

St Mark's CE Primary School

Ramslye Road
Tunbridge Wells
TN4 8LN



BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY

Headteacher: Simon Bird
Chair of Governors: David Hill

Our Vision

St Mark's CEP School is committed to developing children that are flourishing, building strong foundations, making excellent all-round progress and reaching their potential. We Aspire, Believe, Succeed.

St Mark's school vision is theologically rooted in the belief that everyone reflects the image of the creator God, is loved and sustained by God and is called by Christ into "life in all its fullness" (John 10:10).

Every member of the school community is therefore to be equally valued, fully supported and encouraged to flourish.

Created: October 2012
Updated: 16th September 2024
Ratified: 23rd September 2024
Review Date: September 2026

Website - Y

Signed by Chair of Governors: _____

Date: _____

Aspire, Believe, Succeed

*The school is founded on the Christian values of **courage, compassion and creativity** in which personal responsibility, self-respect and respect for others are central to our children's growth.*

Safe Ready Respectful

1 Aims and expectations

- 1.1 It is a primary aim of St Mark's school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 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 school community in aiming to allow everyone to work together in an effective and considerate way. Thus, displaying our value of Compassion.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 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.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our school is founded on our Christian vision and associated values of courage, compassion and creativity in which personal responsibility, self-respect and respect for others are central. This policy aims to build on these as well as promote good behaviour, rather than merely deter anti-social behaviour.

2 Principles of Behaviour Management

At St Mark's we are guided by these principles of behaviour management:

- behaviour is the result of interactions between the child and their environment

- rewards have greater impact than punishment.
- **everyone** in our school community is responsible for promoting good behaviour regardless of their role in school
- we address unacceptable behaviour through positive statements and encouragement to make the right choice
- we need to catch children being good.
- we need to plan for good behaviour
- we should model the behaviour that we want to see.
- building rapport with children requires effort, commitment and skill.
- we should plan alternatives to confrontation and work to de-escalate situations at all times
- everyone deserves a second chance

We are guided by the principle that we should separate the child from the behaviour – *it is the behaviour that is unacceptable not the child.*

3 Rewards and punishments

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

- teachers praise children verbally and through written marking comments
- teachers use a variety of rewards throughout the school. These include individual stickers, house points, marbles/cubes in a jar, star/pupil of the day certificates.
- each week we nominate children from each class to be mentioned in our 'Head's Heroes' assembly. This nomination is written into the 'Head's Heroes' and displayed in the entrance hall.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Celebration assemblies are used to celebrate pupil achievement out of school, for example, music or swimming certificates, as well as Proud pegs in class.

3.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Every class uses a behaviour scale to support behaviour. Names are **not** displayed on this. The scale is an indicator of the actions taken/consequences expected should a school rule not be followed.
- All children begin the day on 'green', each time a child displays unsuitable learning behaviour they are verbally informed that they have moved down the behaviour scale. The red section of the behaviour scale is broken into 3 with increasing consequences for each section of red. In the first section of red, children are to miss playtime. The amount of playtime missed is to be decided by the class teacher based on the severity of the behaviour. The child might be required to speak to their Key Stage leader too. As they progress through the red section, they will have to spend time in their Key Stage Leader's classroom (independently completing work set by their teacher). Their behaviour will be logged on CPOMS. If they move

into the 3rd section of the red behaviour scale for displaying continuous or extreme undesirable behaviour, they will visit or be visited by the HT, DHT or AHT.

- Children who have received a consequence for behaviour are expected to move back up after of displaying expected learning behaviour during subsequent sessions, in keeping with our school ethos and value of compassion.
- All classrooms have a rainbow, when desirable learning behaviours are displayed then children are celebrated/recognised on this rainbow. Adults within a class may decide to target specific learning behaviours for the children to work towards being recognised for across the school week.
- Children missing parts of their playtime will do so in either their classroom (if it is only for a few minutes) or at the school office/with the DHT/other member of the Senior Leadership Team (SLT).
- Every adult in school has access to CPOMS. This is where all behaviours that result in moving to red are collated. We log both what the child has done as well as the consequence given for their behaviour. It is expected that children are given the opportunity to talk restoratively with an adult about the incidents.
- Children who visit section 4 on the behaviour scale will be accompanied to their parents at the end of the day and the behaviour and consequences explained to the parent. Children reaching section 5 will receive a telephone call/email sent to parents explaining the incident and behaviours displayed by their child as well as the consequences.

All communications with parents in regards to behaviour should be logged on CPOMS and brought to the attention of the DHT who will monitor these communications

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, an adult will remind the child of the expectations around behaviour. If a child continues to fail to meet these expectations, we isolate the child from the rest of the class until they calm down, and are in a position to work sensibly again with others.
- Children who display unacceptable behaviour on a regular basis may be given behaviour books or an Inclusion Support Plan (ISP) put in place. They are expected to report to either the Deputy head or Headteacher at regular intervals during the day showing how they are getting on in class.

Regular meetings between the child's parents and SENCo/DHT will happen for those on an ISP.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. A member of the SLT, Assistant head, Deputy head or Headteacher will be called and the situation assessed.
- In extreme cases of disruptive/anti-social behaviour children are removed from their class and placed with a member of the SLT for the remainder of the session or day dependent upon the severity of the behaviour.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and depending upon the severity of the behaviour depends on the resulting sanction given. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. In these instances, an ISP will be implemented.

3.4 The class teacher discusses the school rules with their class at the beginning of each school year. Our rules are "**Safe, Ready, Respectful**". The school rules are clearly displayed in all classrooms, corridors and common areas. These simple rules ensure that every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

3.5 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in our Positive Handling Policy. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3.7 SEND – There are times when this policy may need to be adapted due to the need to take reasonable steps to avoid the substantial disadvantage to a disabled person caused by a provision, Therefore, in accordance with the Equality Act 2010 we may make allowances and adaptations in line with the child's needs.

3.8 Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils. The SLT will discuss the behaviour and decide upon the appropriate course of action.

Conduct outside the school premises, including online conduct, that the school might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

4 The role of the class teacher/teaching partner

4.1 It is the responsibility of the class teacher/teaching partner to ensure that the school rules are adhered to in their class, and that their class behaves in a responsible manner during lesson time as well as whilst moving about the school as a class.

4.2 The class teachers/teaching partners in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 The class teacher /teaching partner treats each child fairly and enforces the behaviour scale system consistently. The adult treats all children in their class with respect and understanding.

4.4 If a child misbehaves repeatedly in class, the class teacher/teaching partner will keep a record of all such incidents on CPOMS. In the first instance, the class teacher/teaching partner deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCo and/or Deputy Head/Headteacher.

4.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child either in person or via the year group email.

5 The Role of the Deputy Head/SENCo

- 5.1 The Deputy Head/SENCo acts as a source of advice and expertise to class teachers/teaching partners to help the modification of unacceptable behaviour.
- 5.2 The Deputy Head/SENCo supports the class teacher to put in place programmes of support for individual children or groups of children to teach positive behaviour.
- 5.3 The Deputy Head/SENCo liaises with external agencies, as necessary, to support and guide the progress of each child. The Deputy Head/SENCo may, for example, discuss the needs of a child with LIFT, the education social worker or other outside agency.
- 5.4 The Deputy Head/SENCo is instrumental in drawing up Inclusion Support Plans for children who are at risk of exclusion. In cases of consistently extreme behaviour a part time timetable will be set up for 8 weeks, when it is reviewed – it may be necessary for it to continue before that child is re-introduced to a full-time timetable.

The Role of the Headteacher

- 6.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 6.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 6.3 All reported serious incidents of misbehaviour are on CPOMS.
- 6.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

7 The role of parents

- 7.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 7.2 We explain the school rules on the school website, and we expect parents to read these and support them.
- 7.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the

school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- 7.4** If the school has to use reasonable sanctions to punish a child, parents should have the actions clearly explained to them and they should be encouraged to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, if this does not result in a resolution, they should speak to a member of the SLT or the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8 The role of governors

- 8.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 8.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

9 Fixed-term suspensions and permanent exclusions

- 9.1** Only the Headteacher has the authority to suspend or exclude a pupil from school. In the case of the Headteacher being absent from school the Deputy head/SLT will assume this role in consultation with the Headteacher. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- 9.2** If the Headteacher suspends a pupil, they inform the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 9.3** The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- 9.4** The governing body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

9.5 The governing body has a discipline committee which is made up of three members. This committee considers any exclusion/suspension appeals on behalf of the governors.

9.6 When an appeals panel meets to consider an exclusion/suspension, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

9.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

10 Monitoring

10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher/teaching partner records minor classroom incidents on CPOMs The Headteacher/Deputy Head monitors those incidents where a child is sent to them on account of unacceptable behaviour through CPOMS and checks that consequences are in place.

10.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10.5 In the Headteacher's report to the Governing Body they will report on the number of fixed term and permanent exclusions and the number of Inclusion Support Plans since the last report.

11 Review

11.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.