



## **Behaviour Policy**

**(Including Motivation and Reward and Restrictive Physical Intervention)**

### **Policy Statement**

For children to learn and achieve to the highest standards they need an environment which is conducive to learning, one which is built on mutual respect, encourages effort and celebrates success, where the boundaries of acceptable behaviour are clearly demarcated through clearly understood rules, which are supported by appropriate rewards and sanctions so that all children feel safe and confident in the school community.

### **Aims**

Through this policy the School aims to:

- Fulfil the Mission and aims of the School
- Uphold British Values :
  1. Democracy
  2. Rule of Law
  3. Individual Liberty
  4. Mutual respect for different faiths and beliefs
- Maintain high standards of discipline
- Deal positively and effectively with all bullying issues
- Help the children to become self -disciplined learners
- Help the children have aspirations for high achievement
- Raise their self esteem
- Carry out its statutory duties under current legislation relating to schools including but not restricted to:

- Education and Inspections Act 2006
- Equality Act 2010
- Keeping children Safe in Education 2016

### **Golden Rules**

The School has a set of **Golden Rules** which clearly sets out behaviour expectations in simple and positive terms. These are displayed throughout the School and are used to challenge children's inappropriate behaviour so that children are always clear why their behaviour is unacceptable. The Golden uphold our values and remind us of the Trinity:

1. Always be kind and loving – God the Father, God is love
2. Always tell the truth- God the Son. Jesus is the Way the Truth and the Life
3. Always do our best – God the Holy Spirit who helps us in all we do.

The school values of Justice, Grace, Aspiration Celebration Thankfulness and Trust are also embodied in our Golden Rules and our ethos.

### **St Thomas' Charter**

Working alongside our Golden Rules is the St Thomas Charter which sets out the Rights and Responsibilities that apply to all pupils. This helps pupils to understand that in order to maintain the agreed basic rights everybody has to uphold their individual responsibilities also which is fundamental to the British Values.

### **Celebrating Success**

Children are praised and encouraged for both effort and achievement across the full life of the school, not just for academic success. We believe it is important to share pupil success and we therefore hold a weekly Celebration assembly which also celebrates achievements outside of school. Praise of any kind is very powerful for children if genuinely earned and sincerely given and is a key way of raising self-esteem and underpins our Golden Rule of 'Always do your best' and the value of endeavour and determination.

To supplement verbal praise we also have a system of rewards including:

- Headteacher's Award,
- Stars of the week
- Team Points
- Stamper Cards to earn Prizes
- Wonderful Work Wall
- Various subject and theme awards and certificates

- Class of the Week
- Attendance and Punctuality awards
- Individual class teacher rewards e.g collectively working towards class reward ( extra play etc)
- Golden Time
- Stickers

### **What the law allows:**

*Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.*

*14. To be lawful, the punishment (including detentions) must satisfy the following three conditions:*

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;*
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and*
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.*

*15. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.*

*16. 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 to parents who have volunteered to help on a school trip. **At this school all volunteers and parent helpers are expected to point out to pupils if they have broken a Golden Rule and request an immediate change of behaviour in order to ensure the smooth and safe running of any session they may be supporting. However, they are expected to report all unacceptable behaviour to a teacher or teaching assistant for formal sanction.***

*17. Corporal punishment is illegal in all circumstances.*

*18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.*

**Pupils Conduct outside of the School Gates:** ( Taken from **Behaviour and Discipline in Schools Advice for Headteachers and School Staff** January 2016)

**What the law allows:**

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

24. Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or 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.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Reference: ‘Behaviour and Discipline in Schools Advice for Headteachers and School Staff** January 2016

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

**What is Inappropriate Behaviour?**

Any behaviour which breaks the Golden Rules or is contrary to the upholding of British Values and the school values is unacceptable whether this be in class time, playtimes, in the hall or after school activities or off site ( see What the law allows above).

Inappropriate behaviour, on or off site, can be physical or verbal and includes the inappropriate use of technology.

Where children fail to respond to positive encouragement to modify their behaviour, the School has a set of sanctions to apply. Where racist or

discriminatory behaviour occurs this is challenged robustly and reported under statutory procedures.

We view sanctions as a positive way of enabling children to understand how to behave according to the School's expectations and to learn that actions have consequences. Where adults deem behaviour to be inappropriate, the level of sanction will depend on the individual circumstance but will be in accordance with the following: *In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.*

## **Sanctions**

The following are a list of the sanctions which are applied:

- Verbal warning
- Time away ( usually to another area of the classroom or during playtime, by the entrance doors), with or without additional work
- Loss of some play/lunch time or other privilege ( with or without additional work/ letter of apology)
- Removal to another class
- Sending for the Head/ Sending to the Deputy Head
- Report cards ( age appropriate)
- Lunch time exclusion
- Fixed Term and Permanent Exclusion from school

Whilst the above list is in general order of severity, the application of each sanction will depend on individual circumstances. Verbal warnings are usual to enable a child to understand that a continuation of low level behaviour will lead to a further sanction; more serious incidents will attract an immediate sanction without a verbal warning.

## **Children with Special Educational Needs**

Some children have specific difficulties with their behaviour which may be for a range of reasons including medical or social. In these cases the SEN coordinator, in discussions with class teacher and parents will devise an appropriate behaviour management plan. In some cases the County Behaviour Support Team, the Educational Psychologist or other appropriate local agencies will be asked for advice and, with parental permission, may work alongside the child for a short period to address specific or continuous disruptive behaviours.

Whilst SEN does not excuse poor behaviour it does mean that a range of alternative or additional strategies **must** be employed to support the child. However, it should be noted that sanctions are still an integral part of supporting a child to improve their behaviour and SEN children are not exempt from this. It is this school's policy to use temporary or permanent exclusions as a very last

resort and usually, but not exclusively, where others are being placed at risk of harm. The school always seeks to uphold its legal duties under the Equality Act 2010, in respect to safeguarding all pupils and when dealing with pupils with Special Educational Needs.

**We will keep you informed about behaviour in school through the following:**

1. All rewards, stickers, certificates etc are sent home for you to enjoy and celebrate with your children and the pupil planners may be used to celebrate successes too.
2. In many cases staff will try to speak to parents/carers personally where a child's behaviour / attitude is not up to our expectations but this will depend on the seriousness/ frequency of the unacceptable behaviour.
3. The class teacher, Deputy or Head may phone parents to advise of incidents in school where this is felt necessary so that we can work together to both support and discipline your child.
4. The Behaviour Policy will be published on the website and parents made aware of it annually through newsletters and electronic means of communication.

**Parents can support the school by:**

1. Reinforcing the Golden Rules at home.
2. Understanding that there are always 2 sides to every story and the school endeavours to investigate incidents thoroughly to ensure no child is unfairly punished.
3. Contacting school straight away if you have any concerns, or feel we 'have got it wrong' so that we can work together to find a solution.
4. Respecting the school's right to enforce our behaviour policy for the safety and well being of all our children.
5. Respecting the Home School Agreement published in the Year Pkanners which sets out the school's, the family's and the children's roles in keeping our school safe and in good order.

## Additional Related Information

### Protecting Children from Physical Harm And the Use of Reasonable Force

In exceptionally rare circumstances where a child's behaviour is putting themselves or others at risk of bodily harm and they have failed to respond to requests to stop then it may be necessary for an adult to physically intervene e.g. where 2 children are fighting.. Again in very rare instances where a child refuses to comply with an instruction e.g. to leave a classroom or come in off the playground, after all other available methods have been employed then they may be physically removed where it is deemed safe to do so. In all such circumstances the school follows guidance set out in Staffordshire County Council health and Safety Wellbeing Service's documents: Guidance on Restrictive Physical Intervention for Schools, Children and Young People's Services issued to school May 2016 and the related policy HR119 which reflect national standards which form part of "Positive and Proactive Care: Reducing the need for restrictive interventions," Department of Health 2014 & Department of Education "Use of Reasonable force- Advice for headteachers, staff and governing bodies" July 2013.

### Use of Physical Touch

Government guidance is that schools Schools DO NOT adopt a no touch policy as 'there is a real risk that such 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' Department of Education "Use of Reasonable force- Advice for headteachers, staff and governing bodies" July 2013.

Also the document states:

*It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.*

*Examples of where touching a pupil might be proper or necessary:*

- *holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school*
- *when comforting a distressed pupil*
- *when a pupil is being congratulated or praised*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching*
- *to give first aid.*

At St Thomas school we follow this guidance for the protection, safety and wellbeing of both pupils and staff.

## **Confiscation of Inappropriate Items**

The law allows school staff to confiscate, retain or dispose of pupils' property as a punishment, provided it is reasonable in the circumstances. The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day but this may vary depending on the age of the child. However, in the exceptional circumstance that a child brings prohibited items to school, staff have the power to search to confiscate such items. Prohibited items listed in law are as follows:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property
- any item banned by the school rules which has been identified by the school as an item that may be searched for.

## **Procedures relating to malicious allegations against school staff:**

All allegations made are taken seriously and are acted upon in accordance with Keeping Children Safe in Education 2016 and the school's Safeguarding Policy. However, if an allegation is shown to be deliberately invented or malicious, the Head Teacher, will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Policy Links: Anti Bullying  
Special Educational Needs  
PSHE  
E Safety

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Further review required on checking requirements of document: Behaviour and Discipline in Schools January 2016. Updates made 28/11/2016



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