



Reaching our potential together in Christ.

Discipline and Behaviour

At St Mary Magdalen's we believe that:

We must Inspire our children, and in order to do this we must:

- Promote Enjoyment;
- Strive for Happiness;
- Develop an environment where children are glad to come to school;
- Celebrate our successes;
- Always aim to have health and wellbeing.

By accepting God's word, Love will always be at the centre of our school and we will show this by:

- Remembering our uniqueness;
- Believing in equality and accepting and respecting differences;
- Living by our Christian values;
- Forging partnerships;
- Being Forgiving;
- Accepting forgiveness;
- Showing patience;
- Being prayerful;
- Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in;
- Having self-reflection;
- Remembering our spirituality;
- Creating a love of learning.

When we Educate our children, we must:

- Ensure that all our children achieve their full potential;
- Remember the whole child;
- Have high expectations in all areas for all our children;
- Create a curriculum to stimulate all our children.

Policy Name: Discipline and Behaviour

Subject coordinator: Karen Hardman/Helen V Bird

Date reviewed: October 2017

Date to be renewed: January 2018

The Education and Inspections Act 2006 provides that:

Every school must have a behaviour policy. Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated in writing to all pupils, school staff and parents at least annually.

STATEMENT OF PRINCIPLES

The Governing Body is responsible for setting general principles that inform the Discipline and Behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles. The Headteacher must then decide the standard of behaviour expected of pupils at the St Mary Magdalen's CE Primary School.

This is reflected in our school mission statement found at the beginning of this policy

CONTEXTS

Please note other related policy documents, e.g. health & safety policy, safeguarding policy, attendance policy, learning & teaching policy, home-school agreement, single equalities policy and anti-bullying policy which are available on request from the school office.

PART 1: Discipline

CLASSROOM MANAGEMENT

The Headteacher must set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect; ensure that pupils complete assigned work; and which regulate the conduct of pupils.

Learning Culture

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.

Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all basis if appropriate.

RULES

The Headteacher determines the school rules. The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents must be asked to sign following their child's admission to St Mary Magdalen's CE Primary School.

St Mary Magdalen's Behaviour Expectations following in Christ

At St Mary Magdalen's we ALWAYS:

	Classroom	Playground	Dining Room	Hall/Corridor	Toilets
Follow Instructions	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.
Show Respect for Everyone	Listen to others. Take turns talking. Be kind to others.	Be kind to others. Use appropriate language.	Be a Terrific Tablemate.	Walk quietly and calmly. Listen to others.	Take turns. Keep clean.
Show Respect for Property	Look after property. Put things in the right place.	Look after the living environment and equipment.	Be a Terrific Tablemate. Keep the dining room tidy.	Walk quietly on the left. Hang up coats and bags.	Use the toilets properly. Keep clean.
Are Ready to Learn.	Good sitting. Good looking. Good listening. Give it a go.	Line up quietly and calmly. Walk into class quietly and calmly.	Be a Terrific Tablemate. Eat quietly and calmly.	Walk quietly and calmly. Be in the right place at the right time.	Use time well. Go to the toilet at playtime / Lunchtime.

Code of Conduct

- All members of the school community are asked to respect each other.
- All children are expected to respect their fellow pupils and all the adults in school.
- All children are expected to respect other people's property and to take care of our school.
- All children are expected to be punctual and to be wearing the correct school uniform.
- We expect children to be well behaved, well-mannered and ready to learn.
- Foul or abusive language must not be used.

- **Physical violence is not acceptable in any circumstances. Children will be taught not to retaliate. Serious incidents will always lead to exclusion.**
- **All children must report grievances against another child to an adult who will deal with it.**

This code of conduct aims to keep the whole school community safe and to ensure children are free from distractions and ready to learn.

The major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and rewards linked to our behaviour expectations.

Harassment and Prejudice

At St Mary Magdalen's CE Primary School we believe in Fellowship – which we take to include the idea that we are all equal regardless of race, culture, gender, sexual orientation or religion. Learning and growth can only take place when pupils and staff have the self-confidence and security that comes from being fully valued and respected, and from experiencing equality of opportunity. Harassment and prejudice have no place in our school community, and will not be tolerated.

We define harassment as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, makes them fear for their personal wellbeing or safety, or reduces their quality of life. This applies both in person and remotely.

Harassment may present itself in the following ways:

- Physical assault because of race, culture, gender, sexual orientation or religion
- Derogatory language, including name calling, insults and jokes, and also including language that is not directed at any one individual but at groups in general
- Offensive graffiti
- Verbal abuse and threats
- Incitement to others to behave in an offensive way
- Attempts to recruit other students to certain organisations or groups
- Ridicule of an individual for cultural differences, e.g. food, music, dress etc.
- Refusal to cooperate with other pupils because of race, culture, gender, sexual orientation or religion

All prejudiced behaviour of any form is unacceptable and will be dealt with as high-level misbehaviour.

Every adult in the school community is responsible for challenging language that may be viewed as racist, sexist, homophobic, or prejudiced in any way.

Any pupil who has experienced harassment will receive support and counselling from school.

In order to further promote an environment which celebrates racial and cultural diversity and mutual respect St Mary Magdalen's CE Primary School will

- Challenge any prejudiced language or attitudes within the classroom
- Challenge prejudiced language or attitudes in books and other materials
- Encourage pupils to share and celebrate their differences through the curriculum as well as in assemblies

Children will be given rewards by all members of staff as often as possible when they are found to be demonstrating the expectations. Children will also be taught exactly what the expectations mean through Behaviour Expectations lessons. There are four behaviour expectations

- We follow instructions.
- We show respect to everyone
- We show respect for property
- We are always ready to learn

Each of these expectations has directions on our grid as to how children can meet the behaviour expectations. The expectations are described for 5 main areas of school life, the classroom, dining room, playground, corridor and toilets. The expectations will be displayed in each location as reinforcement and reminders.

REWARDS

The Head teacher must set out measures which aim to promote good behaviour, self-discipline and respect.

The emphasis is always on the positive approach of encouragement and praise rather than on more negative ones of criticism and punishment. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

- Good role models of the week in awards assembly (children will also receive a privilege card for playtime choice because they can be trusted)
- House points, Team points or Golden tickets for EXCEPTIONALLY GOOD BEHAVIOUR OR BEING A GOOD ROLE MODEL
- Attendance and progress awards termly/ yearly
- Show work to the Head teacher
- Informing parents
- Half Term Heroes treat for all children not receiving a yellow sheet

Each class will also have their own rewards systems in line with behaviour expectations. At the beginning of year each class teacher highlights the standard of behaviour expectations to the children is revisited in whole school assemblies and supported by SMSC and PSHE in school.

Restorative Approaches

Adults need to talk to children before giving out any yellow sheets, this is to find out why an action has taken place and sometimes this can be resolved through discussion. Restorative approaches should be used in response to wrongdoing: Restorative approaches put repairing the harm done to people and relationships over and above the need to assign blame or dispense punishments. Restorative approaches help to build understanding between individuals and groups of people, they necessitate truth telling and taking responsibility and they enable people to **learn** from their mistakes. *Please see Appendix 4 for an explanation of Restorative Approaches. (Appendix 4)*

SANCTIONS

The Head teacher must set out measures which aim to regulate the conduct of pupils. She must also determine any disciplinary penalties for breaking the school rules. The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them.

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head teacher. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.

Removal of privileges includes:

All school

Being part of extracurricular activities

Representing school in various ways

Y5

Monitor jobs

Lining up separate from school

Y6

Monitor jobs

Sitting on chairs in assembly

Lining up separate from school

Being allowed to stay in at breaks

A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

The Head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip.

Corporal punishment is illegal in all circumstances.

At St Mary Magdalen's we use a system of red and yellow sheets to record incidents of minor and major misbehaviour and their consequences

Please note the Christian Values MUST be referred to at all times and restorative language MUST be used at all times i.e. "Can you tell me what has happened?" Please remember to listen to all sides of those involved.

Thinking Sheets (Appendix 1)

Thinking Sheets are a differentiated version of the Yellow Sheet for Reception Year 1 and Year 2, children on the SEN register can also be included at the teacher's discretion

On completion of a Thinking Sheet the child's comments will be discussed and appropriate sanctions be decided upon. This discussion may be with the class teacher, SENDCO or Deputy Head teacher as appropriate.

All Thinking Sheets are to be filed with the nominated Behaviour leader after being signed by the teacher on detention duty.

Yellow sheets (Appendix 2)

- Can to be completed by any member of staff regarding behaviour in school or taking part in any school organised or school related activity i.e. School trips, sporting activities
- Indicate on the sheet the area of concern
- Child goes to detention room where the sheets are completed and signed by the DLT
- Child fills in comments area

Please note the Christian Values MUST be referred to at all times and restorative language MUST be used at all times i.e. "Can you tell me what has happened?" Please remember to listen to all sides of those involved.

On completion of a yellow sheet the child's comments will be discussed and detention given. (Occasionally there may be a discussion with the class teacher, Sancho or Deputy Head teacher as appropriate if other sanctions or loss of privileges need to occur) .

All yellow sheets are to be filed with the nominated HT weekly. Any unsigned sheets need to be investigated by the class teacher) Three yellow sheets in one week must be referred to the Head teacher on a red sheet.

Red sheets (Appendix 3)

Red sheets will be given in incidents which involve major disruptive behaviours.

The area of concern is indicated in the tick boxes and discussed immediately with the child.

The red sheet is completed by the Head teacher (or a Senior Teacher) and parents may be informed.

Hierarchy of sanction include:

- Oral apology or written apology
- 1 yellow sheet = 1 missed break in detention room practising handwriting (may include detention at part of lunchtime)
- 2 yellow sheets = 2 missed breaks as above
- 3 yellow sheets / 1 red sheet = missed breaks (may include an order to spend lunchtime with adult)
- 2 red sheets = above x2
- 3 red sheets IN ANY HALF TERM ALWAYS RESULT IN A FIXED TERM EXCLUSION: 1. In school. 2. At home. 3. In the case of repeated offences the amount of days in an exclusion will build up when the behaviour is escalating through the YELLOW/RED SHEET SYSTEM.

Serious Breaches resulting in immediate exclusion (fixed or permanent):

1. Extreme violence and physical harm to a child or member of staff
2. Extreme swearing
3. Extreme violence to property

(This also involves visits out of school)

Thinking stops

Thinking stops are placed in the playground to allow children time to think to allow them the choice of good behaviour. They include 1 min timer for think, a 5-minute timer for think again and then a yellow sheet if the poor behaviour continues.

DETENTIONS:

Teachers have a legal power to put pupils under 18 in detention. St Mary Magdalen's CE Primary School must make clear to pupils and parents that they use detention (including detention out of school hours) as a sanction. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) days. The Head teacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention should consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether parents ought to be informed of the detention. In many cases it will be necessary to do so; notice may not be necessary for a short after-school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

EXCLUSION:

The Head teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into accounts all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

St Mary Magdalen's CE Primary School are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The St Mary Magdalen's CE Primary School's behaviour policy sets out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

PREVENTING BULLYING

Every school must have measures to prevent all forms of bullying amongst pupils. These measures are part of the St Mary Magdalen's CE Primary School's behaviour policy.

St Mary Magdalen's CE Primary School has an anti-bullying policy, outlining the procedures which the school takes in instances of bullying which is available from the school office. It is necessary to note that the policies take steps to *prevent* bullying. The following guidance may be useful in this regard:

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously St Mary Magdalen's CE Primary School's first priority but emotional bullying can be more damaging than physical; teachers and St Mary Magdalen's CE Primary School has to make their own judgements about each specific case.

PREVENTION

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

St Mary Magdalen's CE Primary School excels at tackling bullying and has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

THE EQUALITY ACT 2010

Requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other
- conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected
- characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

St Mary Magdalen's CE Primary School is now required to comply with the new Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, St Mary Magdalen's CE Primary School may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

CRIMINAL LAW:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

CONFISCATION OF INAPPROPRIATE ITEMS (INCLUDES STATUTORY GUIDANCE)

St Mary Magdalen's CE Primary School states the conditions in which they will confiscate items from pupils as follows.

- There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- General power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

- Power to search without consent for 'prohibited items' including:
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

POWER TO USE REASONABLE FORCE (NON-STATUTORY ADVICE) (Appendix 5)

There is **no legal** requirement to have a policy on the use of force (see St Mary Magdalen's Policy) but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, teachers will physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.

- St Mary May Magdalen's CE Primary School's view on the use of reasonable force acknowledges the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).
- Schools do not require parental consent to use reasonable force on a pupil.
- St Mary May Magdalen's CE Primary School's does not have a 'no contact' policy. As there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm?
- By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.
- School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

It may not be necessary or desirable to set out the following guidance within the policy itself but schools may wish to use the following information to clarify the use of reasonable force to all staff:

1. What is reasonable force?
2. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
3. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
4. 'Reasonable in the circumstances' means using no more force than is needed.
5. Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit
- When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

ST MARY MAGDALENS CE PRIMARY SCHOOL CAN USE REASONABLE FORCE TO:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so; it is also to remove a class to avoid conflict
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

If a child violently attacks another child or adult and does not respond to requests to calm down, physical restraint may be necessary. The child should be removed from the situation and taken to a place where they can be allowed to calm down. A referral sheet should be completed. (see policy, St Mary Magdalen's teaching and some support staff have had training on restraint)

ROLES AND RESPONSIBILITIES

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Head teacher, school staff, parents** and **pupils** when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Head Teachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**.

Head teachers must publicise the school behaviour policy, in writing, to **staff, parents** and **pupils** at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

St Mary Magdalen's CE Primary School is required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order.

SCHOOL SUPPORT SYSTEMS

St Mary Magdalen's CE Primary School has systems in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. These are personally planned with the Class teacher, Sendco and Parents if and when required. This may include links with SEN/Inclusion and/or alternative provision. This may also include support for parents.

St Mary Magdalen's CE Primary School also consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. They should also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered. Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so Head teachers may also choose to include reference to when and how this power might be used.

CONSULTATION, MONITORING AND EVALUATION

This policy has been written by Mrs Karen Hardman Head teacher and Mrs Helen Bird. It is monitored by the governors and altered as and when need to support children's behaviour and learning within school.

COMPLAINTS PROCEDURE

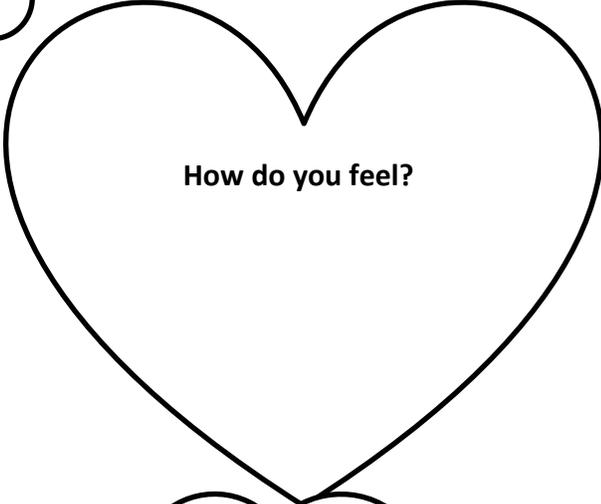
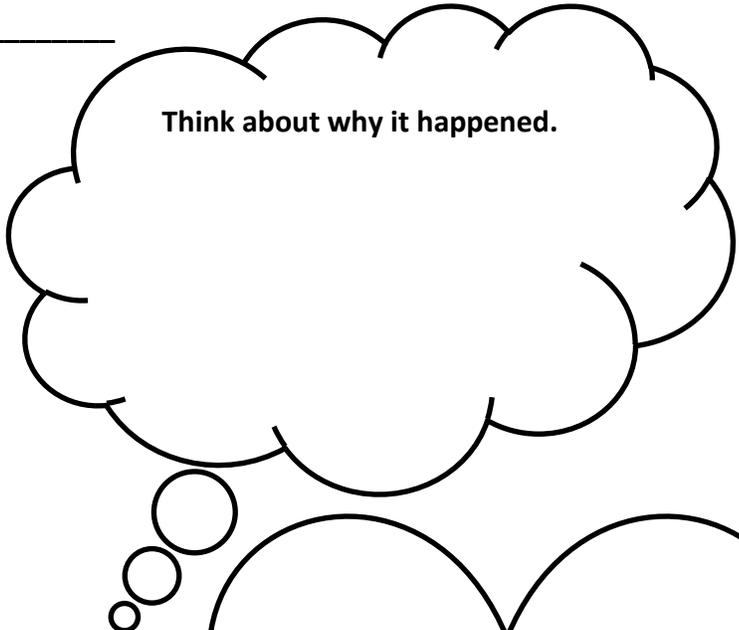
St Mary Magdalen's CE Primary School's general policy for complaints and can be found in the school's office. In this respect, the following guidance should be borne in mind:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Name _____ Class _____

What happened?



Not Following Instructions

Not showing Respect

Not being Ready to Learn

Referring Teacher

Christian Values					
Sharing	Love	Honesty	Forgiveness	Respect	Friendship
Consequence Room					

Date: _____

Teacher: _____

**St. Mary Magdalen's Church of England Primary School
Yellow Sheet**

Name: _____

Location:

Date: _____ Time: _____

Playground

Class

Class: _____

Dining Room

Corridor

Referring Staff: _____

Club

Visit

Before/After School

Not Following Instructions	Not showing Respect	Not being Ready to Learn
Not doing as asked by an adult	To another pupil	Not listening to adults
Refusing to comply	To an adult	Not listening to other children
Deliberately ignoring instructions	To property/ equipment	Not showing good sitting
Disrupting self	Physical Threats	Not being in the right place at the right time
Disrupting others	Physical violence	Not lining up calmly and quietly
Not following Christian Values	Violence against an object	Not walking calmly and quietly
Sharing	Lying	Not giving things a go
Love	Insolence	
Honesty	Sulking	
Forgiveness	Shouting out	
Respect	Not taking turns	
Friendship	Not having good manners	
OTHER CHRISTIAN VALUE	Being unkind	
	Consequence Room	

Child's comments:- _____

Discussed with:

Headteacher Referral Form

Name: _____

Location:

Date: _____ Time: _____

Class: _____

Referring Staff: _____

Playground

Class

Dining Room

Corridor

Club

Visit

Other

Before/After School

Major Behaviours	Possible Triggers	HT Decision
Repeated disruption	Peer attention	Loss of privilege
Repeated disrespect	Adult attention	Loss of Golden Time
Repeated refusals	Obtain items	Loss of Breaks
Extreme swearing	Avoid peers	Time out with HT
Repeated insolence	Avoid adults	Letter to parent
Repeated lying	Avoid task/activity	Phone parent
Extreme verbal threats	Insecurity	Meeting with parent
Physical violence Pupil/Adult	Problems at home	In – school exclusion
Repeated bullying	Don't know	Fixed term exclusion
Leaving school premises	Other	Permanent exclusion
Truancy		Other
Intention to hurt others		
Knowingly using racial comments		
3 rd Yellow	Consequence Room	
Other		

Remember:
At St Mary Magdalen's
we are a Christian
school. We follow Christ
by showing
Respect,
Patience,
Courage,
Empathy,
Honesty,
Friendship,
Forgiveness,
Trust,
Sharing,
Love and
Joy.

Others involved in incident:

None

Peers

NT Staff

Teachers

Supply

Comments:**Consequences:**

Parent signature: _____

Date: _____

Headteacher's signature: _____

Date: _____

Appendix 4
Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all students must tell the truth and own up to what they have done. Then the approach is different in the following respects:

<u>Traditional</u>		<u>Restorative</u>
What have you done?	<i>becomes</i>	What's happened?
Who's to blame?	<i>becomes</i>	Who's been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All senior and middle management are trained to work in this way and an ongoing training programme is ensuring that key staff are able to deal with incidents in this way.

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full community conference in which there may be as many as thirty people involved. Classroom conferences with difficult classes or 'emotional health checks' are also used to improve learning behaviour.

A restorative approach is highly effective because it:

- ✓ Transforms wrong doing into a learning opportunity
- ✓ Supports the needs of the 'harmed'
- ✓ Creates obligations and support for 'wrongdoers'
- ✓ Encourages a school-wide culture of mutual respect and care

Please note, there are some occasions when students cannot be dealt with restoratively, some students with Special Educational Needs for example. These students will be dealt with individually according to their needs. In the case of students who lie or who choose not to respond to a restorative approach and/or consistently break agreements, the school will resort to using more traditional punitive measures.

Appendix 5

http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20-%20advice%20for%20headteachers%20staff%20and%20governing%20bodies%20-%20final%20july%202013_001.pdf

Part 2 Behaviour for Learning Policy

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning.

Learning Objectives

- clear and focused based on learning rather than task
- displayed
- discussed and explained to the children
- based on prior attainment, knowledge and understanding

Success Criteria

- break down the learning take place
- include the steps or 'ingredients' the children need to be successful in their learning
- are identified by the teacher during the planning process
- are usually generated with the children during the lesson
- are written up and referred to during the lesson
- Plenaries
- Planned times during, and at the end of, the lesson
- Reviews progress towards learning objective and success criteria

- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome

- What will be achieved by the children by the end of the lesson
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Differentiated according to the levels at which the children are working

Challenge

- Takes place throughout the lesson
- Is matched to children's capability and forms the next steps in learning
- When planning work for children with Special Educational Needs information and targets contained in the children's Individual Plans are addressed
- May occur through adult support; range and level of resources; time; task; different outcomes

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place eg.
- Different inputs for different groups
- Different start times for different groups
- Input – activity – input – activity
- Guided groups etc.

Questioning

Questions will be asked to assess learning, challenge and deepen thinking and understanding

The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)

Will be differentiated

Opportunities will be planned for children to develop their own questions and questioning

- Feedback & Marking
- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps learning
- Refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking
- School policy is used at all times (PP GfG)

Self & Peer Assessment

Children are trained to self and peer assess (see marking policy)

Guidelines are discussed, agreed and developed with the children

Is used regularly to enable children to address misconceptions and make improvements to their work

Targets

- Children may be involved in setting and will be involved in reviewing their targets
- Easily accessible and referred to regularly
- Are related to children's levels of attainment and next steps learning

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning,
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
- Celebrate success - achievement, Star/Learner of the Day/Week
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- Providing information to parents at the start of each term via the website in which we outline the learning areas and topics that the children will be covering that term;
- Keeping parents informed of a pupil's progress on a more regular