

St. Michael's Academy Policy for Pupil Behaviour and Discipline	Date signed off: Summer term 2013	Signature:
	Review Date: Summer term 2015	

Principles

- The school strives to create a positive and caring environment with high expectations for children's learning and behaviour.
- The school aims to build a pastoral structure which encourages the development of the relationships between pupils and teachers based on trust gained through mutual respect and understanding.
- This in turn creates an ethos of self-discipline and responsibility towards others within and beyond the school structure.
- A relevant and appropriate curriculum, as well as a varied and motivating delivery, matched with pupil involvement, are important elements of promoting good behaviour.
- Pupils should be taught what is expected of them in terms of work and behaviour and there should be a shared responsibility by all adults in the school towards the setting and maintaining of such standards in consultation with the governors, parents and pupils.
- These standards need to be clearly understood and accepted by staff who should recognise the shared responsibility for dealing with difficulties.
- There must also be a clear communication of expectations to both children and parents who must see that standards set, sanctions and rewards are fairly and consistently applied.
- Relevant information concerning pupils should be recorded and communicated at the earliest opportunity to all involved, including the parents.

Rewards

Praise is a powerful motivation for children. This can be given in many ways, for example:

- A quiet word or encouraging body language.
- A written comment or use of stickers, stamps, charts, cards or certificates.
- Sharing success with other teachers, classes or in assembly
- Giving some special responsibility as a direct result of, or to encourage good behaviour.
- Speaking or writing to parents.

House Points

The school operates a House System which consists of four teams named after local hills: Penn (Blue) Babylon (Red) Summerhouse (Yellow) and Wyndham (Green). Children gain house points for quality of work, effort, attitude, consideration for others etc

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A child can also gain a **Teacher's Award** within their class, if their teacher believes they have achieved a great deal within the week. A certificate is awarded.

Golden Time

Golden Time is used to reward the whole class for positive behaviour during the week. Each child is entitled to 30 minutes of Golden Time which usually happens at the end of the day on Fridays. The children choose at the beginning of the week from structured activities which they can then look forward to. Golden Time is seen as a reward that is deserved. Intervals of 5 minutes at a time may be deducted for inappropriate behaviour. Deducted minutes may also be earned back at the discretion of the Class Teacher.

Circle Time (PHSE/SEAL)

The children take part in at least 30 minutes of circle time a week. Circle time is used to reinforce positive behaviour. At Grass Royal, we are committed to improving children's emotional and social skills, with the aim of increasing their confidence to learn. SEAL (Social, Emotional Aspects of Learning) is a programme that is followed in school and supports the development of these skills.

Discipline/Sanctions

We expect children to show high standards of self-discipline in their work, behaviour and attitude throughout the school. Occasionally children let their standards slip. This is dealt with in a firm, fair and consistent way, with the behaviour not the child criticised. Inappropriate behaviour may result in loss of golden time, missing a break-time or lunchtime detention, for example, in order for the child to reflect on their behaviour. If children are persistent or serious offenders, parents should be notified to encourage a team approach to solve the problem.

Additionally it is vital that persistently poor behaviour is recorded in order to establish sufficient evidence for placing the child on the code of practice or the involvement of other agencies such as behaviour support, EWB, or psychological services.

- The discussion of issues concerning individual and groups of children should normally form a part of staff and year group meetings to inform communication.
- A log book is kept in teachers own classroom in order that they can record and monitor behavioural issues. SENCo informed
- Lunch time behavioural issues are recorded in the behavioural file in the Head teacher's office.
- Swearing, racist and homophobic behaviour is dealt with firmly by internal exclusions. Each incident is recorded in a book kept by the Head Teacher. For swearing incidents, details of the language used is also recorded in a book. After 3 incidents and the parents are invited in to

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school for a meeting.

- In incidents of extreme poor behaviour, children get a Conduct Mark; after three conduct, marks they get removed from their house and therefore cannot and will not benefit from any house rewards or awards.

Sanctions that are applied are varied and for the most part would consist of a loss of a privilege, loss of playtime, extra work or being placed on report. In extreme cases the school will exclude a pupil. However, this is rare and it is hoped that teachers and parents can prevent situations reaching this point through co-operation and good communication.

It is an underlining principle that in the vast majority of cases discipline should be dealt with by the class teacher. In situations where a 'time out' is felt to be appropriate each teacher is paired with a 'buddy'. **The Head or Deputy should only be used in extreme or emergency cases of poor behaviour after class based discipline and the buddy system have failed to produce a satisfactory conclusion.** This maintains the status of the teacher in the eyes of the offender and presents the child with a stepped system of discipline.

A child may also receive a fixed-term exclusion from school for more serious acts of misconduct involving aggressive and violent behaviour or swearing.

Individual Behaviour Plans

It is important to provide support for pupils with particular behavioural and emotional problems in the same way we expect to support children with educational difficulties. Such children may be placed on the code of practice and receive an individual behaviour plan **(IBP) drawn up by the SENCo or, at a simpler level, be used to inform the 'on report' system.**

Targets should be established by the class teacher in conjunction with set teachers and Head/Deputy/SENCO as necessary. They need to be specific and stand a reasonable chance of being achievable.

The following is a list of possible categories on which to base IBPs:

- Focusing on tasks - getting started
- Working independently - remaining on task
- Completing tasks
- Relationships with adults
- Co-operation with peers
- Building confidence and self-esteem
- Social/personal skills
- Organisation skills
- Approach to learning (class and homework)
- Controlling aggression
- Behaviour in classroom
- Behaviour at break/lunchtimes
- Behaviour in dining hall

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Teachers should meet with the pupils/parents/staff as appropriate to agree targets. Once the general areas and specific statements have been selected, the IBP can be printed by the SENCO. The IBP is periodically reviewed as with IEPs.

Exclusions

It is the school's policy only to exclude a child as a final resort if all other avenues of behaviour management have been explored or as a result of extreme bad behaviour. This process can only be initiated by the Headteacher or by the Deputy Headteacher in the Headteacher's absence and must exactly follow the process as set out in the LEA Handbook. The support of the Chair of Governors must be sought immediately.

The Headteacher may decide to exclude pupils for:

- Actual or potential physical violence by the pupil towards other pupils or adults in the school community;
- Seriously disruptive behaviour such as might prevent the proper conduct of a class or classes, seriously interfere with the learning opportunities of others or lead to a breakdown in school discipline;
- Conduct which would endanger other pupils;
- Racial abuse or harassment, sexual abuse or harassment; intimidation or verbal abuse of staff or pupils.

Types of exclusion

Fixed Term

The Headteacher may exclude a pupil for up to 45 days in any school year. The exclusion should be regarded as a "cooling off period" during which time reports on the pupil and meetings with parents can be arranged with the intention of the child returning to school.

Permanent Exclusion

This will be used when the Headteacher decides the pupil should not return to school. This sanction is the last resort and will be used when allowing the pupil to remain at school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Parents have a right to make representation to the School Governors whenever their child is excluded.

Restraint

Restraint is the use of reasonable force to control or restrain pupils under exceptional circumstances. Staff shall only be expected to use restraint

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techniques when they have received restraint training. To restrain a pupil is a last resort when de-escalation strategies have not been successful.

In accordance with DfEE circular 10/98, teachers and other persons authorised by the Headteacher to have control or charge of pupils may use reasonable force as a last resort or in exceptional circumstances to prevent pupils from:

- Committing a criminal offence, even though not all pupils have reached the age of criminal responsibility;
- Injuring themselves or others;
- Causing damage to property, including their own property;
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils, whether in the classroom or elsewhere.

Any such incident must be immediately reported to the Headteacher and a signed and dated report of the incident written.

Teachers should not intervene if their personal safety is at risk or where they believe intervention might lead to an accusation of assault or abuse.

It is unlawful to use any degree of physical contact which is deliberately intended to punish pupils.

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