

St. Paul's C of E Primary School

Documentation Information and Control

Learning Behaviour Policy

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Persons responsible for review: The Governing Body in consultation with the Head Teacher

Reference to other documents: Child Protection Policy
Safeguarding Policy
Special Educational Needs and Disability Policy
Statement of Intent (*School Ethos Statement*)
Staff Code of Conduct
Behaviour and Discipline in Schools: Advice for Head Teachers and Staff, DfE January 2016
Behaviour and Discipline in Schools: Guidance for Governing Bodies, DfE, 2012
Use of Reasonable Force, Advice for Head Teachers, School Staff and Governing Bodies, DfE July 2013
Exclusions from Maintained schools, Academies and Pupil Referral Units in England, DfE January 2015
Searching, Screening and Confiscation: Advice for Head Teachers, School Staff and Governing Bodies, DfE February 2014

St. Paul's C of E Primary School

Learning Behaviour Policy

1. Rationale

- 1.1 Recognising its historic foundation, St Paul's Church of England Primary School, Newcastle upon Tyne, exists
 - (1) to glorify Almighty God, and
 - (2) to serve the community by providing, within the context of biblical belief and practice, an excellent education.
- 1.2 At St Paul's School we emphasise managing learning behaviour rather than behaviour management.
- 1.3 The development and maintenance of conditions within which learners can learn most effectively is essential. Strategies for managing learning behaviour, therefore, focus on the celebration of success, praise and positive reinforcement rather than, though not to the exclusion of, sanctions.
- 1.4 We recognise that on occasions sanctions are necessary
 - (1) to demonstrate that some behaviour is not acceptable,
 - (2) to express the disapproval of the school community,
 - (3) to deter others from similar behaviour, and
 - (4) for the health and safety of the whole community.
- 1.5 The application of rewards and sanctions will take into account the individual needs of pupils.

2. Purpose

- 2.1 This policy enhances and supports the school's Statement of Intent.

- 2.2 By means of this policy we shall:
- (a) promote amongst pupils self discipline and a proper regard for authority;
 - (b) encourage pupils to behave well and to show respect for others;
 - (c) ensure the standard of behaviour and attitude of pupils promotes learning; and
 - (d) regulate pupils' conduct.
- 2.3 The overall principle of Positive Behaviour Management is to recognize and highlight the behaviour of pupils which we want other pupils to adopt. It:
- (a) focuses on praise and positive re-enforcement to motivate pupils to choose behaviour which is appropriate; and
 - (b) recognizes and gives sincere positive commendation to pupils who display the expected behaviour to the end that their self-esteem shall be enhanced.
- 2.4 When it is employed by staff (especially by teachers and classroom assistants) as an integral part of a classroom discipline plan it leads to the promotion and maintenance of a positive and enjoyable atmosphere which benefits the whole class by motivating appropriate academic and social goals.
- 2.5 This policy shall also apply outside the school gates when:
- pupils take part in any school - organised or school - related activity
 - travel to and from school
 - members of staff witness bad behaviour or bullying (including cyber-bullying and sexting) off the school premises
 - the behaviour of pupils wearing school uniform is reported to the school
 - the behaviour of pupils poses a threat to another pupil or member of the public
 - the behaviour of pupils could have repercussions for the orderly running of the school or adversely affect the reputation of the school.

3. Guidelines

3.1 General Considerations

- (a) The success of this policy depends upon many factors, some of which are beyond the control and influence of the school. However everything that happens in the school has an impact upon the learning and behaviour of the pupils.
- (b) The School Ethos Statement states that the school is committed to the provision of an excellent education which will enable all pupils to achieve beyond their expectations. The attainment of that goal is dependent in part on the implementation of this Learning Behaviour Policy.
- (c) The process of managing Learning Behaviour is complex but, following wide consultation involving all staff, the following principles have been developed:
 - L**isten carefully
 - E**ncourage and support others
 - A**sk questions and think
 - R**espect people and property, and
 - k**Now what you are learning and how to improve.
- (d) LEARN posters shall be displayed in all classrooms and in corridors, entrance areas, in the hall and other public areas of school. A copy shall also be sent to parents and included in the school publicity and prospectus. The principles shall be the general reference for constant and ceaseless communication of expected attitude and behaviour.
- (e) All staff have a vital role to play in the implementation of this policy. However the responsibility of the teaching staff is essential, as each pupil's experience in the classroom will influence their response to what the school expects of them.
- (g) Though the management of a class reflects the personality and skills of the class teacher, all teaching staff shall demonstrate a commitment to

provide an excellent education which will enable all pupils to achieve beyond their expectations. Teachers, therefore, shall endeavour to be proactive rather than reactive, preventive rather than remedial, as they develop a positive classroom ethos.

- (h) Pupils shall be taught to understand that they attend school to learn and that their behaviour should help others, as well as themselves, to learn. Each classroom shall have on display an agreed set of expectations which have been negotiated by the class and their teacher. These 'rules' shall be positive in nature and language and shall further the LEARN principles listed in paragraph 3.1(c) above.
- (i) Rewards and sanctions are an important element in the successful promotion of this policy. Each class teacher shall contribute to the school reward and sanction system by displaying in the classroom the rewards and sanctions used.
- (j) Teachers will choose a pupil, who has regularly set a good example of appropriate academic and social behaviour, to be given positive public endorsement within a whole school assembly.
- (k) Each class shall have regular sessions during which the pupils explore issues of behaviour and attitude.
- (l) The lunch time staff, who are important in the successful promotion of this policy, shall communicate the expected attitude and behaviour by referring to the LEARN posters. They shall operate a reward and sanction system which is particular to the needs of lunch time supervision but which also supports the school reward and sanction system.
- (m) Regular communication between the school and the home of a pupil will be enhanced by a memo or letter which informs the parents or carers of a child of his or her regular attendance (on 4 or more occasions during a single half-term or on 3 occasions in a single school

week) at the formal lunch time detention (normally for either inappropriate classroom behaviour or a serious playground incident from the previous day).

3.2 *Rewards*

- (a) The use of rewards shall be carefully controlled. Rewards shall be given for good behaviour, attitudes and work, to motivate pupils. An in-class system shall contribute to the school system of each pupil collecting stars or smiley faces on a merit chart. An award of a Bronze, Silver, Gold or Platinum certificate shall be directly related to the number collected.
- (b) The lunch time supervisors' reward system shall be based on the award of a sticker or badge to a pupil for good behaviour and attitude. Pupils with stickers or badges shall be awarded stars or smiley faces on their merit charts.
- (c) Bronze, Silver, Gold and Platinum certificates shall be presented to pupils during a public assembly, usually on a Friday.

3.3 *Sanctions*

- (a) As the overuse of rewards erodes their purpose so the overuse or misuse of sanctions erodes their effectiveness.
- (b) All teaching staff, supported by other staff, shall be consistent in the application of the school's discipline system.
- (c) Whilst displaying professional judgment (that is sensitive to a child's personality or home situation) each teacher should adhere to the existing regime that utilizes a system of warnings and the loss of play time in 5 minute intervals).
- (d) As well as the responsibility for discipline in their own classroom, teachers, supported by other staff, shall adjust when necessary how they

teach certain lessons or deal with a difficult pupil without undermining the principles of consistency and fairness.

- (e) Sanctions range from an appropriate comment to exclusion from school. The use of sanctions cannot be prescribed for all situations as every incident is unique. Furthermore, information of external or domestic factors currently affecting a pupil, when appropriate, may affect the sanction applied. Notwithstanding it is the duty of each member of staff, when necessity demands, to sanction a child. Only the Head Teacher has the authority to exclude a pupil. All pupils should expect to have a negative behaviour or attitude sanctioned by any member of staff.
- (f) A class teacher's system of rewards and sanctions shall be displayed within the classroom for pupils to see.
- (g) Pupils may be kept in during lunch or play time for varying lengths of time.
- (h) Lunch time detention during the first half of the lunch break is led by the Deputy Head Teacher. The aim of detention is to deter persistent offenders so as to
 - (1) diminish low and high level classroom problems,
 - (2) deal with major issues or incidents, and
 - (3) correct on-going break or lunch time discipline issues.
- (i) During detention a pupil shall be given a specific task related to the curriculum or their misdemeanour (such as writing an apology). A record of all pupils detained shall be kept by the member of staff supervising a detention session.
- (j) Certain types of misbehaviour shall be referred to a more senior member of staff. Pupils shall be passed down a 'chain' of staff so that the Head Teacher is involved with only the most serious or persistent incidents. The principle of a 'chain' is to promote respect for authority.

- (k) The chain shall be up from:
the individual member of staff to
the class teacher to
the Key Stage Leader to
the Deputy Head Teacher to
the Head Teacher.
- (l) The class teacher shall be informed of any referral (and its outcome) relating to their pupils. Incidents of persistent misbehaviour (especially when it disrupts learning), racial harassment, unprovoked verbal or physical abuse toward pupils or staff, and pupils leaving the school grounds without permission shall be referred directly to the Deputy Head Teacher.
- (m) At lunch time a classroom shall be made available for detention purposes. It shall be staffed by a senior member of the teaching staff. It shall be available for the use of all staff and School Council members.
- (n) All incidents of inappropriate behaviour shall be recorded on the CPOMS system along with all the actions taken.

3.4 *Counteracting Persistent Misbehaviour*

- (a) Persistent misbehaviour includes persistent low level disruption in the classroom or the playground. Although no one incident may be particularly noticeable, its persistence makes it difficult to deal with and it can easily become a serious problem. Persistent misbehaviour should be checked at the various stages of the chain of discipline (*see paragraphs 3.3(e) and 3.3(f) above*). The following strategy shall be operated by the Head Teacher.
- (b) *Step 1*
The pupil shall be interviewed by the Head Teacher, told that matters have become serious, and informed that his or her behaviour shall be carefully monitored.

(c) *Step 2*

The pupil shall be removed from the Merit Card scheme and his or her card handed to the Head Teacher.

(d) *Step 3*

The pupil shall be given a behaviour monitoring chart (yellow for use in school and red for those sent home) for one week. He or she shall be required to get the chart completed by his or her teacher and the lunch time supervisor each day. The chart shall be seen by the Deputy Head Teacher at the beginning of lunch time in the detention room and by the Head Teacher at the end of school. On both occasions the pupil shall take to the Head or Deputy Head Teacher the work he or she has done in each session.

(e) *Step 4*

The pupil shall be awarded points by the Head Teacher (to a total of 5 a day or 25 a week). Targets to 'buy back' play time and for removal from the scheme shall be set. Points shall be awarded for good behaviour and good work. Poor work shall be done again in the pupil's own time. When a pupil is removed from the scheme he or she shall have their Merit Card returned. A pupil's personal behaviour booklet is also used to enable him or her to focus on their effort and to take responsibility for their conduct within school.

(f) *Step 5*

If, after time, little progress is achieved, the pupil's parents shall be involved and a home school report card shall be used. At this stage, it may also be necessary to remove the pupil from his or her class for a day or days.

3.5 *Counteracting Bullying (including cyber-bullying and sexting)*

- (a) Incidents of bullying (including cyber-bullying and sexting) shall not be tolerated within the school and a resolve to eradicate it and alleviate the effects of any incident shall be fostered among the staff, pupils and parents.

- (b) Defining bullying (including cyber-bullying and sexting) is not easy but a distinction between isolated and discrete arguments or conflicts, on the one hand, and sustained and / or targeted victimisation, on the other, can be made. Bullying (including cyber-bullying and sexting) may take the form of physical violence or a threat of physical violence. It may be verbal abuse or it may be even a look. A victim perceives such actions as threatening and an incident often preys on a victim's mind.
- (c) Victims of bullying (including cyber-bullying and sexting) may become withdrawn or unusually aggressive. They may display attention-seeking behaviour, react inconsistently, have emotional outbursts, or show signs of physical injury.
- (d) Counteracting bullying (including cyber-bullying and sexting) shall be effected by preventive systems and by dealing with bullies in a consistent and coherent manner.
- (e) Victims shall be encouraged to talk about their concerns. A box in which pupils may confidentially place their concerns shall be available in the reception area next to the school office.
- (f) Staff shall communicate to all pupils that bullying (including cyber-bullying and sexting) is wrong and that informing on bullies is right. These messages can be communicated in a variety of ways: during assemblies, lessons (by using stories or other illustrative material), and Circle Time.
- (g) Parents shall be encouraged to raise concerns with the school and shall be engaged when incidents in school are identified. They shall be encouraged to work with school staff in addressing concerns.
- (h) The chain of discipline shall be used to counteract bullying (including cyber-bullying and sexting). When there is a concern of deliberate targeting, or of the sustained victimisation of a child, the Head Teacher

shall be informed so that incidents may be logged and acted upon using the range of sanctions detailed in this policy.

3.6 Exclusions

- (a) Exclusion is a sanction available to the school. However, it shall be rarely used. Sanctions of a less punitive nature normally suffice to modify unacceptable behaviour.
- (b) In considering the exclusion of a pupil, the Head Teacher shall:
 - (1) treat each situation as unique;
 - (2) note with care the nature of the offence;
 - (3) consider the likely outcome of exclusion for the individual pupil and his or her family; and
 - (4) consider the welfare and rights of other pupils affected by the behaviour of the offender.
- (c) Only the Head Teacher (or the Deputy Head Teacher acting in the Head Teacher's absence) has the legal power to exclude a pupil.
- (d) The Head Teacher, having made a decision to exclude a pupil, shall inform the Chairman of the Governors.
- (e) Neither the Head Teacher nor the Chairman of Governors shall (at that stage) involve other members of the Governing Body since the appeals procedure may require them to decide whether the Head Teacher was right to exclude the pupil.
- (f) Two categories of exclusion are available to the Head Teacher:
 - (1) *A Fixed Period Exclusion* (a definite date for the pupil to return to school shall be set, subject to the limitation that this type of exclusion shall not exceed 45 days within a year); and
 - (2) *Permanent Exclusion* (i.e. the Head Teacher believes that it is in the pupil's best interest that he or she does not return to school).

- (g) All matters relating to an exclusion shall be recorded and maintained on the pupil's confidential file by the Head Teacher.

3.7 *The Use of Reasonable Force to Control or Restrain Pupils*

- (a) Section 550A of the Education Act 1996 has been in force since 1 September 1998.
- (b) Section 550A of the Act states that teachers, and other staff who have lawful control or charge of pupils, may use reasonable force to prevent a pupil(s) from
 - (1) committing a crime,
 - (2) causing injury to a person or damage to property, or
 - (3) causing disruption.
- (c) All staff who have cause to intervene with any degree of physical force must know what is and what is not acceptable as well as the options and strategies available.
- (d) Although there is no legal definition of 'reasonable force', there are four principles that govern its use:
 - (1) the incident must warrant it;
 - (2) it must be proportionate to the circumstances of the incident;
 - (3) it must be proportionate to the seriousness of the pupil's behaviour; and
 - (4) it must be minimal.
- (e) Reasonable force to control or restrain may be appropriate when:
 - (1) there is a risk of injury to a person;
 - (2) there is a risk of damage to property; and
 - (3) good order and discipline are compromised.
- (f) Before intervening with proportionate reasonable physical force an authorised member of staff must, whenever practicable, tell the pupil who misbehaves to stop. The pupil must also be told what will happen should they fail to heed the warning given.

- (g) Throughout an incident the authorised member of staff must communicate with the pupil in a calm and measured manner.
- (h) The pupil must be informed that the physical contact or restraint will cease as soon as it is no longer necessary.
- (i) No action is to be taken by the authorised member of staff that exacerbates the situation.
- (j) Since the use of restraint requires judgment and a knowledge of non-physical methods of control the person exercising it must be authorised to do so by the Head Teacher.
- (k) The Head Teacher shall ensure that all staff are appropriately trained in the use of reasonable force or restraint both within the school and on school trips.
- (l) Reasonable force or restraint shall never be used as a substitute for managing good behaviour.
- (m) A written report shall be compiled and given to the Head Teacher as soon as possible after an incident.
- (n) The following details shall be included in a report:
 - (1) the name(s) of the pupil, the time, and the place of the incident;
 - (2) the names of other staff or pupils who witnessed it;
 - (3) the reason why reasonable force or restraint was used;
 - (4) the action taken to calm the situation;
 - (5) the pupil's response;
 - (6) the outcome; and
 - (7) any injury or damage caused.
- (o) The Head Teacher shall ensure that an up to date record of all incidents are kept in a suitable incident book.

- (p) The Head Teacher shall meet with a parent or carer of a pupil as soon after an incident as is practicable.
- (q) If an incident breaches these guidelines the procedures outlined in the school's Child Protection Policy shall be followed.
- (r) Occasions when physical contact may be necessary include:
 - (1) the demonstration of exercises or techniques in PE lessons;
 - (2) the giving of First Aid; and
 - (3) when a pupil is in distress.
- (s) Cultural and other personal factors (*e.g the age, sex, stature, victim of abuse*) must be considered during incidents that require the use of reasonable force or restraint.
- (t) Complaints against a member of staff who uses Reasonable Force shall be dealt with quickly and investigated appropriately. The following principles shall be applied.
 - (1) A member of staff has a defence to any criminal prosecution or other civil or public law action if he or she acts within the law (*that is, he or she uses reasonable force to prevent injury, damage to property, or disorder*).
 - (2) The onus is on the person who makes a complaint to prove that his or her allegation is true. The member of staff does not have to show that he or she acted reasonably.
 - (3) Suspension shall not be an automatic response when a member of staff is accused of using excessive force.
 - (4) The school, through due process, shall carefully consider:
 - (i) whether the circumstances warrant the suspension of the staff member whilst an allegation is investigated, or
 - (ii) whether alternative arrangements should be made.
 - (5) The Governing Body, by due process, shall consider whether the member of staff acted within the law when it makes a decision about disciplinary action.

- (6) If a decision is made to suspend a member of staff the school shall ensure that he or she has access to a named contact person who is able to provide support.
- (7) Recognising its duty of care toward its employees, following a use of force incident, the school shall provide appropriate pastoral care to a member of staff who is subject to an allegation.

3.8 *Searching Pupils and the Confiscation of Possessions*

- (a) School staff can search a pupil if the pupil agrees taking into account that the ability to give consent may be influenced by the age of the child or other factors (see the *European Convention on Human Rights*, Article 8).
- (b) The Head Teacher or Deputy Head teacher in her absence have a statutory power to search pupils without consent when they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco
 - fireworks
 - pornographic images
 - any article likely to cause personal injury or damage property.
- (c) The Member of staff conducting the search shall be the same sex as the pupil being searched. There shall be another member of staff present as a witness and if possible the witness will be the same sex as the pupil.
- (d) Any prohibited item considered harmful or detrimental to school discipline shall be confiscated

4. Review

The governors shall review this policy each year.