



Learning to love; love to learn

Through Christian Faith, partnership with home and community, and our core values of Wisdom, Faith, Honesty, Trust and Courage, we are committed to helping every child achieve their full potential.

We are completely devoted to providing our children with a curriculum that inspires and motivates them. We aim to ensure that learning experiences are challenging for all in order to develop resilience as well as knowledge. In addition, we put a strong emphasis on an unerring positive ethos and an expectation of staff and all children living out the values of the school through their everyday behaviours and actions.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

2 Corinthians Ch.8 Verse 21: Our purpose is to do what is right, not only in the sight of the Lord, but also in the sight of others.

Our Ethos: Through strong Christian faith and partnership with home and community, St. Michaels' Easthampstead C of E Primary School empowers our children to fulfill their potential, equipping them with skills for happy, successful lives as responsible and confident members of an ever changing world.

Our School Values: The school upholds the following values and expects all pupils to behave in accordance with them at all times:-Faith, Wisdom, Honesty, Trust and Courage.

Introduction

At St Michael's Easthampstead Primary School, we believe that children and staff have the right to work and learn in an environment which is well ordered, in which they feel safe and in which all individuals are treated with respect.

To meet this aim it is important that the agreed rules of the school are clear and understood by whole school community and are constantly reinforced by positive



behaviour management. This includes children and parents being aware of and abiding by our Home School Agreement.

It is also important that both sanctions and rewards are known and that these are consistently applied.

The school adopts a behaviour policy, which is based upon rewarding good behaviour but also has clear strategies for dealing with unwanted behaviour.

Our Rights and Responsibilities school are:

- I have the right to an education
- It is my responsibility to listen and try my hardest in lessons
- I have the responsibility to play nicely with my friends
- I have the right to be listened to and the responsibility to listen to others

These rights and responsibilities are written on the back of children's reward cards. At the beginning of each year classes develop a detailed class charter which is based on these rules. The charters are discussed regularly with all the children. These charters are written using rights respecting language and describe children's rights and the corresponding responsibility.

Rewards

If a child is behaving well or is particularly polite and/or helpful they may be given a good mark which is known as a 'smilie'. This is recorded against the child's name in their classroom. If they are given a smiley, they receive a stamp on their reward. When they collect a card full of stamps they receive a reward of a small gift which is collected from the Headteacher's office. As the year progresses children in Year 6 will change to collect smilies to go towards bronze, silver and gold stars. All children who complete a card are also presented with a certificate in an assembly.

Class smilies leading to a whole class award also encourages teamwork and values whole class effort.

House points are also given to individuals for excellent work or attitude to work. These points are accumulated into a total for each 'house'. The house with the highest total at the end of each term receives a small reward. This system also promotes inter school teamwork and promotes our core values.

Sanctions

If a child breaks one of the class charter or school rules then they are given a warning or 'sad face' which is also recorded against their name in the classroom. If a child receives two warnings then they have to spend their free time in the Reason Room over



lunchtime. Key Stage 1 children spend 25 minutes in the Reason Room and Key Stage 2 children spend 1 hour in the reason Room. The time spent in the Reason Room (Classroom) is to consider why they have been sent there and reflect on their actions. Staff monitoring the Reason Room will reinforce this reflection using rights respecting language and link to our Christian Values. Parents are informed at the end of the day if their child has been put in the Reason Room and sessions will be reviewed at Parent's Evening with the child's total number of visits recorded on their end of year report.

The following actions will be taken after 3, 6 and 9 visits to the Reason Room:-

3 Reason Room visits – Letter to Parent outlining offences

6 Reason Room visits – Teacher/Parent/Key Stage Leader/meeting Behaviour Report card implemented for period of time with short term targets and rewards which is presented to HT/DHT daily.

9 Reason Room visits – Teacher/Parent/HT meeting Internal Exclusion Continued visits will lead to further internal and external exclusions.

A behaviour card may be used to improve persistent behaviour issue at any time to tackle behaviour issues. Parents will be informed.

Double warnings may be given by class teachers or SLT for serious misdemeanours such as physical violence or verbal abuse. Any staff unsure of 'serious misdemeanour' will discuss sanction with Key Stage leader or Headteacher.

A Reason Room book is kept which outlines the details of the poor behaviour.

Lunchtimes

All classes contributed to the Lunchtime Charter which is based on the agreed rules for behaviour. The charter outlines children's rights and the corresponding responsibilities. These are discussed regularly with children by the class teachers.

A child may receive a 'smiley' token from the Lunchtime Controllers –.

A child will be brought directly to the Headteacher, Deputy Head or Assistant Head at lunchtimes for serious misbehaviour i.e. swearing, fighting, bullying. Other issues are recorded in pocket books by lunchtime controllers, to be followed up by the Class Teacher or Key Stage Leader.

If a child is constantly in trouble at lunchtimes, a letter will be sent home warning that if the bad behaviour continues, then the child will be removed from the playground for a finite period and if still continues then child will be excluded at lunchtimes for one week. If after a one week of lunchtime exclusion the problem still exists, the child will be excluded at lunchtimes for a term.



Key Issues

- Consistency
- Fairness
- Clear expectations
- Positive behaviour management.

Response to Persistent Behaviour Management Issues

- School will work closely with external agencies including BST and implement advice from them
- A parent and child meets Headteacher/SMT/Class Teacher/SENCO/FSA to set expectations
- Child's needs assessed and discussed with parents. □ Behaviour Programme set up and monitored.
- Behaviour targets reviewed and assessed (this continues until behaviour improves).
- If behaviour deteriorates further, or endangers themselves or others, the Borough Policy on Fixed Period and Permanent Exclusions is implemented.

The Right to Search a Pupil

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be



searched for including mobile phones and electronic devices and prescription and non-prescription medication.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

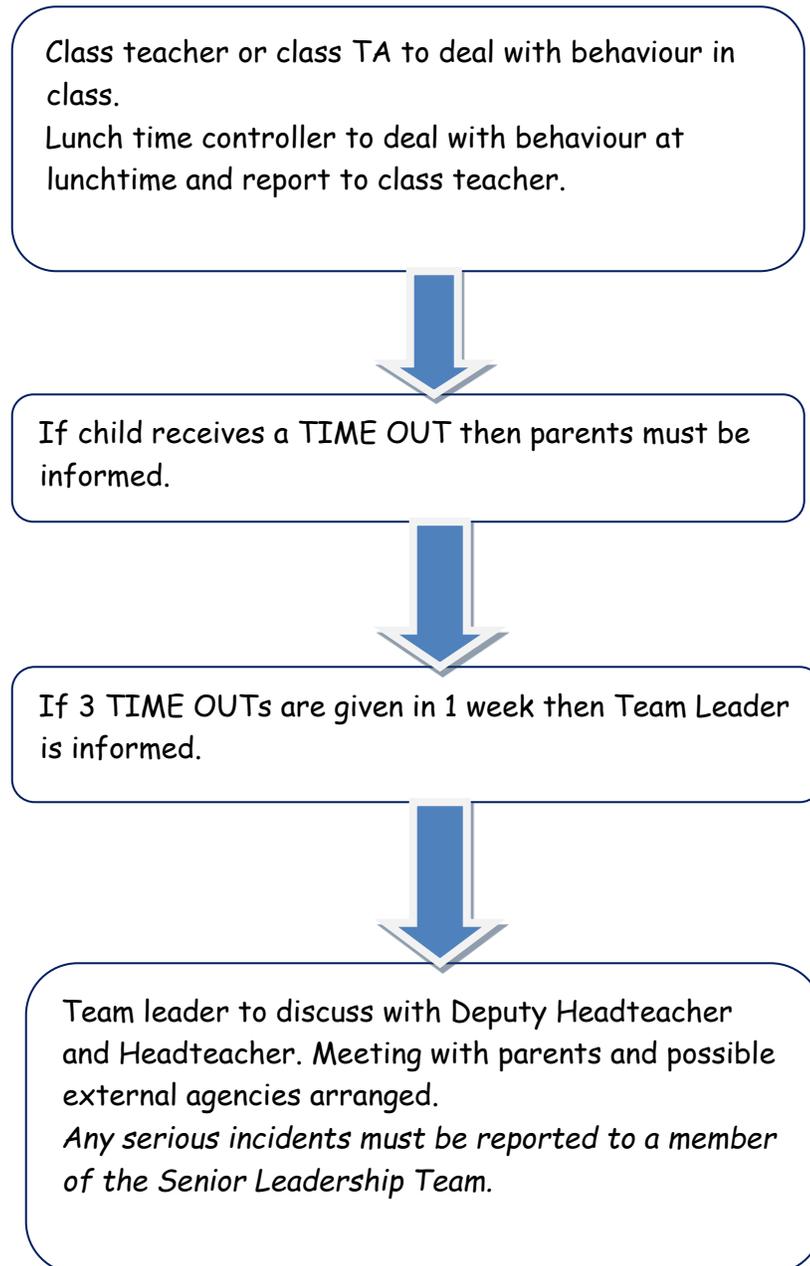
School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Covid 19

Staff and children will create a Covid 19 charter together and then these safety rules will be reinforced daily with the children.



Flowchart of reporting incidents





Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.