



## Behaviour and Discipline Policy

### **The Purpose of this Policy:**

This policy reflects the governing body and the school's high expectations of behaviour and explains procedures for celebrating good behaviour, as well for addressing any inappropriate behaviour. It is in line with the ethos of our school where every member of the school community is valued and treated with respect. This policy should be read in conjunction with our Anti-Bullying Policy, Anti-Racism Policy, E-Safety Policy and our Special Educational Needs Policy, as well as our Home-School Agreement.

### **General principles**

St Michael's Woolmer Green School acknowledges its legal duties under the Equality Act 2010 and in respect of safeguarding and pupils with special educational needs.

A sanction must not be in breach of any legislation and must be proportionate and reasonable in the circumstances taking into account the age of the pupil and any special educational needs and any disability the pupil may have and any religious requirements affecting the pupil.

If the behaviour of a pupil gives cause to suspect that the pupil is suffering or is likely to suffer significant harm then the provisions of the school's Safeguarding Policy should be followed.

This Behaviour Policy also applies to the misbehaviour of a pupil off school premises on school organised or school related activities, travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school and to the misbehaviour of a pupil at any time when it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The property of a pupil may be confiscated and retained or disposed of as is reasonable in the circumstances.

## **Aims**

- To foster spiritual and moral values which develop respect and care, for oneself, other individuals, the community and the environment
- To maintain a happy, caring and stimulating atmosphere where everyone feels valued, secure and motivated to do their very best
- To produce an environment in which everyone feels safe, secure and respected

We believe that the promotion of these aims makes an important contribution to the development of responsible citizenship.

### **St. Michael's Woolmer Green School Code of Behaviour**

At St. Michael's Woolmer Green School we will treat one another in a fair and equal way and treat others in the way we wish to be treated.

At St. Michael's Woolmer Green School we will listen and talk respectfully to one another and always tell the truth.

At St. Michael's Woolmer Green School we will value our own and others' work and achievements and always do our best.

At St. Michael's Woolmer Green we will look after all school and personal property.

At St. Michael's Woolmer Green School we will move carefully and quietly around the building for the safety of ourselves and others.

**We are proud of our school.**

## **Rewards (See appendix 2)**

In dealing with pupils, emphasis is placed wherever possible on promoting and praising desirable behaviour in positive ways.

- Stickers, table points, class rewards
- Note home to parents
- Marble (class based reward towards an agreed target)
- Subject Leader reward/ values leaf (children share their work with Subject Leader and receive praise)
- Good Work Assembly (work on display in corridor) and individuals have a certificate
- Headteacher Award (post card sent home)
- Headteacher Rewards Tea (half-termly) linked to whole class sticker charts

Good behaviour is a condition of attendance for representing the school in external events (eg sporting competitions) and participating in school trips. There are child-friendly versions of our reward system on display in classrooms and around school.

### **St. Michael's Woolmer Green School**

#### **Play –Time Charter**

- ✓ Always be polite.
- ✓ Play sensible games
- ✓ Be aware of the other children.
- ✓ No litter please – always use the bin.
- ✓ No games before or after school.
- ✓ Move sensibly around the quiet area and the gardens.
- ✓ Stop when the whistle blows.
- ✓ Walk to your lines sensibly and line up quietly.
- ✓ Wipe your feet as you come into school.

**We are proud of our school.**

In the playground we expect the children to play fairly and sensibly. Where disputes occur it is the responsibility of the midday supervisors to resolve the matter at the time as far as possible. Any unresolved incidents that require further adult intervention must be reported to Class Teachers by the end of play or lunchtime. Any high level disruptive behaviour during lunchtime is reported to the Headteacher or Deputy Headteacher.

We use a *proactive approach* to try and prevent unacceptable behaviour. Children are distracted or redirected if a situation is becoming a problem. Playground rule reminders are given and the use of 'walk with me' to allow a child to calm down but also to observe children playing appropriately. A 'time-out' bench may also be used. To ensure a proactive approach, we encourage staff to circulate the play area and engage with children.

The lunchtime staff use lunchtime reward stickers to promote and recognise good behaviour. These can be issued for:

- following instructions immediately
- lining up quietly and sensibly
- helping others on the playground or the dining room
- for good manners

If pupil's behaviour during lunchtime is inappropriate, they will be excluded from the playground (or classroom in case of 'wet' playtime) and the pupil is given the 'Reflect and Repair' questions to reflect on (see appendix 1). The lunchtime staff and/or Class Teacher will then discuss the pupil's responses to the questions to allow the pupil to reflect on their behaviour.

There is a Nurture Club every lunchtime for all children, but some children may be directed by staff to attend, to ensure a calmer approach during lunchtime.

### **Sanctions (Please see appendix 3)**

Sanctions are in place to support and encourage children to develop appropriate behaviour and other personal and social skills and to ensure a safe and positive learning environment for all our children.

Staff know that it is the certainty that there are consequences for poor behaviour that is important – not the severity, which is why we use a stepped approach. This acts as a guide. Children are advised of the school expectations and rules and will be constantly reminded of the expectations through classroom PSHE and Circle Time and through whole school Collective Worship.

- Staff use the behaviour management section in SIMs to record any incidents of poor behaviour and information pertaining to this is also shared with parents by the class teacher in the first instance. If poor behaviour continues after the Class Teacher has spoken to parents, the Headteacher or Deputy Headteacher will also get involved.
- If the school has a concern regarding a pupil's behaviour, a behaviour chart will be implemented to encourage positive behaviour. Parents will be informed and they can request copies of weekly charts to be sent home. The school will keep a record of behaviour charts in order to identify patterns in behaviour so that further appropriate support can be put in place. The behaviour charts will also be monitored by senior staff periodically.
- At times, as well as a behaviour chart, a more formal Pastoral Support Plan is required and this is completed in consultation with parents by Headteacher or Deputy Headteacher.
- In extreme cases, an individual Risk Management Plan will be completed for pupils who display frequently challenging behaviour. When required, the school seeks support from external agencies.

- Any incident of bullying or racial or sexual harassment will be reported to the Head or Deputy and the incident recorded (Integrated Bullying and Racist Incident Record sheet). The incident will be reported to parents immediately and to the Governors annually (see Anti-Bullying and Anti-Racism Policy)

### **Fixed Term and Permanent Exclusions**

We do not wish to exclude any child from school and hope that this will not be necessary. It must be emphasised that in most cases exclusion would only be used when all other measures have been tried. In cases where such steps and other appropriate measures have failed, the Headteacher has the sole legal responsibility for the exercise of the power to exclude a pupil, after discussion with staff working with the child. However in certain instances it may be necessary for a permanent exclusion to be given for a first offence if allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others in the school.

The school recognises that exclusion is very serious and will endeavour to use all available strategies in setting up Pastoral Support Programmes working with parents and a range of outside agencies.

In the case of exclusion, the school follows the Department for Education Exclusions Guidance and the more detailed guidance provided by the local authority. The parent, or any person who has parental responsibility for a child, who has been excluded for a fixed period of time, has the right to appeal, in the first instance to the Chair of Governors.

A decision to exclude would only be made in line with our rewards and sanctions (Appendix 2 and 3) and is always made at the Headteacher's discretion.

### **Physical Interventions**

These would be used:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility);
- To prevent a child from injuring self or others;
- To prevent or stop a child from causing serious damage to property (including the child's own property).

### **Partnership with Parents**

It is expected that adults will encourage good behaviour and discourage poor behaviour, as would any responsible parent. The school works in partnership with parents to support children in every way possible. The Children Act 1989 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns were raised within the school they may be referred to Children's Services. This is in line with Government and Hertfordshire policy. Should an adult on school premises threaten a child physically or verbally, the matter would be referred to the Child Protection Officer.

### **Arrangements for monitoring and evaluation**

The governing body are responsible for ensuring that this policy is evaluated for impact by reviewing data provided by the Headteacher regarding:

- Number of bullying or racist incidents, as reported on returns to the Local Authority and the action taken, including support for the victims
- Number of fixed-term and permanent exclusions and the reasons for them
- School self-evaluation of behaviour and evidence to support.

### **Bullying**

There is a school policy for Anti-Bullying and work is done regularly to ensure that awareness of this issue is maintained.

### **Racist Behaviour**

The school promotes racial harmony and respect for all groups. Racist behaviour is unacceptable and all incidents are managed, recorded and monitored. The procedures followed are in line with other serious incidents and the school follows local authority guidelines.

### **Review**

This policy will be reviewed by the staff and governing body every three years; however it may be reviewed earlier if circumstances require it.

Reviewed and agreed by Governors:

Signed Chair of Governors: \_\_\_\_\_

Date of next Review: March 2018

## Appendix 1 – Reflect and Repair Sheet

### Time to reflect and put it right

What happened?

How did I feel? How did others feel?

Who was affected and how?

What I can do to make it right?

What have I learned so that I can make a better choice next time?

## Appendix 2 Rewards

***Good behaviour is a condition of attendance of school trips and for selection to represent the school e.g. sports teams.***

<b><i>Behaviour</i></b>	<b><i>Reward</i></b>
1: <ul style="list-style-type: none"> <li>• Good effort</li> <li>• Being helpful</li> <li>• Good attitude</li> </ul>	Stickers, table points, small class reward These are also rewarded through MSA stickers
2: <ul style="list-style-type: none"> <li>• Pupil(s) earn a reward which benefits the whole class</li> </ul>	Members of staff award marble(s)
3: <ul style="list-style-type: none"> <li>• Extra effort</li> <li>• Standing out</li> <li>• A special in class achievement</li> </ul>	Note home from class teacher to let the parents know.
4: <ul style="list-style-type: none"> <li>• Particularly good work in a specific subject</li> <li>• Demonstrating school values</li> </ul>	Pupil sent to share their work with the Subject Leader. They will receive a sticker/reward and the Subject Leader will add a comment to the work in their book.  Pupil awarded a leaf for the Values Tree (displayed in the hall)
5: <ul style="list-style-type: none"> <li>• Wonderful classwork in any curricular area</li> </ul>	This work is shared with the whole school at Good Work assembly. Pupils are praised, receive a sticker and certificate and their work is displayed in the entrance hall for a week.
6. <ul style="list-style-type: none"> <li>• The class teacher considers the pupil has put significant effort an area of learning</li> </ul>	The pupil sees the Headteacher to share their work and they receive a Headteacher Award. Parents are informed of this as a postcard is sent to their home highlighting the wonderful work their child has been doing.
7. <ul style="list-style-type: none"> <li>• Outstanding work, behaviour, achievement, effort.</li> </ul>	Pupils will record 'golden moments' on a sticker chart. The two pupils who receive the highest number of these per half term will be invited to join the Headteacher for afternoon tea. Parents will be informed. These are also rewarded through MSA golden stickers



## Appendix 3 Sanctions

Behaviour	Sanctions
<p>1: Low level:</p> <ul style="list-style-type: none"> <li>• Off task</li> <li>• Chatting</li> <li>• Making noises</li> <li>• Fidgeting</li> </ul>	<p>Verbal warning (age appropriate) and reference to rules/expected behaviour.</p> <p>Warnings given and then “Time out” within the classroom – the pupil will be told to move to another area to work. The teacher will discuss their behaviour with them before they return to their usual seat.</p>
<p>2: Low level:</p> <ul style="list-style-type: none"> <li>• Calling out or talking over a teacher</li> <li>• Rudeness to peers or adults</li> <li>• Refusal to follow instructions</li> <li>• Questioning adults</li> <li>• Defacing books</li> <li>• Invading others’ personal space</li> <li>• Not completing homework</li> <li>• Disrupting other children’s play</li> </ul>	<p>“Time out” in another classroom – the pupil will be sent to another teacher’s classroom, with appropriate work set.</p> <p>Alternatively, the pupil may miss 10 minutes of their play/lunchtime and stay in with their teacher</p> <p>Playground “Time out” on the bench on the AstroTurf</p>
<p>3: Medium level:</p> <ul style="list-style-type: none"> <li>• Aggression towards others</li> <li>• Verbal teasing and name calling</li> <li>• Wilful destruction of property</li> <li>• Walking away from adults</li> <li>• Spitting</li> </ul>	<p>Missing time during the lunchtime Teachers to carry this out if incident was during lesson time or if at lunchtime child will spend time with the Head/Deputy Parents <b>will</b> be informed verbally</p> <p>After discussion with parents lunchtime(s) may be spent in the Nurture Club, as a positive way to encourage social skills in a calm, supervised way</p> <p>If incidents occur during lunch or playtime the pupil will be asked to leave the playground and will then be supervised by the Head/Deputy</p>
<p>4: High level disruptions:</p> <ul style="list-style-type: none"> <li>• Extreme aggression, including retaliation (towards staff or pupils)</li> <li>• Swearing at an adult</li> <li>• Racist or homophobic name calling</li> <li>• Bullying or ganging up on others</li> <li>• Sexualised behaviour</li> <li>• Extreme defiance against adults</li> </ul>	<p>Pupil sent to Senior Leader who will decide on an appropriate sanction.</p> <p>Parents informed.</p> <p>Possible sanctions include:</p> <ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Lunchtime exclusion</li> <li>• Fixed-term exclusion</li> <li>• Permanent exclusion</li> </ul>

***Persistence of behaviour at any level, despite warnings given, will push the behaviour up to the next level***