



SAINT EDMUND'S AND SAINT THOMAS' SCHOOL BEHAVIOUR POLICY

Our Whole School Behaviour Policy is the central element in achieving a well behaved school. For any behaviour policy to work there must be consistency and consensus among all staff. All school staff understand that they adopt a corporate responsibility for behaviour management in school.

The aims of our Whole School Behaviour Policy are:-

1. To ensure that children experience kindness, patience, fairness and consistency from all staff.
2. To encourage a positive learning environment where effort, hard work and good behaviour are rewarded.
3. To clarify to all members of the school community what is meant by good behaviour.
4. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
5. To ensure that all staff use a wide range of rewards to motivate pupils.
6. To ensure that all non-teaching staff feel they have an important part to play in encouraging good behaviour.

Principles and Values

Children should be treated fairly, justly and equitably at all times and boys and girls have fair access to all play areas.

Children should feel safe and secure at all times when in school.

Children learn better in an ordered environment.

Order is achieved when expectations of work and behaviour, and their consequences, both positive and negative, are made explicit and applied consistently.

Children learn more successfully with praise, reward and celebration.

The self-esteem of all children is enhanced by praise, reward and celebration.

Children need tangible recognition of achievement.

Good Discipline

Good discipline does not happen by accident, it needs to be planned. Discipline is about discipleship, following our agreed codes of behaviour

Effective Teaching means:-

- Being consistent.
- Being positive-praising and rewarding good behaviour and work.
- Establishing teaching routines.
- Providing interesting and stimulating work and environment.
- Matching work to children's ability.
- Lively, interesting and practical displays including a celebration of children's work.
- Ample opportunity for practical experience

Good Behaviour

The key to good behaviour and successful teaching is planning and organisation.

The Classroom

A well planned classroom is essential. That means:-

Easy access to all equipment, curriculum areas and displays and well labelled, tidy resources and areas. Children should be taking responsibility for tidiness.

Reward System for Good Behaviour

We praise and reward children for good behaviour in a variety of ways:-

Teachers congratulate children.

Teachers give house points.

Children are rewarded with Merit Certificates at Friday Awards Assembly for academic and social achievement.

At the end of the week house points are collated by house captains of St George St Patrick St David St Andrew teams. All children from Year Two are involved in these teams and the weekly winning team is announced at assembly. A cup will be awarded to the house captain and vice -captain at the end of the year.

The Weekly Assembly also acknowledges the efforts and achievements of the children's out of school activities and hobbies and special projects which have been set as a homework may be celebrated too.

Sanctions

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

All staff ensure that children can go to the toilet.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until she/he calms down, and is in a position to work sensibly again with others.

The safety of the children is paramount. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See School Anti-Bullying Policy).

Restraint

All members of staff are aware of the regulations regarding the use of force by teacher as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Reasonable Restraint of Pupils. The teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and within school policy.

The Role of the Classteacher

The class teacher treats each child fairly and implements the school Rewards and Sanctions system consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the TLR and then SLT.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the educational social worker of LEA behaviour support services or Educational Psychologist.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The classteacher will implement recommendations made by external services and be responsible for writing and reviewing individuals' behaviour plans.

The Role of T.L.R Teachers

Each teacher with a management role has a pivotal role in maintaining and monitoring behaviour through communication with parents and senior staff colleagues and recording the incident in their own notebook and on the school's online system CPOMS (if necessary).

The Role of Welfare Staff

Welfare staff should have access to behaviour policy and receive appropriate training from providers when necessary.

Welfare staff monitor children's behaviour in zoned areas around the school.

They should liaise with all teaching staff about incidents of misbehaviour and ensure that more serious incidents are brought to the attention of the Deputy or Headteacher.

Additional Support

In order to proactively improve behaviour a trained member of teaching assistant staff may run a Social Skills Group Behaviour Modification to modify and improve pupils behaviour. This session may be run for a number of pupils to teach them how to develop their social skills to avoid/manage risks of conflict. The school also employs a counsellor who works with children over a medium term with a range of behaviour issues including low self-esteem, anxiety and attendance and bullying and aggressive behaviours.

The Role of Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. The headteacher follows the Sefton Local Authority guidance in all matters relating to exclusion.

The Role of Parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and school.

We explain the school rules in the home/school agreement and we expect parents to read these and support it.

We expect parents to support their child's learning, and to co-operate. We try to build a supportive dialogue between home and the school, and we inform parents immediately if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and if necessary the school governors. If these discussions cannot be resolved the problem, a formal grievance or appeal process can be implemented. (See School Complaints Policy)

The Role of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a pupil from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal by letter on the day of exclusion.

The headteacher informs the LA and the governing body about any exclusion, and about any fixed-term exclusions in any term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Reintegration of Pupil after Exclusion

After a pupil has served a fixed-term exclusion the school will hold a reintegration meeting which will detail a pastoral support plan to assist the child returning to school. The meeting will include parents and senior staff and possibly staff from external agencies.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records major classroom incidents and is expected to log these incidents on CPOMS system.

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