



Reaching our Potential Together in Christ

Discipline and Behaviour Policy

VISION STATEMENT

'To live and live splendidly' *John 10:10*

By reaching our potential together in Christ.

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' *John 10:10*** **'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23***. *It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. **John 13:34**.*



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ST MARY MAGDALEN'S
CE Primary School



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Policy Name: Discipline and Behaviour

Subject coordinator: Mrs Helen V Bird

Date reviewed: January 2024

Date to be renewed: September 24

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, which are available on request from the school office.

- Health & Safety Policy,
- Safeguarding Policy,
- Attendance Policy,
- Learning & Teaching Policy,
- Home-School Agreement,
- Single Equalities Policy
- Anti-Bullying Policy

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 bases. Do unto others as you would have them do unto you.



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RULES

The headteacher determines the school rules. The standard of behaviour expected of all pupils are 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 help us to reach our potential together in Christ by

At St Mary Magdalen's we ALWAYS:	
Follow Instruction	Do as we are asked the first time by any adult.
Show Respect for Everyone	Be kind to others. Show tolerance and understanding. Listen to others. Take turns. Use appropriate language.
Show Respect for Property	Look after property. Put things in the right place. Look after the living environment. Walk quietly on the left. Hang up coats and bags. Use the toilets properly. Keep clean.
Are Ready to Learn.	Use time well. Be in the right place at the right time. Walk quietly and calmly. Be calm and listen. Give it a go.

CODE OF CONDUCT TO HELP US REACH OUR POTENTIAL IN CHRIST

- 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.



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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 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.

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 worship.

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. Our behaviour expectations are.

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



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REWARDS

The headteacher 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 using language such as “What would Jesus do?” and following our Christian Vision, 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 half-term in awards assembly.
- House points for good behaviour, work or attitude.
- Attendance and progress awards.
- Show good work to the Head teacher.
- Informing parents of positive choices and good work.
- Weekly class lottery for all those children who reach the pinnacle of their class chart by providing exceptional work or behaviours (EYFS, KS1 – Rainbow and sun and KS2 The solar system and sun).
- Visit to the headteacher to celebrate and move through Rainbow and Planets, with a reward building up for achievement at each stage.
- Trackit Lights tool kit – where children gain points for positive behaviour and SLT are alerted immediately and discreetly to low level disruptions throughout school. Minimising escalation of negative behaviour and promoting positive.

At the beginning of the year, the headteacher highlights the standard of behaviour expectations to the children. This is revisited in whole school worship and supported by SMSC and PSHE in school.

RESTORATIVE APPROACHES

All adults need to talk to children before giving reflection sheets to find out why an action has taken place. Sometimes incidents can be resolved through discussion and 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. Please note the Christian Values MUST be referred to at all times and restorative language MUST also be used i.e. “Can you tell me what has happened?” Please remember to listen to all those involved in an incident. 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. **(Appendix 4)**

SANCTIONS

The headteacher must set out measures which aim to regulate the conduct of pupils. They 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 sanction 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:



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- Being part of extracurricular activities
- Representing school in various ways
- Spending time with a member of SLT
- Consequence – missed playtime.
- Children will lose responsibilities within school i.e. monitor jobs, sitting on chairs in worship.
- Any child receiving an internal or external exclusion in the current half-term will not be allowed to leave school for competitions, represent school in any way or any school trips. This is at the discretion of the headteacher and discussion with parents. Sanctions 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 headteacher 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 Magdalene's we use a system of consequence and Senior Leader Referral (SLT) sheets to record incidents of minor and major misbehaviour and their consequences

- **Reflection SHEETS (APPENDIX 1)**
- Can be completed by any member of staff regarding behaviour in school or taking part in any school organised event or activity i.e. School trips, sporting activities.

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

- On completion of a reflection sheet, the child's comments will be discussed. (Occasionally there may be a discussion with the class teacher, SENDCO or Head teacher as appropriate if other sanctions or loss of privileges need to occur). All reflection sheets are to be filed with the nominated behaviour lead weekly. Any unsigned sheets need to be investigated by the class teacher). Any child receiving three reflection sheets in a week must be referred to the Head teacher.

SLT REFERRAL SHEETS (APPENDIX 2)

SLT referral 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 SLT SHEET is completed by the headteacher (or a Senior Teacher) and parents MAY be informed by a member of the SLT if appropriate.



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HIERARCHY OF SANCTIONS

ACTION	CONSEQUENCE
TRACK IT TOOL	
GREEN	POINTS CERTIFICATES TO BE GIVEN OUT WEEKLY
ORANGE	NOTIFICATION TO SLT LEAD ADULT SPEAKS DISCREETLY TO CHILD RECORDED ON TRACK OF LIGHTS DETAILED DESCRIPTION
YELLOW	NOTIFICATION TO SLT LIVE BEHAVIOUR MONITORING OF THE SITUATION, FOCUS ON THE CHILD. SLT SPEAKS DISCREETLY TO CHILD RECORDED ON TRACK OF LIGHTS DETAILED DESCRIPTION
RED	NOTIFICATION TO SLT INCIDENT RECORDED DETAILED DESCRIPTION FOR CPOMS SLT DEALS WITH SITUATION
REFLECTION SHEET ONLINE – TO BE FILLED IN WITH THE CHILD	
1 RED	1 MISSED BREAK IN CONSEQUENCE ROOM SPEAK TO THE PERSON IN QUESTION INCORPORATING THE SCHOOL'S CHRISTIAN VISION
2 REDS	2 MISSED BREAKS IN CONSEQUENCE ROOM WRITTEN APOLOGY INCORPORATING THE SCHOOL'S CHRISTIAN VISION
3 REDS	SLT REFERRAL SHEET 3 MISSED BREAKS IN CONSEQUENCE ROOM SLT DISCUSSION WITH PARENTS FACE TO FACE
SLT REFERRAL SHEET ONLINE	
1	3 MISSED BREAKS IN CONSEQUENCE ROOM SLT - DISCUSSION WITH PARENTS
2	MISSED LUNCH TIME WITH SLT PARENT'S INFORMED
3 IN ANY HALF TERM	FIXED TERM EXCLUSION INTERNAL OR EXTERNAL INTERNAL EXCLUSION ALL CHILDREN NEED TO BE IN CLASS FOR THE INPUT OF THE LESSON AND THEN MOVED TO DESIGNATED AREA.
REFLECTION SHEETS NEED TO FOLLOW THE TRACK IT LIGHT SYSTEM REFERRAL SHEETS CAN BE GIVEN INSTANTLY FOR MAJOR BEHAVIOURS	

CHILDREN MISSING A BREAK NEED TO BE TAKEN DIRECTLY AT THE ALLOCATED TIME TO THE CONSEQUENCE ROOM IN PERSON. RECORD OF CHILDREN ATTENDING MUST BE LIVE.



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EXCLUSION

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

- In school. – Internal Exclusion – this is at the discretion of the headteacher
- At home - In the case of repeated offences, the number of days in an exclusion will build up when the behaviour is escalating through the SLT Referral Sheets.

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).

Serious breaches of behaviour expectations will result in immediate exclusion (internal fixed term, fixed or permanent external, school breaks and or lunchtime). This also involves visits out of school.

- Extreme violence and physical harm to a child or member of staff
- Extreme swearing
- Extreme violence to property

We are fully aware that some children with special educational needs require adapted systems and more leniency in that we ALWAYS ensure that procedures are in place to support before choosing to exclude. Government guidance is always followed: where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review.

DETENTION

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:



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- Any school day where the pupil is not authorised to be absent.
- Weekends during term, except for any weekend preceding or following a half-term.
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents' ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

CONDUCT OUTSIDE THE SCHOOL GATES

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

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

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.



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The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

BREAKFAST AND AFTER SCHOOL CLUB

St Mary Magdalen's Breakfast and After school club is a paid service provided by school to enable parents to use the facilities as and when needed. Working in partnership with parents, we aim to manage behaviour using clear, consistent, and positive strategies.

Whilst attending our Breakfast and After school club we expect children to:

- Use socially acceptable behaviour.
- Comply with the school behaviour expectations,
- Respect one another, accepting differences of race, gender, ability, age, and religion.
- Develop their independence by maintaining self-discipline.
- Encouraging positive behaviour

Dealing with inappropriate behaviour

- Challenging behaviour will be addressed in a calm, firm, and positive manner.
- In the first instance, the child will be temporarily removed from the activity.
- Staff will discuss why the behaviour displayed is deemed inappropriate.
- Staff will give the child an opportunity to explain their behaviour, to help prevent a recurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- If the inappropriate behaviour appears to be because of boredom, staff will consult with the child to find activities that more fully engage them.
- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.
- If after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, the Club may decide to exclude the child. The reasons and processes involved will be clearly explained to the parent/s and child/ren.

PREVENTING BULLYING

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.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE



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[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.

CONFISCATION OF INAPPROPRIATE ITEMS

The headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, the prohibited items where reasonable force may be used are:

- 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.
- E-cigarettes and vapes.
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Weapons and knives and child pornography must be handed to the Police. Otherwise, it is for the teacher to decide when to return an item, or whether to dispose of it. Mobile phones are not allowed in school at any time. Any children whose parents wish them to have a mobile phone for safety reasons **MUST** hand their phones in at the school office in the morning and collect at home time completing a consent form by both pupil and parent. Children deliberately keeping phones to use during the school day will be sanctioned appropriately by SLT.

POWER TO USE REASONABLE FORCE (Appendix 4)

Under the Health & Safety at Work Act 1974, all employers have a legal duty to ensure the health, safety, and welfare at work of their employees. Section 2 of the Act states it shall be the duty of every employer to ensure so far as reasonably practicable, the health and safety and welfare of all their employees. Any violation of this requirement is a criminal offence.

Trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint



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may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

REMOVAL FROM THE CLASSROOM

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. Children need to be in class for the input of the lesson and then moved to the designated area.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school,



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pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

ROLES AND RESPONSIBILITIES

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 2023]

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 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 Helen Bird - Headteacher. It is monitored by the **governors and altered as**



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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 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.



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Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrongdoing. 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 wrongdoer. 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 wrongdoing 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.



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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



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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 varied 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



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- 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.g.
- 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 (e.g. 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 always used (PP GfG)

Targets



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- 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.



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- Keeping parents informed of a pupil's progress on a more regular basis



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