



## St. Pauls C/E Infant School and Sure Start Children's Centre

St Paul's C/E Infant School and Sure Start Children's Centre  
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### **Behaviour and Discipline Policy(including anti-bullying)**

St Paul's C/E Infant School and Sure Start Children's Centre is committed to ensuring that the environment provides all school pupils, children's centre users and staff with access to learning and wellbeing through an established sense of community cohesion, cooperation and mutual respect. We strive to develop an ordered, trusting, supportive and caring establishment that bases its practice upon a shared understanding of others. Promoting of these commitments is through setting consistent, predictable and high expectations of behaviour throughout. St Paul's C/E Infant School and Sure Start Children's Centre is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

#### **Aims and expectations**

We believe that every member of our community should feel valued and respected, and that each person must be treated fairly and well. We aim to offer a caring community, where values are built on mutual trust and respect for all. The behaviour and discipline policy is therefore designed to support the way in which all members of the St Paul's community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the St Paul's community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the St Paul's community to behave in a considerate way towards others.

We aim to treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The policy was developed according to the following values and beliefs:-

- We require all parents, carers, staff and volunteers to provide a positive model of behaviour by treating children and one another with friendliness, care and courtesy
- A consistent approach throughout the school at all times of the day is essential
- Rules need to be taught and understood by the children
- Children need to be taught to appreciate the needs of others
- Children need to learn how to conform to rules to enable them to fit into society because it is in their best interests to do so.
- Establishing a climate of good behaviour must not be to the detriment of the children's, self esteem
- We find ways of rewarding and praising those who always behave well
- Everybody has the fundamental right to be treated with dignity and respect

- The unacceptable behaviour of an individual child must not be allowed to dominate or affect the whole class. The development of appropriate behaviour can be developed through setting targets within the special needs framework.
- Bullying\* is wrong and damages individual children. We therefore do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable.
- We aim to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all those connected with St Paul's aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our establishment

\*We define bullying as actions taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is not a one-off incident.

Our policy is underpinned by our Family Links programme and "Golden Time" is central to our policy. Children in school in all classes have two sessions of golden time weekly (2 x 20 minutes). This is a reward for all those who have followed the agreed behaviour codes. Children who have not followed the codes can miss some of their golden time. Class teachers keep golden time record sheets recording the names and reasons for children missing golden time. The time missed is added to our Management Information System (MIS) using the behaviour points system with -5 behaviour points for each 5 minutes of missed time.

### **Children's Centre**

As a Sure Start Children's Centre we offer support and sessions for parents and children aged under 5. In terms of behaviour management the following expectations and beliefs underpin this specific work.

- We require all parents, carers, staff and volunteers to provide a positive model of behaviour by treating children and one another with friendliness, care and courtesy
- Centre users are provided with a brief summary of our expectations through the session guideline documents
- We work in partnership with children's parents/carers.
- Centre staff promote our family links ethos and promote positive behaviour management strategies.
- Centre staff talk to parents about managing their child's behaviour and will quietly and supportively challenge any parents who manage behaviour by using smacking or other similar physical interventions.

The following strategies will be useful in terms of understanding and supporting behaviour management.

- We require all parents, carers, staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings, so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children to develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one'.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close committed relationship with them.

## **Responsibilities**

### **Legal Guidance and Responsibilities**

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for headteachers and school staff (January 2016)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

### **The role of parents**

The school and centre aims to work collaboratively with parents, so children receive consistent messages about how to behave.

In terms of school, we explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. We expect parents to actively encourage their child to be a positive member of the school

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

### **Staff are expected to:**

- Set high standards of professional behaviour, politeness, self-discipline and respect to all.
- Listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- Actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- Discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- Discipline pupils at any time the pupil is in school or elsewhere under their charge
- Apply the principles, rewards and sanctions as detailed in this policy
- Take all forms of bullying seriously, and intervene to prevent incidents from taking place. Report incidents that happen in their class to the headteacher.
- Report concerns related to behaviour of pupils, staff, governors and parent/carers to the headteacher or others, in accordance with policies such as Safeguarding or Whistle Blowing.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and the anti bullying strategy, and of reviewing their effectiveness.

The headteacher has the day-to-day authority to implement the policy, but governors may join a discussion with the headteacher about particular disciplinary issues.

The governing body supports the headteacher in all attempts to eliminate bullying from our establishment.

The governing body monitors the incidents of bullying that occur. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of anti-bullying strategies.

## **Behaviour Outside of School**

### **Off-Site Visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

## **Travel to and from school**

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

## **Behaviour Management**

### **School Expectations**

Expectations occur in all classrooms and in all areas of the school.

- 1) Do listen – Don't interrupt and remember to be polite
- 2) Do be honest – Don't cover up the truth
- 3) Do be kind and helpful – Don't hurt people's feelings
- 4) Do be gentle – Don't hurt anyone
- 5) Do work hard – Don't waste your or other people's time
- 6) Do look after property – Don't waste or damage things

### **Preventative and De-escalation Measures**

St Paul's C/E Infant School and Sure Start Children's Centre believes that preventing inappropriate behaviour is more effective and beneficial to children than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity. To do this, adults and pupils

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- Acknowledge and celebrate the talents, gifts and differences between individual pupils
- Are always asked to do the best they can. Staff members' will teach and facilitate this behaviour.
- Praise and reward appropriate behaviour. (Aiming for at least 7/10 positive praises to every 3 sanction/reminders)
- Use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice
- Restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships

### **Rewards**

We recognise that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

We praise and reward children for good behaviour in a variety of ways:

- Staff verbally praise children – we aim for seven positives to every three negatives/corrections
- Staff give stickers to children for specific behaviours.
- Sending a child to the headteacher to be praised.
- At the end of each day each classteacher nominates a child of the day(daily achiever), for hard work, excellent behaviour or being particularly kind. A certificate is also given.
- Teachers award children smiley faces for hard work and good behaviour. These are awarded on work and each day the classteachers also make lists on the board. The children are given a certificate in assembly when they have completed a sheet of 20 faces. For every second certificate they receive they are given a voucher to choose a little present from the basket.
- Each week the classteacher nominates a child from each class to be 'achiever of the week'. The children receive a silver cup and a certificate during our Friday assembly.
- Each week we have a particular behaviour that we are highlighting and we list names of children in our "silver book" 1 behaviour point is awarded for each occasion that a child's name is in the "silver book"
- All classes have 2 sessions of golden time each week(2 x 20 minutes)
- Classes work towards a class reward.
- Gold tokens are awarded to children and adults through the school for particular behaviours (as agreed by staff) to work towards a whole school reward.

- Book prizes are awarded for children achieving 20 behaviour points

The school acknowledges all the efforts and achievements of children, both in and out of school. We encourage children to celebrate their achievements both in and out of school. Additionally we encourage children to bring in any medals or certificates that they have gained to show in assembly.

### **Sanctions and Consequences**

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The school does not issue whole class sanctions.

A paid member of staff, or a member of staff who has authorisation from the headteacher (for instance, parent volunteers on a school trip), has the authority to issue sanctions. The sanction, by law, must be issued whilst the pupil is under charge of a member of staff and in proportion and be reasonable, taking into account the pupil's age, any SEN or disability they may have, safeguarding issue and any religious requirements affecting them.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a different place or to a place nearer the teacher.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, either during a break time or possibly at home.
- If a child is not following our agreed behaviour code s(he) is reminded of the way s(he) should be behaving using the language of choices and consequences. If the child makes the choice to continue with the undesirable behaviour(makes a bad choice) s(he) is asked to sit on his/her own for some "Time Out" with the class timer. If the same undesirable behaviour continues the child is given a second "Time Out" and a record of this is made on the weekly Golden Time Record Sheet so that the child will miss 5 minutes of golden time. This golden time can be reinstated if the child works particularly hard to follow the agreed behaviour code. This is at the discretion of the classteacher. If the same undesirable behaviour still continues the child is "Sent Out" from the classroom. At this point the golden time cannot be reinstated.
- If a child threatens or physically or verbally intentionally hurts another pupil, he/she is asked to leave the classroom or sent in from the playground immediately.(Sent out). The child will lose 5 minutes of golden time which cannot be reinstated.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher ensures that that child leaves the classroom or where this is not possible the rest of the class are removed for their own safety.

If a child repeatedly acts in a way that disrupts or upsets others, the classteacher would contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Each class has a timer. If a child has been reminded about how to behave and continues to misbehave, therefore requiring isolation from the class, they are asked to sit away from the class with the timer and think about how they should behave.(Time out) After the five minutes the child rejoins the group and the teacher welcomes them back.

If a child has to leave the classroom(sent out) he/she is asked to do so and taken by a Teaching Assistant to Mrs Brown, or in her absence Mrs Laxton. If he/she refuses to leave the classroom a child or a Teaching Assistant should be sent for Mrs Brown, or in her absence Mrs Laxton. A record of all children "sent out" is kept in the record book. If neither Mrs Brown nor Mrs Laxton are in school the child is sent to another class and the teacher that has sent the child out is responsible for completing the book.

A parallel system is used for playtimes. Time out occurs on the pathway outside Beech Classroom. If a child needs to be "sent out" the child is sent to sit outside of the staff room. The adult who has given the "sent out" must then make sure that the child's name is added to the relevant golden time list. (These are kept inside class cupboards in each classroom (stuck to the inside of the door))

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.

For a minority of children whose behaviour continues to be challenging a plan targeting behaviour will need to be drawn up in negotiation with the SENCO and if necessary, outside agencies. For high need children a health and safety risk assessment may be completed to ensure the health and safety of the whole school community.

Temporary or indeed permanent exclusion will be considered where any child persistently refuses to follow the school rules and is considered to be a danger physically or emotionally to him/her self or to the other children/adults in school.

### **Pupils with Special Education Needs and Disabilities**

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy.

### **Involvement with Outside Agencies**

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

### **Physical Contact With Pupils**

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

### **Use of Reasonable Force**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

It is important that we keep a log of incidents where a child behaves in an extreme way or where a member of staff has had to use a degree of force. The Incident book for this purpose is the record book kept in the headteachers office. All incidents must be recorded and signed by the adult who has had to use the reasonable force and signed by a witness.

### **Screening, Searching and Confiscation**

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### **Allegations Against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation.

### **Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils**

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/carers and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

### **Race Equality and Equal Opportunities**

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.