

# St Berteline's Church of England Primary School

## Behaviour and Discipline Policy

### 1. Introduction

Promoting positive behaviour is an essential ingredient of an effective school. Achieving positive behaviour requires the active participation of teachers, ancillary staff, children, parents, governors and the community. Within school, behaviour is the collective responsibility of every teacher and member of staff and this extends beyond the individual teachers' classroom to cover every child and every area of the school.

### 2. Guidelines

1. Emphasis is placed on the positive rather than the negative aspects of children's behaviour. Rewards and incentives are preferred to sanctions.
2. Teachers must follow the agreed procedures for behaviour modification which are set out in detailed policy guidelines. They include various incentives and sanctions to be used in school. It is envisaged that parents would be involved at an early rather than a later stage, so that the partnership of teacher and parent can work productively to the same end.
3. All forms of corporal punishment are banned.
4. Everyone associated with St Berteline's (including teachers, staff, parents, governors and children) should work towards promoting and maintaining the positive ethos and stimulating environment of which we all have a sense of belonging and are justly proud.
5. Everyone must work *collectively* and with clarity of purpose if we are to have an effective Behaviour and Discipline policy.
6. The Behaviour and Discipline Policy will be differentiated for pupils who have relevant additional needs (SEND - as defined in the Equality Act 2010). Reasonable adjustment for pupils may be made, to ensure the inclusive ethos of St Berteline's School is maintained.

### 3. Aims

The overarching aim of our Behaviour and Discipline Policy at St Bert's is to create a culture of engagement where all can flourish. Teachers must be the conscious architects of school culture. High expectations for good behaviour are vital for a

positive ethos to pervade the school. As a school team, we deliberately define normal, acceptable good behaviour at every opportunity so that our children understand the expectation. Children are encouraged to overlearn behaviours and routines so that they become automatic; as a result, children feel safe, secure and there is less time wastage.

At St Bert's, we wish to promote attitudes of self-regulation, independence and responsibility in all children and adults in a stress-free school environment where the ethos includes a willingness to care for others, a respect for the values and property of others and the development of self-confidence within individuals that will enable them to value others and themselves. This is achieved through building secure relationships with children and providing an environment where everyone feels safe to learn and engage in school life.

Staff are encouraged to model respectful relationships when interacting with each other and the child; being optimistic caring individuals with a love of life gives children a very positive role model. Other Christian Values, honesty, trustworthiness and kindness must also pervade the relationships we share.

#### 4. Our Policy

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

#### 5. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusions Guidance
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on: Maintained schools Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explains that maintained schools should publish their behaviour policy online. A copy is on our school website and parents attention is drawn to it on a regular basis.

## 6. Definitions

**School Staff** are defined as any paid member of the school community (such as teachers, teaching assistants and midday assistants) or any person that the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

**Misbehaviour** is defined as:

- Disruption in lessons, in areas around the school, and at break and lunchtimes
- Non-completion of classwork or homework when a fair time and adequate support has been given
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated acts of misbehaviour
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as, but not restricted to weapons, tobacco and alcohol
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 7. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. There is zero tolerance for any form of bullying within our school.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Bullying can include, but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching (including up-skirting)
Homophobic, biphobic or transphobic bullying	Prejudice against lesbian, gay, bisexual, trans or non-binary (LGBT) people
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Peer-on-peer	An imbalance of power between the perpetrator and the victim

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## 8. Roles and responsibilities

### **The governing board**

The Governing Body at St Berteline's C of E Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body at St Berteline's C of E Primary School will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body at St Berteline's C of E Primary School giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff (including, but not limited to teachers, teaching assistants and midday assistants)**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- The senior leadership team will support staff in responding to behaviour incidents
- Logging serious behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the rules of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **9. School Rules**

The school rules are based on Christian values of kindness, respect and honesty. All behaviour should reflect these values.

## **10. Rewards and sanctions**

Positive behaviour will be rewarded with:

- Teachers congratulate and praise children.
- Teachers give children a variety of age-appropriate rewards. The main reward is praise. We recognise that this is only effective if it is genuine and there exists a mutually respectful relationship.
- Pupils may be sent to another member of staff to re-enforce the praise.
- Good Work Assembly is used to reinforce good work, positive attitudes and behaviour.
- Throughout the week, staff may notice positive behaviour from a child and nominate them for a 'You've been spotted' certificate. This is awarded to them in celebration assembly.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement and/or effort.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child continues to misbehave a second warning and an age-appropriate sanction is introduced, e.g. time-out, moving places or standing alongside a teacher for 5 mins during playtime.
- If the inappropriate behaviour persists, they may be sent to another teacher in the same Key Stage or the Deputy Headteacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Headteacher. The school contacts the child's parents or carers and arranges an appointment in order that the school and parents can work together with a view to improving the behaviour of the child.
- Racist, sexist or homophobic incidents will not be tolerated in any form. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Any misbehaviour will be judged in the context of the particular circumstances and the sanctions put in place will be those felt to be most appropriate at the time. Eg if a child was to graffiti on school property they may be asked to clean it off and apologise to the Caretaker.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from a trip/outing. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

## **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **11. Behaviour management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Discuss their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property



Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to parents
- Guidance on the use of reasonable force can be found in our Safer Handling Policy.

### **Confiscation, Searching & Screening**

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, **if appropriate**.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEND co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. Eg ADHD

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **12. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **13. Training/CPD**

Behaviour management forms part of continuing professional development. Advice is sought from professionals as and when necessary.

## **14. Monitoring arrangements**

This Behaviour & Discipline Policy will be reviewed by the Headteacher and The Governing Body at St Berteline's C of E Primary School every 2 years. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by The Governing Body every 2 years.

## **15. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- Anti-bullying Policy
- Safer Handling Policy

## **16. Exclusions**

In some instances we may consider it necessary to exclude pupils. An exclusion is a last resort. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Physical assault against a pupil
- Physical assault against an adult

- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Damage (to school property or to personal property of a member of the school community)
- Persistent disruptive behaviour

There are 2 types of exclusion:

**Fixed Term Exclusion.** These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion. Fixed term exclusions do not have to be for a continuous period.

**Permanent Exclusion.** In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

## 17. Covid-19 – September 2020

Covid-19 has meant a change in our routines and practice largely as a result of social distancing. Changes have been communicated to pupils, parents and staff via various means. Our Covid-19 Home School Agreement (see Appendix 2) lays down the expectations of all stakeholders at this time and anybody found to be contravening the rules will be dealt with appropriately. Positive reinforcement will help to establish new routines, practices and general expectations. Sanctions will be used only for significant behaviour which puts others "at risk" eg deliberately coughing/spitting

which would endanger the health of members of our community and would cause harm or distress.

## **Appendix 1: Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2: Covid-19 Home School Agreement**

## St Berteline's

### The school will do its best to:

- Provide an environment which has been risk assessed in response to the COVID-19 infection and Local Authority Risk assessment incorporating Public Health control measures
- Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs
- Continue to maintain the capacity to deliver quality remote education for the next academic year (Google Platform)
- Contact parents/carers if your child displays symptoms of COVID-19
- Inform you if there is an 'outbreak' at school and you need to take action
- In the event of a class closure we will provide free school meals for those eligible

## Parent

### To help my child at school, I know and understand that:

- If my child, in my household, shows symptoms of COVID-19, I will not send them to school. I will get them tested and I will let school the result as soon as possible via telephone
- If my child shows symptoms of COVID-19 at school, I will collect my child from school immediately. I will get them tested and I will let the school know the result as soon as possible via telephone
- If my child is absent from school for any reason, I will contact school immediately
- When dropping off and picking up, I will strictly stick to the school timings for my child and drop off at the appropriate entrance
- I will support all staff in their efforts to create an 'as safe as possible' environment during this time
- I will read all letters/messages and emails. I will regularly check the school website for information
- If using a mask, I will provide a sealed plastic box in which it will be stored when in school

## Child

### I will do my best to:

- Wash my hands as soon as I enter school
- Tell an adult if I feel unwell
- Only enter and exit the school building from the designated area
- Follow the catch it-bin it-kill it rules coughing and sneezing into elbow or tissue
- Regularly wash my hands using soap and water for 20 seconds
- Bring my own named drinking bottle fill with water
- Engage with Home Learning via the Google Platform

## **Contact Details**

St Berteline's C of E Primary School  
& Pre-school  
Norton Lane, Norton  
Runcorn, Cheshire  
WA7 6QN

01928 719847

Safeguarding Contacts -

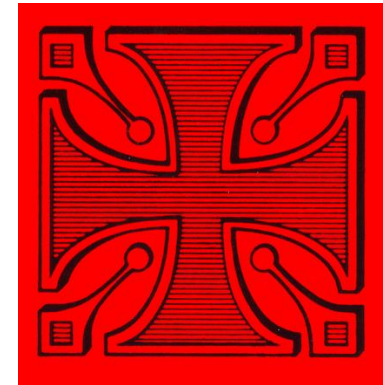
Mrs J Barron  
01928 719847

Mrs L Austin (Safeguarding Governor) –  
01928 719847

Special Educational Needs enquiries  
Mrs L Tudor (SENDCO)  
Tel: 01928 719847  
Email: [liz.tudor@stbertelines.co.uk](mailto:liz.tudor@stbertelines.co.uk)

\*\*If you have any further queries please do not hesitate to contact our school office, where Heather or Gill will be pleased to help you.\*\*

## **COVID-19** **Home School** **Agreement** **September 2021**



**St Berteline's School & Pre-school**  
**Norton Lane**  
**Norton, Runcorn**