



**St Mark and  
All Saints**

*'Together we care, learn and achieve'  
In the name of Jesus, The Good Shepherd  
C of E Primary School*

## **St Mark and All Saints Church of England Primary**

### **School BEHAVIOUR AND DISCIPLINE POLICY**

The aim of our Behaviour Policy is to create a safe and happy learning environment for everyone. We expect all members of the school community to demonstrate our Christian values of compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.

St Mark and All Saints C of E Primary & Nursery School believe that the school Behaviour and Discipline Policy should reflect the following principles:

1. St Mark and All Saints C of E Primary & Nursery School provides a safe environment in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self discipline and to take responsibility for their actions.
4. The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
5. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
6. The school Behaviour and Discipline Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Discipline Policy should be read in conjunction with the following policies and procedures:

- Anti Bullying
  - Teaching and Learning
  - SEN and Inclusion
  - Single Equality Scheme
  - Safeguarding
  - Complaints / Parental Concerns
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- Playtime / Classroom Behaviour Systems

- Exclusion

Staff at St Mark and All Saints C of E Primary & Nursery School have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school/class rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach and pupils can learn. All parents/carers are asked to sign the Home/School Agreement when their child starts at St Mark and All Saints C of E Primary & Nursery School and in doing so agree to support the school in the implementation of the Behaviour and Discipline Policy.

### **Anti-Bullying**

St Mark and All Saints C of E Primary & Nursery School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti bullying can be found in the Anti Bullying Policy. The school is aware of the pressures and dangers that may present through new technology and our Anti-Bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to the school's disciplinary code.

### **Restraint of pupils**

At St Mark and All Saints C of E Primary & Nursery School we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure.

In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

(For more information see DfE Guidance)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Dealing with items that should not be in school**

The staff reserve the right to screen all pupils for objects that may potentially cause danger to a pupil or to others – this may involve asking pupils to turn out their bags or pockets, searching lockers or other pieces of property.

It may occasionally be necessary to search a pupil with their consent. This will only be done when

the school has reasonable grounds to believe a pupil may be carrying an item that causes concern to the school or may be dangerous to the pupil or another staff member.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other pupils.
- Suspicion may be aroused:
  - Because a pupil is acting suspiciously (e.g. attempting to hide something)
  - As a result of a 'tip off' – by a parent/carer or another pupil
  - Because of something said by the pupil.
- There will always be two members of staff present when a search takes place.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond the Police and parents will be informed, in line with school procedure.
- All searches will be logged:
  - name, year, sex, ethnicity of every pupil searched
  - grounds of suspicion
  - time and place
  - who searched
  - who else was present
  - what if any reasonable force was used, and if so why
  - how the search began and progressed
  - the pupil's responses and how staff managed them (eg steps taken to calm the pupil)
  - outcomes and follow-up actions.
- Parents/carers will always be informed if a pupil has been searched and the result of that search.

For more information see DfE Guidance

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20advice.pdf>

We work closely with our local Police service. Contact details are:

Community Police – PCSO

Surrey Police, PO Box 101, Guildford, GU1 9PE 01483 630086

### **Confiscation and Disposal**

Staff at St Mark and All Saints C of E Primary & Nursery School have the power to confiscate any

item which is illegal or is not appropriate to have in school, (see above) from school. In most circumstances staff will confiscate items and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police.

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, eg chewing gum) will be disposed of.

High value items (£20+) eg mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Low value items will be disposed of.

## **Behaviour Out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

St Mark and All Saints C of E Primary & Nursery School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve St Mark and All Saints C of E Primary & Nursery School pupils.

## **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO (Local Area Designated Officer) and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of the Trust will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the LGC's Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

## **School Rules**

School rules are reviewed at the start of the year in class and form the basis of the Class Charter. They are referred to regularly in order to keep them at the forefront of general classroom behaviour.

## **Promoting Good Behaviour**

At St Mark and All Saints C of E Primary & Nursery School we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and regularly reviewed and discussed. We encourage staff who are

experiencing difficulties with individual or groups of pupils to discuss and share practice ideas. We ensure that supply teachers are briefed fully by the classteacher and/or Headteacher when spending the day in school.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, class time, PSHE etc) as appropriate. We also ensure that pupils and staff new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti Bullying Policies.

### **Rewards**

St Mark and All Saints C of E Primary & Nursery School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available.

(see Rewards section in Appendix)

### **Sanctions**

Teachers, teaching assistants and other paid staff with responsibility for pupils at St Mark and All Saints C of E Primary & Nursery School have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate punishment.

(see Sanctions in Appendix)

### **Exclusion, fixed term or permanent will only be used as a final sanction. Exclusion will only happen:**

- in response to serious breakdown of the school's behaviour policy
- once a range of alternative strategies has been followed
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

The school will follow the DfE guidelines with regards to the exclusion procedure. It is important that the sanction is not out of proportion to the offence.

### **Parents/Carers**

St Mark and All Saints C of E Primary & Nursery School aims to work in partnership with parents at all times. Parents/carers are expected to support the school in upholding the school/class rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion. Parents/carers are expected to attend a Reintegration Interview following any period of fixed period exclusion. On admission to the school all pupils are required to sign the school's Home School Agreement which can be found in the Appendix.

### **Pupils requiring Additional Support**

St Mark and All Saints C of E Primary & Nursery School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school.

Pupils who require additional support may be:

- Offered support from a pastoral leader/senior leader with individual targets which will be regularly monitored. These may be recorded as part of a Home/School link book, an Individual Behaviour Plan or a Pastoral Support Programme. We adhere to the Special Educational Needs & Disabilities (SEND) 2014 arrangements and hold information on our website detailing the school offer.
- Referred to the SENCO for an assessment of their needs (see SEND Policy)
- Referred for a multi-agency assessment
- Referred to alternative education provision

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The schools will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact .

## **Data**

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions

Data is analysed at individual pupil level by the Senior Leadership Team, (SLT) and is used to inform referrals to school based interventions, Special Educational Needs & Disabilities, (SEND) arrangements and referrals to outside agencies.

Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure.

Data is presented to whole staff meetings, SLT meetings and the LGC in order to support the evaluation of the impact of the policy.

## **Roles & Responsibilities**

All staff play an important role in positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their pupils. If behaviour continues to be poor, Senior Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

## **Review and Evaluation**

This policy is subject to regular review and evaluation by:

The LGC, SLT & Staff

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## **Appendices**

### **1. Rewards:**

Reward systems follow an agreed format where all children start afresh each day and move up or down according to behaviour, effort etc. Children are regularly praised for specific learning or behaviours that are observed and can also be sent to the Headteacher or SLT for good work or good behaviour.

**Star of the day** is linked to our class reward systems and is based on continued effort throughout the day and is rewarded with a note sent home to parents at the end of the day.

A '**Star of the Week**' is chosen each week by the class teacher. Their parents are informed and invited in for refreshments each Friday before the celebration assembly, where the Star of the Week children receive a certificate.

An '**Academic Star**' is chosen from each year group each week and celebrated in assembly with a certificate which details their achievement to take home.

A '**Top Table**' of two children from each year group from Reception to Year 6 is chosen by Support staff each week. Children who show excellent table manners sit at Top Table which is laid up in a typical 'restaurant style' with a table cloth and napkins.

**Playground Stars** are children from each year group who have been noticed demonstrating exemplary behaviour in the playground e.g. supporting peers and younger children, following school rules and being a good citizen. Their names on stars are added to our Playground Stars display on the Head teacher's windows for parents to celebrate with their children.

All of the above are detailed in our fortnightly newsletters so that parents and carers can also celebrate all the awards with the children.

**House Points** are awarded to children when they demonstrate good behaviour, good manners, taking on responsibility, showing a good attitude towards learning and a positive reflection of our school ethos.

**Marvellous Manners** are celebrated weekly with a child from Infants and Juniors being chosen for their exemplary manners by the lunch staff.

**Attendance** is also celebrated weekly with the class whose attendance is highest being celebrated in assembly and taking Sam Bear into their class for the week. Classes who reach our target of 100% attendance for the week are added to our attendance display in the Assistant Head teacher's window to celebrate with parents.

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### **2. Sanctions**

## **Absolute Consistencies**

There are 5 consistencies that all staff will uphold in all interventions: At St Mark and All Saints adults:

1. Model positive behaviours.
2. Meet and greet in the playground.
3. Use School Rules which promote being ready to learn, these are displayed and taught.
4. Engage and challenge students during every lesson
5. Step students calmly and slowly through sanctions steps giving 'take up time', every time. (see attached for guidance) and prevent before sanctions
6. Follow up every time, retain ownership and engage in reflective dialogue with students

## **Seeking support with an incident**

SLT will be carrying out Learning Walks during the day to support staffing with daily teaching and to ensure we are a positive learning community.

Every child starts on the 'Every day is a new day' central part of the class zone board. When a child behaves well and/or does good work throughout the day they move up the board culminating in Silver and Gold/ reward levels. Children can also move down the chart when displaying negative behaviour ie silly or disruptive behaviour. A verbal warning is given before moving down the chart and the opportunity is taken privately to remind children of the school rules and a previous occasion when they behaved well.

Sanctions at St Mark and All Saints have a learning focus, build relationships and encourage students to take responsibility. Restorative approaches are encouraged and supported. All students must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

To support staff the school operate a 'Red card' system, supported by senior staff. This is only to be used for very serious incidents needing a quick response, for example student/staff at risk of harm. The role of 'Red card' is to support not always simply to remove students. The classroom teacher is still responsible for the child's learning, even if they are removed.

**Examples of Red Card behaviours – use red card to send for SLT. Incident form to be completed same day and passed to SLT. Parents informed by teacher or SLT if at lunch/break**

Physically attacking another child or adult

Extreme disruption in class or violent outbursts

**Behaviours which should be dealt with in class using zone board but which you may need to record on an incident log and pass to SLT. Parents should always be informed by phone or in person, on the same day.**

Racist/sexist/homophobic/anti-faith language- must always be recorded on separate form see SLT.

Stealing, spitting, deliberately breaking resources, disobeying instructions, swearing (including gestures)

If the above behaviours are frequent or repeated parents/SLT would need to work together to identify a plan to move forwards.

## Behaviour chart levels and expectations

Gold learning behaviours- Star of the Day – note home to parents for all children who reach this level.

Silver learning behaviours- positive praise and class reward such as a sticker.

Reward level(s) for good learning behaviours noticed on the way to Star of the Day.

**'Today is a new day' all children start the day here.**

First Warning- redirect behaviour - can be verbal or non-verbal eg a 'look'. Follow up with a rule reminder and positive praise for previous behaviour privately.

Second warning – child moves down one -redirect behaviour, remind of choices and expected behaviour.

1<sup>st</sup> Sanction - child moves down again- give time out to a Thinking Space within class. Follow up with rule reminder and positive praise linked to previous behaviour

2<sup>nd</sup> sanction - 5 minutes time out at work station in class or at play with adult on duty depending on when incident happens. Consequence should be immediate.

3<sup>rd</sup> sanction – 5 minutes missed play staying with adult on duty. Parents spoken to at end of day.

## Examples of scripted conversations to use alongside zone board/reward

### **chart: First warning – verbal reminder**

Non-verbal cue. Rule reminder

### **Second Warning- move down one**

I saw/heard you chose to .....This is your warning. You now have the chance to make the right choice and move back up the zone board/chart. Please go to the ...(thinking space) and think about your choices. Thank you for listening.

### **First sanction - move down one and go to Thinking Space**

I saw/heard you chose to ..... Because of that choice you have moved down the behaviour chart/zone board. Please go and sit on the thinking chair for 2 minutes. Think carefully about your next move. I know you can make good choices. Thank you for listening.

**Second sanction - move down chart and go to work station with adult**

I saw/heard you chose to.... This is the third time I have had to speak to you. Please take your work and go to the ....work station/table and work with... (adult). Think very carefully about your next move. I know you can make good choices.

**Third sanction – move down chart and miss 5 minutes play**

I saw/heard you chose to ..... You have broken our rule about..... You have chosen to miss 5 minutes of your play when you and I will discuss this calmly.

**Refocusing the conversation**

When students try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in. This encourages the student to realise you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Or
- Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

**Student Adult**

It wasn't me I hear what you're saying.

But they were doing the same thing I understand.

I was only..... Maybe you were... and yet....

You're not being fair. Yes sometimes I may appear unfair.

It's boring Yes you may think it's boring, and yet...

You are a ....( name calling) There may be some truth in that, I'm not perfect. **Out line**

If the conversation is becoming unproductive use:

I am stopping this conversation now. I am going to walk away and give you a chance to think about the choices that you made. I know that when I come back we can have a polite and productive conversation.

**3. STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR**

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented. Positive professional relationships with pupils, parents and other staff are emphasised within the Teachers' Standards 2012.

All staff are expected to adhere to the rewards and sanctions agreed in this policy. Pupils will perceive inconsistency as unfairness and will be to try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through. *Certainty* is more effective than *severity*.

All staff are expected to model the behaviour we expect to see in our pupils and in particular to address pupils courteously and with respect and avoid escalating situations by shouting and failing to listen.

## **Good practice for positive behaviour management includes the following:**

### **START OF LESSON**

1. Teacher greet pupils in their line in the playground at the start of the day.
2. Ensures pupils understand every lesson is a 'fresh start'.
3. Ensures pupils sit in allocated seat (planned seating).
4. Teacher ensures start of lesson routine is understood and kept to.

### **DURING LESSON**

1. Staff have high expectations of work and behaviour.
2. The school's teaching encourages good behaviour – paying attention to planning, pace, interest and variety, differentiation, visual cues. The teacher makes learning exciting.
3. The teachers create a stimulating environment with motivating displays of pupil work and they pay attention to the layout of the room, ensuring that all can see IWB etc.
4. Teachers ensure rewards and consequences are visible to all – rules are used as a buffer and depersonalise behaviour.
5. Praise is used consistently and 'Catching them being good' is a feature of teacher's language. Reward systems set up are consistently applied.
6. Pupils are known well and their needs understood, (SEND etc). Teachers use strategies recommended in Behaviour Plans, ISPs etc.
7. Teachers are careful to watch language, tone, posture, body language etc. and remain calm and positive at all times.
8. The use of any additional adults to support pupils who need extra help to meet the lesson objectives is carefully planned.

### **END OF LESSON**

1. Pupils are led out of class to break, lunch and for dismissal at front of school at the end of the day.

### **OUT OF CLASS**

1. Teachers ensure responses are appropriate to time/place – follow up what you have noticed.
2. Teachers on duty are on time and in the correct place. They take the opportunity to build relationships with students.
3. Staff will intervene whenever incidents occur and follow correct procedures in order to resolve them.
4. Corridors are kept clean and tidy with motivating/informative displays.