



SELATTYN C. of E. PRIMARY SCHOOL
Behaviour and Discipline Policy
Written statement of behaviour principals
September 2021 – September 2022

**PLEASE SEE ANNEX A FOR ADDITIONAL EXPECTATIONS
DURING THE ON-GOING PERIOD OF COVID19**

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an inclusive environment where everyone feels happy, safe, secure and valued.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others and to uphold and demonstrate Christian values.

We treat all children fairly and apply this Behaviour Policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, encompassed by our Christian ethos, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this develops an ethos of kindness and co-operation. The school looks to foster excellent attitudes to learning; and excellent attitudes to behaviour consistent with our positive, inclusive ethos where respect is paramount at all times.

The school believes in Christian value of forgiveness and aims to nurture that value in every member of the community.

Rewards and punishments

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

- Teachers and staff congratulate children and praise them as part of our daily life.
- We distribute stars to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We distribute points for behaviour that helps and supports our 'Safe Place to Be' ethos during COVID-19 time. The child with the highest points in each class is allowed to choose a treat from the treat tray during Friday Collective Worship.
- Teachers and staff reward positive, excellent attitudes to school life and learning.
- In daily collective worship, children are also able to demonstrate and talk about achievements in and out of school life.
- Once a week, school holds a special Celebration Assembly where pupils' achievements are celebrated and certificates for achieving 10 stars are handed out

and used to promote our School's Family System. Presentation of work is also celebrated and pupils may bring in and share certificates and trophies for achievements outside of school. Covid-19 permitting, parents are invited in to this assembly on a class rota basis. During COVID-19 if measures have had to be escalated, these assemblies may take place in individual classrooms and certificates are handed out in each class base. At this present time, until further notice, parents are not allowed inside school for group activities.

- Class teachers thoughtfully choose 1 pupil each week to be the “star of the week”. These pupils are presented with a certificate to take home as acknowledgement of their excellence.
- Pupils consider what is ‘good learning’ and each child has an independent learning target to help them understand how to move their own learning forward.
- Pupils may be chosen by staff for their excellent attitude to school and learning, and for their role modelling. These pupils are celebrated by having their names put on our ‘Good Learners’ class boards to acknowledge their success and efforts.

The school employs a number of sanctions to enforce the school rules, and 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. During COVID-19 times, these sanctions may not always be safe or possible and therefore other sanctions such as missing a playtime or loss of a privilege are used instead.
- We expect children to try their best in all activities. If they do not do so, we will talk to the child to try to find out what has prevented them from working. We may ask them to redo a task with guidance or help as appropriate.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child may be isolated from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Time out of the class to talk to the Learning Mentor/Headteacher or class teacher may also be facilitated (when safe to do so) so that the reasons for the child's behaviour can be sought and help or guidance given.
- The safety of the children is paramount in all situations. 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 informs the Headteacher. The child is dealt with appropriate to age and circumstance. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher 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 and resolving the situation.
- If a child behaves in an inappropriate manner, a manner which endangers him/herself or others, or in a way that disrupts others on the playground, then they will be asked to spend some time in the ‘Time out’ zone. Here, there are posters to help the pupils think about their behaviour, the choices they have made or just to spend time calming down. Following a short time, one minute or two minutes, a member of staff will chat to the pupil about the choice, behaviour etc. The pupil will then return to the playground to continue playing.

The class teacher discusses the school rules with each class and the Head Teacher uses Collective Worship time to reflect on our rules and to explore the idea of forgiveness. Circle time, RE and PRSHE sessions are used to explore the reasons for rules and to give pupils time to reflect about how to live together in a Christian way. Discussing and thinking about British Values in class, school families or in collective worship also contributes to enhancing positive, appropriate behaviour and attitudes, and all pupils have the chance to reflect upon the threading together of Christian and British values to promote harmony, tolerance and a supportive environment.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour. The class teacher should refer the situation to the Headteacher and parents will be consulted. Pupils involved will have the opportunity to work with our Learning Mentor/Headteacher on a regular basis to work through problems, understand their feelings and those of others and how their behaviour affects others around them. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and have the confidence to speak to a friend, a school family member or to an adult if they are worried. School operates a 'helping hand' system and also annually updates and works on our Anti-Bullying Charter which is displayed around the school.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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. See our Use of Force Policy.

Once any incidents have been addressed and resolved, as a Christian school, we actively promote forgiveness and try to ensure that all pupils and staff see each day as a new day and one for making a fresh, new start.

The role of the class teacher

It is the responsibility of each teacher to ensure that their class behaves in a responsible manner during lesson time and that positive, appropriate attitudes to behaviour and learning are nurtured and sustained. This will be supported by classroom assistants working within the environment.

The class teachers in our school have high expectations of the children in terms of behaviour and attitude, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and consistently and the teacher treats all children in their class with respect and understanding, according to our Christian values and ethos.

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 Headteacher / Learning Mentor.

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 education social worker or behaviour support service.

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 role of the 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 the 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 in the Incidents and Concerns File, kept locked in the filing cabinet within the main office.

The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

The role of parents

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

We explain the school rules in the school prospectus and on our school website, and we encourage parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. The Headteacher has an 'Open Door' policy and welcomes parents in to school to discuss worries or concerns.

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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of 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 (or the acting headteacher) has the power to exclude a pupil from 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, s/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.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one 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 an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, 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.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She 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 minor classroom incidents. The headteacher may choose to record those incidents where a child is sent to her on account of bad behaviour.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

WRITTEN STATEMENT OF BEHAVIOUR PRINCIPALS

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body, annually.

ANNEX A

During the time of COVID19 there were some additional behaviour expectations and principals to help keep us all safe. We believe these are still relevant for full opening of school in September 2020 where the social rules and different procedures in place to keep us all safe call for extra, enhanced measures.

This addendum of **SELATTYN C.E. PRIMARY SCHOOL** behaviour policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required ([Coronavirus \(COVID-19\): guidance and support](#))

1. Pupil Code of Conduct

Pupils are expected to:

- Arrive to and depart from school premises at the agreed time. (Adults should maintain a two-metre distance to other families when dropping off or collecting their children from **SELATTYN C.E. PRIMARY SCHOOL**)
- Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- Remain in their designated seating within the classroom during lesson time.
- Keep a safe distance from other pupils and refrain from physical contact with their peers.
- Maintain healthy practise when coughing or sneezing - The main principal is to **'Catch it, Bin it, Kill it'**: cover any cough or sneeze with a tissue, then throw the tissue in a **bin**. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.

- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

2. Sanctions for unsafe behaviour during the partial closure (this could include not following instructions for social distancing)

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance. [Exclusion from maintained schools, academies and pupil referral units in England](#) ***Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.***

3. Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an

individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

The head teacher and governing board must have regard to the SEND Code of Practice and the Equality Act.

For further information, please contact the Inclusion team
Inclusion@shropshire.gov.uk

