

St Bede's Catholic Infant School Behaviour and Discipline Policy
Adapted from Halton Borough Council Attendance and Behaviour Service
Model Policy

Agreed by Staff Autumn 2018

Approved by Governors Autumn 2018

Review Date Autumn 2019

Signed Chair of Governors M. Rowlands Date 21.11.18

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Bede's Catholic Infant School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. The fair and consistent implementation of this policy is the responsibility of all staff. Pupils have contributed to the behaviour policy through their involvement in the development of whole school rules and class charters, and will be asked to be involved again in reviewing the policy.

Principles

The governors, after consultation with staff, parents and pupils wish the following principles to be promoted within St Bede's Catholic Infant School

- The school community promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing Christian environment**
- All members of the school community have a right to feel safe**
- All members of the school community have a right to respect**
- All members of the school community have a right to learn**

Acceptable Behaviour

St. Bede's Catholic Infant School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. The school expects pupils to work as hard as they can and not to disrupt the learning of others, to speak to others in appropriate ways, treat all adults and children in school with respect and care for members of the community. Pupils are expected to keep the school rules and follow their class charters. Children have written these incorporating their rights and their respect of other children's rights which link to the UN Rights of the Child. School rules and class charters contribute to the positive ethos of the school. It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self esteem and well being. The school expects pupils to behave in this way both on and off the school premises.

School Rules

The staff has, with involvement of the pupils, established specific positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in school. These rules are set out below.

- We are friendly, polite, helpful and show respect
- We are honest
- We try hard and always work to the best of our ability
- We listen to all members of staff and try to cooperate
- We take care of school property and our own and others' belongings
- We move around the school in a safe, quiet way

The rules are displayed in pictures and child friendly text in all areas of the school and referred to by all staff as acceptable and unacceptable behaviours. Collective Worship, Assemblies and circle time are used to frequently revisit and teach the rules.

Class Charters

Every class has worked together to produce their own class charters. These charters are part of our work as a Rights Respecting School. Acknowledgment of their rights and the accompanying respect of the rights of others are used to support the good behaviour around our school.

School systems for promoting positive behaviour

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school continues to use the SEAL curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. SEAL assemblies celebrate these skills. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. Through the PSHCE curriculum the fundamental rights of all those in school are also reinforced. This is also supported by the work we do as a Rights Respecting School. Playground buddies, play leaders and Anti-bullying Ambassadors support positive behaviour on the playground and at lunchtime. The same positive ethos is promoted at lunchtimes and the same behaviours rewarded. Teachers and other adults adopt a positive and empathetic manner when responding to children and to each other. Rewards are given consistently.

Rewards

Verbal praise is the most frequent reward given. Assemblies are used to award certificates and stickers for both academic and sporting achievement and positive behaviour. Parents are also routinely told of their children's positive behaviour through informal conversation, notes in homework diaries and parents evenings.

Class teachers set up their own reward systems for achievement and positive behaviour in the classroom. Each class reward system ties into the whole school system to ensure consistency throughout the school. Children can be set specific targets within this system, which will lead to reward in assembly both for individuals and the whole class.

Staff make a point of acknowledging children doing the right thing and commenting on this. Periodically certain behaviours are/will be targeted across the whole school, e.g. coming into assembly; speaking to people with respect; being kind to others; behaviours that help us to learn. During each SEAL theme (seven in a year) staff will particularly look for the skills that are being taught within the theme, and reward pupils when they see the skills demonstrated.

A high focus on ‘Kind hands, kind feet and kind words’ during anti-bullying week and at other key times throughout the year is also used to reward children for their kind acts and good behaviour, with special stickers and certificates, at these times. We also have an annual Friendship Award where children vote for a classmate who has consistently been a good friend throughout the year.

Sanctions

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves. For pupils who choose to disregard the rules a series of consequences is in place. These sanctions are hierarchical and designed to both reinforce the school rules and to help to teach pupils how to follow them. All teachers and teaching assistants have the right to impose sanctions other than exclusion.

Sanctions are applied according to the hierarchy, within the context of positive reinforcement of appropriate behaviour, and are proportionate to any offences. Pupils are always given the opportunity for reparation.

Sanctions may include:

- **A reprimand**
- **Loss of privileges**
- **Removal from class or group**
- **A letter to parents**

Midday assistants will attend periodic meetings with the Deputy Head to train them in the systems and review progress and implementation.

In exceptional circumstances the head teacher will consider the use of fixed term exclusion from school as a consequence. Where this occurs the LA will be notified. School will hold a reintegration meeting with the pupil and their parents/carers as the pupil comes back to school. The purpose of the reintegration meeting will be to support the pupil in order that further exclusions are not necessary. School will provide work for pupils up until the fifth day of any exclusion and then from the sixth day of a fixed term exclusion. From the sixth day the pupil will be educated off site at one of our partner primary schools.

Should any pupils have a number of fixed term exclusions the school will initiate a Pastoral Support Plan and consider a CAF if necessary.

This school would consider permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the schools Behaviour policy when all other options had been exhausted.

The use of both rewards and sanctions are monitored half termly according to age, ethnicity, gender and learning difficulties and disabilities.

In line with current legislation, St Bede's Catholic Infant School will use disciplinary sanctions in line with the age of the children to regulate the behaviour of pupils off site when they are not under the lawful control of a member of the school staff if necessary. The school expects pupils to behave in a positive way at these times.

School would not usually consider the use of detention in light of the very young age of our children. Class teachers however may detain pupils at lunchtimes or breaktimes for no longer than 15 minutes if necessary. The school is not required to give parents prior notice of this.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to or loss of any confiscated items. Items will be returned to pupils, parents or handed to appropriate authorities.

Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). Prohibited items found as a result of a search will be dealt with in line with current legislation.

Examples of Types of Incidents Where Reasonable Force May Be Appropriate To Control or Restrain pupils

Teachers can't punish pupils physically but can physically restrain them. There are three broad categories when such action may be appropriate:

- When action is necessary in self-defence or where there is an immediate risk of injury;**
- Where there is developing risk of injury or significant damage to property;**
- Where a pupil is behaving in a way that is compromising good order and discipline.**

Examples of such categories are:

- **A pupil attacks a member of staff or another pupil;**
- **Pupils are fighting;**
- **A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;**
- **A pupils is causing, or at risk of causing, injury or damage by accident, rough play or by misuse of dangerous materials or objects;**
- **A pupil is running in a corridor, or on a stairway, in a way in which he or she might cause an accident likely to injure him/herself or others;**
- **A pupil absconds from a class or tries to leave school and could be at risk if not kept in the classroom or at school;**
- **A pupil is behaving in a way that is seriously disrupting a lesson.**

Staff must be aware that these are examples only and such situations would not automatically require the use of force and may reasonably be dealt with in another way.

Additional support

We recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

If necessary pupils will be offered additional support through the use of SEAL group work. Some pupils who are offered this may also be supported via the code of practice for special educational needs - their class teacher will help formulate a Special Education Provision Plan (SEPP) for them, with the help of the schools SENCO. SEPPs are reviewed regularly. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the SEN process.

For pupils with more significant difficulties the school will work in partnership with outside agencies such as the Educational Psychology service, iCART (Integrated Contact and Referral Team), Locality team, Social Care and Health Services. When appropriate a CAF (multi-agency involvement) may be implemented.

In line with current equalities, disability and SEND legislation, the school may also make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage pupils. This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourette's syndrome. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied “differently” but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil’s individual need.

Support for Parents/Carers in developing their child’s social emotional and behavioural skills

St Bede’s Catholic Infant School works in partnership with parents in all aspects of their child’s learning. Class teachers can offer support to parents and parents are always involved when their child is included on the SEN register or has special educational needs. SEAL curriculum homework activities are sent home in the home/school diary for completion as appropriate.

From time to time school offers specific courses for parents or, after discussion with parents, may offer signposting to relevant supporting agencies.

Staff development

The school uses appropriate professionals to provide whole school INSET as required and staff are also informed of relevant courses. The SEAL and PSHCE coordinator also attends network groups and disseminates information to staff. The SENCO or other members of staff may also provide in house training. Supply Staff are given a copy of the Behaviour Policy and the rewards and sanctions available to them are clarified. Midday Assistants are made aware of the policy by the Deputy Head teacher who arranges any additional training they require. Staff have also received training in ‘Team Teach’ by the EWO/Behaviour team from Halton Borough Council. This provides guidance in restraint of pupils should the need arise.

Monitoring

This policy is brought to the attention of staff, pupils and parents in the Autumn term each year and is formally reviewed annually along with the principles that underpin it. The policy is monitored less formally via staff meetings each term focusing on behaviour of all children including those in vulnerable groups.

A copy of this policy is available via the school website. The policy is given in full to all parents of children who are starting at St Bede’s Catholic Infant School. A copy of the policy is in the staff handbook and paper copies available upon request at the office.

Any complaints arising from the implementation of this policy should be addressed to the Head teacher. In the event of the situation not being resolved the Chair of Governors should be contacted.

This Policy is supported by other policies and guidance which safeguard and promote the welfare of children in this school. Work completed as part of our Rights Respecting School activities also supports this policy.