

ST. ANDREW'S C.E. PRIMARY SCHOOL

Behaviour and Discipline Policy



At St. Andrew's School, we believe that learning best takes place in a well-disciplined, caring and respectful environment. We therefore have high expectations of the children and of their behaviour. We expect the children to respect all adults in school and in the local community. All adults within the school have a responsibility to maintain good discipline. As part of a child's all round learning process, we encourage them to become increasingly independent in resolving conflicts together, through discussion and reasoning.

Rewards - Praise

Children who demonstrate good standards of behaviour and discipline are rewarded through a system of praise. This may be verbal praise, rewards, stickers, stamps or house points from the staff and/or from the Head Teacher.

Rewards - Stickers

Children who demonstrate particularly high standards of behaviour and discipline are rewarded through a Head Teacher's award. Any child receiving a Head Teacher's Award is publically praised in assembly.

The above reward system is also combined with highlighting effort and attainment in work.

In order to create a positive working environment as a staff we will:

1. Have concern for the Christian nurture of our children and for their growing maturity and self esteem.
2. Have high expectations of standards of work and behaviour from all pupils and recognise and praise good practice.
3. Show respect to and expect to receive respect from our pupils
4. Arrive before the class and begin on time.
5. Work to extend and motivate all pupils.
6. Insist on good standards of school uniform and appearance.
7. Match the work to the children's needs.
8. Encourage a good work ethic by use of (6) and good classroom management to ensure continuity of pupil involvement.
9. Accompany classes when they are moving between buildings.

With God's love, we live, learn and grow together

ST. ANDREW'S C.E. PRIMARY SCHOOL
Behaviour and Discipline Policy



Sanction Level 1 Unacceptable behaviour in the classroom or in the playground, to be dealt with by all staff	Sanction Level 2 Unacceptable behaviour in the classroom or in the playground, to be dealt with by all staff	Sanction Level 3 Unacceptable behaviour in the classroom or in the playground, dealt with by Senior Leadership Team	Sanction Level 4 Unacceptable behaviour in the classroom or in the playground, dealt with by Core Senior Leadership Team
<p><i>Low level disruption may include:</i></p> <p>Bad manners, talking out of turn, moving out of seat, fiddling and fidgeting, constant talking, not complying with the class rules, showing disrespect, deliberately coughing and /or spitting or touching others. If repeated, move to Level 2</p>	<p><i>Higher level disruption may include:</i></p> <p>Attention seeking, swearing, lying, deliberately winding someone up, name calling, kicking furniture, refusal to start or complete work</p> <p>If persistent, move to Level 3</p>	<p><i>High level behaviour or confrontation may include:</i></p> <p>Insolence, refusal to accept punishments, complete defiance/refusal to co-operate, swearing, making racist/sexist or any derogatory comments, muttering at a member of staff.</p> <p>If persistent, move to Level 4</p>	<p><i>Major aggressive behaviour may include:</i></p> <p>Persistent actions from Level 3, throwing or threatening to throw furniture, assault on staff or violent assault (physical or verbal) on another child, vandalism</p>
<p>Sanctions may include:</p> <p>Give the child the look! Reminder of appropriate behaviour, in accordance with the class rules and values Ignore the behaviour and speak to the child at break Write the child's name on the board or cloud Re-positioning within the group/classroom Time out area at lunchtime</p>	<p>Sanctions may include:</p> <p>Verbal reprimand Withdrawal of privileges Restriction of freedom at playtimes and lunchtimes Extra work or repeating unsatisfactory work Time out in another part of the classroom Send to parallel class Send to another class Extra physical activity such as walking around the playground or field Verbal or written apology Have to reflect on the consequences of their behaviour with a Phase Leader or senior member of staff</p>	<p>Sanctions may include:</p> <p>Meet with senior member of staff Time out with senior member of staff for the remainder of the session Withdrawal of privileges (e.g. the loss of a prized responsibility, not being able to participate in a non uniform day, an out of school visit or an event) Letter of apology/miss breaks Report card – regularly reporting to SLT School based community service (e.g. litter picking, weeding, tidying, clearing up the dining hall) Speak to parent Incident form completed and shared with SLT</p>	<p>Sanctions may include:</p> <p>Either remove the class from the area or Senior staff members to remove the child Give time for the child to calm down Ignore secondary behaviour e.g. swearing, temper tantrum Once calm, discuss consequences Complete incident form Child to be sent to SLT</p>
Dealt with by class teacher and TA	Record on incident form and put in file in HT office Share incident with SLT	Parents informed by SLT, incident recorded and logged in Incident Folder	Parents informed by phone and then a meeting Decision made for an internal or external exclusion and follow up support, if needed

ST. ANDREW'S C.E. PRIMARY SCHOOL
Behaviour and Discipline Policy



Note: For pupils with Special Educational Needs, discussion with the SLT and Inclusion Manager is essential. An individual behaviour plan may need to be created.

In the unlikely event of children needing to be excluded for a fixed period or excluded permanently, such decisions are the responsibility of the Head teacher or Deputy Head teacher, in her absence. The Head teacher would report such matters immediately to the Chair of Governors and to the governing body at their next meeting.

We believe that discipline should be a joint responsibility and prefer to work in partnership with parents, if there is a persistent problem. We will contact parents if we are concerned about persisting behaviour difficulties.

In extreme situations where a pupil is at risk of:

- *Injuring self or others*
- *Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupils were not under the age of criminal responsibility)*
- *Causing damage or*
- *Engaging in behaviour prejudicial to maintaining good order,*

teachers may use 'reasonable force' to resolve the situation.

Reasonable force includes:

- *Physically interposing between pupils*
- *Blocking a pupil's path*
- *Holding*
- *Leading a pupil by the hand or arm*
- *Shepherding a pupil away by placing a hand in the centre of the back*
- *(in extreme circumstances) using more restrictive (Approach trained) holds, only if trained to do so*

These restrictive measures will only be used in exceptional circumstances and parents will be informed of any serious incident involving their child.

Reviewed: Autumn 2020

Approved by: Curriculum Committee

Next Review Due: Autumn 2021

Monitored by: Headteacher

With God's love, we live, learn and grow together