



**ST MICHAEL & ALL ANGELS C OF E PRIMARY  
SCHOOL**

**DISCIPLINE AND BEHAVIOUR POLICY**

<b>Date Approved</b>	<b>4.2.19</b>
<b>Date for Review*</b> <i>(*subject to any relevant changes in legislation or other appropriate guidelines)</i>	<b>February 2022</b>
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<b>Author</b>	Head Teacher
<b>Delegated Responsibility</b>	Head Teacher

<b>Approved by:</b>	Mr N Bardsley
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## Mission Statement

*Psalm 147:4 God counts the stars and calls them all by name*

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values

### **1.0 Introduction**

- 1.1 At our school we believe that every pupil has the right to feel safe, valued and happy at school. Children are expected to be polite and well behaved. We encourage them to respect themselves and their own property and to have respect for other people and their property too.
- 1.2 The children will be presented with good examples on which to model their behaviour.
- 1.3 Good behaviour and discipline is essential for effective teaching and learning to take place. To do this we need to have rules administered in a fair but firm manner.

### **2.0 Praise and Rewards**

- 2.1 Positive behaviour will be constantly praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner. The school has developed an overall Achievement system of Certificates, but individual teachers are encouraged to develop their own systems within their classrooms to supplement and enhance this.
- 2.2 Rewards may include:
  - A quiet word or encouraging smile.
  - Verbal praise in front of a group, class or whole school.
  - Stickers, smiley faces, stars, dojo points and house points.
  - Sharing the achievement with the Headteacher and parents.
  - Achievement Certificates given out during Friday's Celebration Collective Worship.
  - Note home to parents informing them of something to celebrate.
  - Golden time/popcorn party/golden box.

### **3.0 Sanctions**

- 3.1 Discipline centres on a positive approach, giving praise where it is due and rewarding good behaviour. When necessary sanctions will be employed to maintain discipline. Staff will meet to discuss incidents and actions. In the event of serious or continual misconduct, parents will be contacted and an appropriate line of action agreed. By maintaining a partnership between home and school we aim to achieve the best for the children.
- 3.2 At lunchtime children will be expected to be well behaved. Consistent misbehaviour could result in the child being asked to go home for lunch.
- 3.3 Most children understand why we have school rules and stick to them. Some don't. When someone breaks a rule appropriate action will be taken.

#### Consequences dependent on severity and frequency of wrongful action.

- Listen to the child to ascertain their version of events.
- Explain to child what they have done and why it was wrong.
- In class sanction – variety of methods e.g. loss of golden time, dojo points, moved on to sad-side etc.
- Moved to another place within classroom.
- Time out of classroom – ranging from a couple of minutes outside/beside the classroom door to a few minutes in another classroom to working outside head's office – leading to communication with perpetrators parents.
- Loss of playtime/lunchtime and may include apology letter to victim (communication with parents of both sides – this could include the 1<sup>st</sup> pro- forma letters found in the Behaviour Policy Appendix 1 but majority of time this would be verbal.)
- Formal meeting with parents (of both sides separately); (2<sup>nd</sup> letter in Behaviour Policy could be used if not spoken to the parents verbally.)
- In school exclusion, eg, loss of breaks for a week/work out of class for longer than a day – to remove child from victim.
- Behaviour plan put into place – signed by both staff and parents.
- Half day exclusion, eg, lunchtime.
- Exclusion for 1-5 days.
- Permanent exclusion.

There are times when you may need to miss out some stages, eg:

Wilful assault, repeated bullying, racist abuse, and defiance that risks safety of self or others;

Procedure:

- Ensure well-being of victim.
- Record both sides – with an additional adult present.
- Report to NB or RS ( in Neil’s absence).
- Meet with parents, both victim and perpetrator (separately).
- Decide on appropriate consequences.
- NB to report to Governors.

We have implemented an additional whole school approach to behaviour management, known as 1,2,3 Magic. It is a programme that incorporates specific techniques to stop undesirable behaviour as well as to encourage positive behaviour. There are three steps, as follows;

**Step 1** involves managing the undesirable low level behaviour, by counting to 1,2 or 3. For example: If a child makes a bad choice (e.g. shouting out in class), you “count” them. The adult calmly tells the child that’s a 1 and holds up 1 finger. If the child continues or makes another bad choice the adult would say “that’s 2” and hold up 2 fingers. If the child continues to misbehave or makes another bad choice the adult holds up 3 fingers and says “that’s a 3”. At this point the child will be given time to think about their actions and the consequences in a supervised area away from other children. The child will be spoken to about how they could make better choices next time and a consequence for their actions will be given in line with our school behaviour policy. If other children have been involved we will always ensure the well-being of the victim.

Some behaviours, such as kicking, swearing, biting, spitting etc... would automatically be given a 3. **Step 2** involves encouraging good behaviour. Each class has a range of strategies from house points, to raffle tickets to popcorn parties. As a school we will always focus more on positive behaviour strategies than negative ones. **Step 3** involves working with the whole class, teaching about how to maintain healthy relationships, feelings and the importance of good manners. All of these steps as well as our current Behaviour policy contribute to a positive school environment where children feel safe and are able to learn productively.

3.4 It should be noted that there may be a need to control a child by restraining him or her. This restraining is allowed under Section 550A of the 1996 Education Act (circular 10/98) – see Use of Force to Control & Restrain Pupils within our Safeguarding/Child Protection Policy.

- 3.5 Each class has a behaviour log in which staff record incidents of both bullying and unacceptable behaviour, both within and external to school. These incidents are dealt with by members of staff. The Head Teacher is informed as necessary.
- 3.6 An incident book is also held in the Head Teacher's office. It records more serious squabbles and playground disagreements to help measure any escalation of events and records how matters were resolved.

#### **4.0 Curricular Links with Behaviour Management**

- 4.1 St Michael and All Angels has a positive approach to behaviour management and as such believes in actively developing children to be self-disciplined. In order to do this, it is essential that children be given opportunities to discuss different types of behaviour and their effects on others. This can be done particularly during PSHE lessons and through the teaching of British values. There are also obvious links to the Religious Education and multicultural strands of the curriculum. We also actively celebrate good behaviour and Christian values through our Friday achievement Collective Worship.

#### **5.0 Bullying and Racism**

- 5.1 Although these issues are included in the Prospectus, Anti-Bullying Policy and Anti-Racism Policy, we feel they are worthy of particular mention.
- 5.2 The school has a positive anti-bullying and anti-racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feeling and emotions of others.
- 5.3 We need to be clear what we mean by bullying and at St Michael and All Angels we define it as:

**'The wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions.'**

**'STOP – Several Times On Purpose'**

- 5.4 Any incident of bullying occurring in school will be taken seriously, and followed through appropriately by school staff. Parents of both the bully and the victim will be kept informed of action taken. A written record will be made by the Headteacher for future reference.
- 5.5 The school sees racism as a form of bullying and does not condone it in any form. Procedures for such incidents will be as those outlined above.

## **6.0 In Summary:**

- 6.1 This policy should be read with other school policies, particularly the Equal Opportunities Policy, Multicultural and Anti-Racism Policy, PHSE Scheme of Work and Anti-Bullying Policy.
- 6.2 It should also be read in conjunction with the school's Home School Agreement, which sets out our expectation for parents and what parents should expect from the school.

### Note:

- The School Pupil Behaviour & Discipline Policy should be read in conjunction with the DfE Guide; 'Behaviour & Discipline in Schools – Advice for Head Teachers and School Staff'.
- A copy of our Home School Agreement is available from the School Office.

This policy is monitored by the Governing Body through the Head Teacher's Report.

## Appendix 1

### 1<sup>st</sup> Letter

Dear Parent/Guardian

I am writing to you with some very disappointing information. Unfortunately today, your child \_\_\_\_\_ has not behaved as we would expect.

Please could you arrange a time to meet with the class teacher to discuss this further.

The staff of the school want to encourage all children to display good behaviour at all times and by working together with families, the children will see that we share this same goal. With this in mind, I would be grateful if you would discuss today's incident/s with your child.

Yours sincerely,

Mr N Bardsley  
Head Teacher

### 2<sup>nd</sup> Letter

Dear Parent/Guardian

I am writing to you as a result of an incident that has happened in school today. Your child's behaviour was not acceptable and, as this is the second incident in \_\_\_\_\_, we feel as a school that it would be beneficial if we could meet together to talk about ways in which we can improve your child's current behaviour.

I would therefore be grateful if you would contact the school office to arrange an appointment with myself, so that we can discuss the matter further.

Yours Sincerely

Mr N Bardsley  
Head Teacher

## Appendix 2

The School Pupil Behaviour & Discipline Policy should be read in conjunction with the DfE Guide; 'Behaviour & Discipline in Schools – Advice for Head Teachers and School Staff'. A copy can be downloaded from the DfE website.

### Behaviour & Discipline (Pupils) Guidance

This guide is from the Department for Education. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

- The purpose of this document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school.

### Who is this advice for?

This advice is for:

- School leaders and school staff in **all** schools in England.
- For the purposes of this advice references to “maintained school” means a community, foundation or voluntary school, community or foundation special school. It also means Pupil Referral Units and non-maintained special schools.
- For the purpose of this advice references to “Academy” means Academy schools (including mainstream free schools) and AP Academies (including AP Free Schools).
- Where particular provisions do not apply to a particular type of school we make this clear.

### Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.



- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.