given responsibility
- Stickers
- Notifying parents
- House points
- Apples – weekly
- Recognition in 'Well Done Book'
- Christian Values - recognition

Sanctions

Although we encourage good behaviour at all times by being positive, there are times when sanctions will be used if behaviour is considered unacceptable.

Each child (victim/bully) will be given the chance, quietly, to explain themselves and their behaviour. (In alphabetical order)

Warning or reprimand on **3** levels

Level 1 – dealt with by a member of staff present to whom the incident is initially reported.

Level 2 – referred to Class Teacher

Level 3 – referred to Headteacher

If the member of staff feels a verbal warning is sufficient then the child will be spoken to and allowed to return to the situation.

Removal of a child from a situation.

If the adult considers that a verbal warning is insufficient or inappropriate, then the child will be spoken to and not allowed to return to the situation.

- **Withdrawal of privileges**
This may take the form of loss of playtime (part or all) or a child's responsibility being taken away. (Recorded in behaviour log).
- **Informing the Headteacher**
Staff should, where possible, inform the Headteacher after an incident, or serious problems. (Recorded in behaviour log).
The Headteacher will give the child a verbal warning and inform parents with a view to working together to resolve the situation.

Physical punishment is not acceptable at any time.

Referral to the Headteacher for unacceptable behaviour.

Serious incidents will be recorded, further sanctions may be added by the Headteacher. The Home/School Agreement may be used to reinforce our joint commitment to agreed standards of behaviour. The involvements of outside agencies may be beneficial. Exclusion is used as a last resort, based on the procedure set out in the Articles of Government.

Sanctions at Playtimes

- **Warning.** Try to intervene, before a situation develops or gets out of hand. Sometimes just walking across is sufficient warning. At other times a verbal warning will be necessary. Do not make idle threats.
- **Individual reprimand.** The situation must be dealt with considerately (or as soon as possible) and the reprimand given to the child or children involved **NOT IN FRONT OF OTHERS.**
- **Staying with the member of staff for a specified length of time** (it is important to tell the child how long this will be). The desired behaviour must be demonstrated by the child during this time. Sometimes this 'cooling off' period is all that is necessary. Friend and observers should be sent away from the child you are accompanying.
- **Informing Staff and/or the Headteacher.**
Incidents may be reported to the Class teacher if they are considered to be of importance, or if they occur repeatedly.
- **Informal discussion with parents.**
In certain cases a teacher may wish to mention an occurrence to parents. This should be a low-key sharing of information and a request for parental support. Except in exceptional cases, this should not happen after just one transgression, but after a series of problems **AND** following a warning to the child that it will happen. This sanction is for teaching staff **only**. Even if questioned directly by parents non-teaching staff should **NEVER** divulge information to parents – it is considered a

serious breach of confidentiality to do so. Concerns and complaints should be passed to the relevant Class teacher in the first instance, and then to the Headteacher.

What should parents do if they feel their child is being bullied

Any parent contacting the school with a particular concern will always be taken seriously.

The first point of contact for the parent is the child's Class teacher.

We recognise that the following contributes to good practice:

- Recognising that the parent may be angry or upset.
- Keeping an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred.
- Remaining calm and understanding.
- Making it clear that the school cares and that something will be done.
- Make a time to and inform parent you will feed back to them.

If a parent does not feel that the situation has been dealt with adequately by the Class teacher, then the next stage is to contact the Headteacher.

If a parent is still concerned and unhappy that the situation has not been resolved, then parents should ask to see the Complaints Procedure which is available in the School Office.

Specific procedures

Refusal of a child to leave class

If a child is refusing to leave the classroom after having been asked by the Class teacher then a message should be sent to the Headteacher. If they still refuse to leave then the rest of the class should be taken out by the Class teacher until the child has been removed. Where a child is being physically aggressive in class then the class should be taken out immediately. The safety of the other children is paramount in this situation.

Absenting children

In the event of a child running out of school the following procedure will be followed.

Inform the Headteacher. Who will:

- Check to see if the child is actually off-site
- Follow the child on foot, but only if safe to do so. The main road Yeovil to Ash is not considered safe. If a child goes out down this road the police must be called immediately.
- Inform the parents asking them to contact the school if the child is found
- Search the immediate area
- Contact the police if the child has not been found within 10-15 minutes (unless the child has gone down the main road).

If the child is located close to school, they may be brought back into school if it is considered that they may be in a dangerous situation such as by a road or seem to be in an excitable or unpredictable state.

The Use of Restrictive Physical Intervention (RPI)

As a result of the Education Act 1996, Section 550k, the use of force for reasons outlined in the title has been clarified. The use of corporal punishment is not authorised.

All members of the teaching staff have been trained in Team Teach (May 2018)
All members of the regular teaching staff, support staff are authorised by the Headteacher to use reasonable force when required to prevent

- Self-harming
- Injury to other pupils, staff or teachers
- Damage to property
- An offence being committed
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline

There is no legal definition of reasonable force but three criteria are established for guidance:

If the circumstances of the particular incident warrant it
The degree of force must be in proportion to the circumstance
The age, understanding and sex of the pupil

Physical intervention can take a number of forms and these are some examples:

- Physically interposing between pupils
- Standing in the way of a pupil
- Holding, pushing or pulling
- Leading a pupil away by the hand or by gently pressure on the centre of the back
- In extreme cases, more restrictive holds might be used

There always remains some risk to staff and pupils when force is used to protect, release or restrain and injury may occur accidentally e.g. bruising or scratching.

These are not a failure of professional technique but a regrettable and infrequent side effect of ensuring that pupils remain safe.

Force that should NOT be used includes:

- Holding around the neck or any other hold that may restrict breathing
- Kicking, slapping or punching
- Forcing limbs against joints
- Tripping or holding by the hair or ear
- Holding face down on the ground

All incidents where force is used must be recorded as soon as possible in the appropriate book, bound and numbered.

The incident should also be recorded on EEC. Parents must be informed initially by telephone and a follow up written report.

Where the incident has a prolonged nature or where considerable force has been used then the following information must be recorded;

- Names of all witnesses, pupils and adults
- Signed witness statements
- The reason for the force being used
- A description of the way the incident developed
- The pupil's response
- Details of the outcomes of the incident including injuries and damage

Extreme caution must be exercised in all incidents where even reasonable force is used

There is a complaints procedure and this the school must make available for parents. This will be used where parents think that the force used has been unreasonable.

The report forms will be available in the school office.

Your duty of care guidelines are set out in your pay and conditions document.

“Teachers are required to maintain good order among their pupils to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere”.

Examples of unacceptable behaviour are shown below. This list is not exhaustive and will need to be reviewed regularly and amended as necessary.

Level 1

- Frequent lateness to lessons
- Lack of work during lesson/persistent inattention
- General disorder – running in buildings, entry to classroom without teacher permission, water fights, being somewhere they shouldn't be
- Calling out/interrupting a teacher

Level 2

- Provocative language
- Name calling/low level swearing at another child/making unkind comments either about child or family
- Low-level disruptive behaviour in lessons
- Deliberately spoiling other's playground activities
- Leaving class without permission
- First case of threatening behaviour

Level 3

- Assaulting a child – where there was a degree of provocation
- Persistent threatening behaviour
- Refusal to obey an instruction
- Rudeness to staff or parents, swearing at an adult
- Fighting in class or on the playground
- Theft of property
- Racist behaviour – first occurrence

Level 4

- Deliberate damage to property including damage caused by a loss of temper
- Deliberate fighting
- Total refusal to comply with reasonable requests
- Assaulting a child – unprovoked
- Bullying – emotional and/or physical
- Persistent racist behaviour
- Sexualised behaviour including language of a sexual nature
- Running out of school
- Continuation of unacceptable behaviour after having been asked to stop

Level 5

Having in their possession a potentially dangerous item such as a knife, sharp blades
Assaulting a member of staff
Dangerous behaviour
'Losing it' – child is out of control and has to be isolated from peers
Racist behaviour including disrespect for religious and cultural beliefs.

At level 4 a child may be excluded at the discretion of the Headteacher – please see Appendix 1 Exclusion Policy.

N.B – Assault – violent attack (Oxford English Dictionary 2011)



**RECORD OF BEHAVIOURAL INCIDENT
TO BE RECORDED ON SIMS.NET**

DATE OF INCIDENT:

TIME OF INCIDENT:

NAME OF CHILD:

CLASS:

TYPE OF INCIDENT:

BRIEF DESCRIPTION
OF INCIDENT:

.....

.....

.....

REPORTING ADULT:

Resolved Unresolved Review

Reported to class teacher

(Please ✓ which applies)

APPENDIX 1 – Exclusion Policy

It is the policy of St Margaret's CE VA Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. (See Behaviour Policy).

Purpose of this policy

This policy is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in the *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

- 1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:
 - Verbal or physical assault of a student or adult; Persistent use of unacceptable language - swearing
 - Persistent and repetitive disruption of lessons and other students' learning;
 - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- 2) A Fixed Term Exclusion from the school can only be authorised by the Headteacher or one of the Deputy Headteachers acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. In addition to fixed term exclusions, withdrawal internally at playtime exclusions exist for persistent unacceptable behaviour at lunchtimes or behaviour which although a Level 4 did not result in serious outcomes.
- 3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.
- 4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.
- 5) The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident

leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If a child has had three exclusions for the same behaviour (where exclusion and in-school support has not modified such behaviour) a permanent exclusion will be considered.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors' Curriculum & Standards Committee
- 2) The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.