



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

DISCIPLINE AND BEHAVIOUR POLICY

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Author	Head Teacher
Delegated Responsibility	Head Teacher

Approved by:	R Evans Chair of Strategic Planning Committee
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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 and every member of staff has the right to be part of a safe, valued and supportive environment that is conducive to outstanding teaching and learning. 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.
- 1.4 The underlying principles of St Michael & All Angels Discipline and Behaviour Policy are as follows:
 - a. To ensure St Michael & All Angels provide a safe, supportive and respectful environment for every person at the school by encouraging our whole community to follow the school rules:
 1. I will follow instructions
 2. I will try my best
 3. I will be kind, polite & respectful
 - b. To encourage a positive approach to behaviour by consistently displaying the behaviour we wish to see from our pupils, and by praising and rewarding good behaviour
 - c. To ensure that when behaviour falls short of acceptable standards, consistent procedures are followed and sanctions are applied fairly and consistently to support pupils to modify their behaviour

- d. To ensure that positive relationships are maintained and developed between pupils and staff
- e. This policy applies in the school building, on school trips, and at all times when pupils are wearing their uniform.

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 a house rewards system and achievement assembly in which certificates are given out, but individual teachers are also encouraged to develop their own systems within their classrooms to supplement and enhance this.

2.2 Rewards may include but are not exclusive to:

- 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.
- Marbles in a jar – leading to a class reward
- 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.
- Gaining house points when they reach a silver or gold spot.

The praise and reward system is centred around our house system. There are four houses: Watermead, Abbey, Bradgate and Victoria. Pupils can earn house points for effort, achievement or manners in all aspects of school life. The house with the most points at the end of the term will be awarded a special experience, to celebrate their achievement and enhance the sense of fellowship. A house cup is also awarded to the winning house each term. A running total of house points is announced in our weekly achievement assemblies.

Each week the house with the most lunchtime points will earn additional playtime minutes

3.0 Behaviour system

- 3.1 Discipline centres on a positive approach, giving praise where it is due and rewarding good behaviour. Where 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 St Michael & All Angels holds pupils to the highest standards of behaviour, in lessons, in all areas of the school and beyond. Every adult working in the school has the responsibility to challenge children making wrong choices. Adults adhere to the sanction system.
- 3.3 The following outlines examples of unsatisfactory behaviour and explains the sanction system for children in our school. Our behaviour system is based upon a researched behaviour strategy known as Magic 1, 2, 3.

Each class will have coloured spots in their classroom. Each lesson the children will start on the green spot. They can then move upwards to the silver and then to the gold spot during lessons and earn house points for following the School Rules and School Values. They will receive 3 house points for silver and 5 house points for gold. However, if they do not make good choices, **after a verbal warning**, they will move to yellow (official warning). If they continue behaving inappropriately, they will move to orange and will be asked to work in an area away from distractions and others. They will still be in class and taking part in the lesson, but will be moved to sit at a different desk without distractions. If their behaviour continues to be unacceptable, they will be placed on the red. Here, we will ask the child to have a time of reflection for 5 minutes with the class teacher or support staff member, away from the class, and will finish off work set in a different area out of the class. If the work is not finished to a good standard, the child will then be required to finish their work during break or lunchtime.

A pupil's name will be moved along the chart as appropriate. Pupils will be encouraged to amend their behaviour in order to move up the coloured spots.

5 House points
3 House points
All children start here for each lesson
Official warning (after verbal warning)
Moved to different area within the classroom
Moved out of class and time to reflect

NB; We recognise that pupils in Class 1 and children with Special Educational Needs may have developing communication and processing skills and may need to have appropriate behaviour in school explicitly modelled.

When a child reaches the red spot parents will receive a letter, as detailed in Appendix 1. If a second red spot is reached within a week then the second letter in Appendix 1 will be sent and the class teacher will communicate with parents by telephone to discuss the matter further.

Supporting pupils managing their own behaviours

At St Michael & All Angels, we believe that the most effective way to support children in making the right choices is to:

- Praise and reinforce positive learning and behaviour choices
- Ensure all staff consistently have high expectations of behaviour and explicitly model what is expected.
- Staff provide opportunities for reparation
- Staff have access to a range of 'in house' strategies and support including: individual reward charts, use of timers and calming down opportunities.
- Working in partnership with parents
- Working in partnership with outside agencies (e.g. Educational Psychologists, Early Help Team, Behaviour forum
- Support from SENDCo and/or head, either as a one off or part of a sustained programme designed to help them manage their behaviour.

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.

Bullying

St Michael & All Angels places a high emphasis on creating and maintaining a happy and safe learning environment for all our pupils and therefore has a zero-tolerance attitude to bullying. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. There exists a separate Anti-Bullying Policy, which should be read in conjunction with this policy.

Harassment and Prejudice

At St Michael & All Angels we believe that we are all equal, regardless of race, culture, gender, sexual orientation or religion. Learning and growth can only take place when pupils and staff have the self-confidence and security that comes from being fully valued and respected, and from experiencing equality of opportunity. Harassment and prejudice have no place in our school community of pupils, staff, parents and visitors, and will not be tolerated. This policy should be read in conjunction with our Equalities Policy.

Harassment may present itself in the following ways:

- a. Physical assault because of race, culture, gender, sexual orientation or religion
- b. Derogatory language, including name calling, insults and jokes, and also including language that is not directed at any one individual but at groups in general
- c. Bringing offensive printed or digital materials into school, or showing or sending them to other members of the school community
- d. Verbal abuse and threats
- e. Incitement to others to behave in an offensive way
- f. Ridicule of an individual for cultural differences, e.g. food, music, dress
- g. Refusal to cooperate with other pupils or staff because of race, culture, gender, sexual orientation or religion.

In order to further promote an environment which celebrates racial and cultural diversity and mutual respect St Michael & All Angels will:

- a. Ensure our curriculum and displays reflect diversity
- b. Challenge any prejudiced language or attitudes within the classroom
- c. Challenge prejudiced language or attitudes in books and other materials
- d. Encourage pupils to share and celebrate their differences through the curriculum.

All racist, homophobic and other incidents of harassment or bullying are reported to the Headteacher and logged. These are reported to the governing body on a half termly basis.

Violent Behaviour

St Michael & All Angels will not tolerate the use of physical violence in any circumstances, regardless of provocation. We do not anticipate that there will be serious incidents of violence, however, we wish to protect pupils at all times and will also discourage play-fighting.

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.

If physical intervention is required then all procedures will be followed according to the Use of Force and Restraint policy.

Appendix 1

When a child reaches the red spot

Dear Parent/Guardian

I am writing to you with some very disappointing information. Unfortunately today, your child _____ has not behaved as we would expect and, therefore, they have had to have time out of the classroom in order to think about how they could improve their behaviour.

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 this matter with your child.

Kind regards

Mr N Bardsley
Head Teacher

2nd Letter – when a child reaches a second red spot within a week

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 within a week, we feel as a school, that it would be beneficial if we could 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 a telephone appointment with the Class Teacher, 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.