

St Mary's Catholic Primary School



Behaviour and Discipline Policy

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2022-24

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1. Introduction

At St. Mary's Catholic Primary School, we understand that good behaviour and the correct attitude to learning creates a successful environment for learning and we therefore have very high expectations for behaviour.

The aim of this policy is to enable us to realise our school mission statement.

"To love God above all things: by learning together, loving ourselves, loving each other, loving all people, loving life itself and constantly striving for excellence worthy of our God given gifts."

As a Catholic school, our value system is based on Gospel values and the Jesuit virtues. At St. Mary's, we understand that we are all made in the image and likeness of God and have a mission to use our gifts for the good of our world. Each member of the school community aims to be effective in living out our mission statement, and our motivation is directly underpinned by Christ's teaching, as we aim to follow Christ in our actions.

To support everyone in achieving our school's mission statement, we have rules that we refer to, which reinforce our common aims.

We recognise that the good behaviour of children in the school is largely the result of a shared value system between school and home. The successful management of any behavioural difficulties will result from developing the partnership between home and school. Our Open-door approach encourages parents to bring to the attention of SLT any concerns surrounding behaviour.

This policy should be read in conjunction with the policies for Anti-Bullying, Safeguarding, and Equal Opportunities.

2. Aims

- To live out the Mission Statement, and values and virtues of the Catholic Church in our daily lives, in order to ensure a positive culture and relationships throughout the school.
- To enable children to develop a sense of self-worth and a respect and empathy for others.
- To produce an environment in which children feel safe, secure and respected.
- To ensure the safety and security of all the members of our school community within a caring ethos, whilst being sympathetic to the specific needs of individual children.
- To ensure that leaders, staff and pupils do not tolerate bullying, abuse or discrimination and that if they do occur they are dealt with quickly, effectively and consistently.

3. Key roles and responsibilities

To fulfil these aims, the following objectives are to be consistently implemented throughout school:-

- All members of the school community and parents/carers understand the policy and take responsibility for ensuring that it is put into practice.

All staff will:

- Have high expectations for behaviour,
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently,
- Treat all children with fairness and sensitivity,
- Always praise positive achievements and behaviour,
- Ensure that any consequences are given automatically.
- Apply school rules consistently and fairly,
- Discuss rules and routines with the children so that they are understood clearly,
- Model desirable behaviour in all of their dealings with other staff and with children,
- Ensure that all children have the behavioural expectations of online learning made clear to them so that they know about Internet safety and can be kept safe online,
- Use our online Safeguarding tool – MyConcern - to record any incidents of poor behaviour, bullying, homophobic, cyber, sexual or racial harassment, and alert senior leaders,
- Be alert to signs of bullying and harassment and deal firmly and consistently with such problems, in line with school policies,
- Refer children in need of emotional or behavioural support to the SENDCo, School Councillor and behaviour lead, or SLT so that intervention programmes can be set up,
- Hold class circle time regularly to allow pupils to express their feelings and solve problems.

All pupils will: -

Follow the Home School Agreement which requires pupils to:

- Follow the school rules,
- Embrace the school values and mission statement,
- Take care of the school, all equipment and the building,
- Be polite, kind and show respect for themselves and others,
- Complete homework on time and read daily,
- Bring the correct equipment when needed,
- Wear the correct school uniform,
- Use the Internet in a safe and responsible way,
- Always work to the best of their ability,
- **TELL** an adult if they have any concerns.

All parents will: -

Follow the Home School Agreement, which includes:

- Making sure that their child arrives at school on time, in correct school uniform and ready to learn,
- Keep the school informed about any concerns or problems (medical, physical or emotional) that might affect their child's work or behaviour,
- Support school policies and guidelines for behaviour,
- Support the school in keeping children safe online through monitoring children's use of and access to the Internet / social media and reporting any concerns to school.

- ⊕ All parents/carers/guardians, pupils and teachers are required to read, agree and sign the Home School Agreement when they first join St. Mary's Catholic Primary School.
- ⊕ The Home School Agreement will be given to all families at the start of each academic year to refresh memories of our expectations

4. Principles

Our principles for behaviour: -

- all children have the right to learn,
- no child has the right to affect the learning of others,
- the learning environment should be conducive to enable all teachers to teach ,
- the highest possible expectations of behaviour of all adults and children in the school will be maintained,
- respect will always be given to the personal, spiritual, moral, social and cultural development of the whole school community,
- well-being will be supported by enabling pupils to achieve high self-esteem and resilience,
- success will always be rewarded through praise, recognition and positive reinforcement.

5. Class rules and Code of Conduct

- Treat others as you would like to be treated,
- Always use kind words and call others by their proper names,
- Respect our school building and environment,
- Join in lessons fully,
- Use the Internet safely,
- Always walk around school quietly and sensibly,
- Wear the correct school uniform and only bring in appropriate equipment in to school.

At the start of each academic year, each class will discuss the code of conduct and form their own set of class rules for the year. The class rules are displayed in each classroom, alongside the class's visual system for rewards and sanctions.

6. Rewards

Great emphasis is placed on positive reinforcement through praise so that children's confidence and self-esteem are developed.

Successes are highlighted in: -

- Verbal praise
- Children's work through comments, targets and stickers;
- Child invited to report behaviour or work to another teacher, or to DHT and HT;
- Dojo points are used to represent our 5 houses, and are awarded for: -
 - Helping others
 - On task learning
 - Participation
 - Persistence
 - Team work
 - Star of the week
 - Links to behaviour chart

- Rewards are given for achieving silver or gold on class behaviour board, such as golden time;
- Certificates are given in termly celebration assemblies;
- The winning house obtains a ‘treat’ each term
- Each week a child is selected from each class to receive the Head teacher ‘Star of the Week’ Award – this is recognised on our twitter page and in the weekly newsletter.
- ❖ **Children are given duties such as class representatives and monitors**

7. Pupil Responsibilities

Children throughout the school are encouraged to take on responsibilities. Children chosen set an example to others of the qualities embodied in the code of conduct. The status may be withdrawn by the Head teacher for a serious breach of the code of conduct.

Children in Year 6 may be appointed to be Head Boy, Head Girl, Prefect or House Representative. Year 5 children may be appointed Play Leaders; and throughout all year groups, children can also be Spiritual Council Leader, School Council Leader or CAFOD club representative.

We also encourage ‘buddies’ – with every Year 6 child paired up with a Reception child to support them as they begin their St. Mary’s journey.

8. Unacceptable behaviour

Unacceptable behaviour is any behaviour which may cause harm to oneself or others, damage to the reputation of the school within the wider community, and/or any illegal behaviour. These behaviours include, but are not limited to:

- Disruption of lessons,
- Rudeness or using a confrontational tone of voice or body language to others,
- Any behaviour aimed at hurting another person physically,
- Using aggressive or threatening behaviour,
- Unkind and inappropriate comments to others,
- Racist, homophobic or discriminatory comments,
- Foul language and swearing,
- Disobedience to a reasonable instruction,
- Refusing to comply with disciplinary sanctions,
- Stealing,
- Damaging school equipment or property,
- Making malicious allegations,
- Inappropriate communication through social media,
- Inappropriate communication during live lessons,
- Not completing work through time wasting
- Possession of banned items,
- Any other illegal behaviour.

Further unacceptable behaviour – definitions

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status,
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual,
- Cyber-bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Harassment – behaviour towards other which is unwanted, offensive and affects the dignity of the individual or group of individuals,
- Child on Child abuse – including online abuse/cyber-bullying and Harmful Sexual Behaviour,
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

9. Sanctions

Incidents of misbehaviour or concern are recorded on our online safeguarding and behaviour system ‘MyConcern’. When children’s behaviour falls below an acceptable standard, a range of sanctions may be used:

- Verbal reprimand of expected behaviour by class teacher/additional adults
- Removal of dojo point
 - ✚ Insufficient work
 - ✚ Unacceptable behaviour
- Final reminder given by class teacher/additional adults – move to amber on the behaviour chart
- Movement of seats in the class / time-out at break time
- Move to red on behaviour chart – 5-10 minutes loss of playtime (teacher to administer and child to finish off work not completed during the lesson)
- Restrictions at lunchtime i.e. not using activity trail or astro-turf
- Using a different section of the playground or attending one of the lunchtime clubs
- Red hand to behaviour lead / SLT member for dangerous behaviour or incident
- Intervention from behaviour lead
 - ✚ Repeat work that is unacceptable because of unacceptable behaviour
 - ✚ Writing an apology
 - ✚ Writing explanations for the behaviour – which may be sent home to parents
 - ✚ Exclusion from clubs
- Sent to member of SLT and/or Head teacher, who may contact parents to come into school to discuss child’s behaviour
- For serious or continual incidents, parents/carers will be contacted immediately
- Limited access to after-school clubs if behaviour is poor in after-school clubs
- Individual behaviour record or home-school report book

The Head teacher may issue:

- Internal exclusion
- Fixed-term exclusion (LA guidelines to be followed)
- Permanent exclusion (LA guidelines to be followed)
- ❖ Any persistent misbehaviour at lunchtime may result in parents being asked to take the child home for lunch for a fixed time – one week in the first instance.

10. Sanction Steps

<u>Sanction Step 1</u>
Verbal reprimand of expected behaviour by class teacher/additional adults
<u>Sanction Step 2</u>
Removal of dojo point  Insufficient work  Unacceptable behaviour
<u>Sanction Step 3</u>
Final reminder given by class teacher/additional adults move to amber on the behaviour chart
<u>Sanction Step 4</u>
Move to red on behaviour chart 5-10 minutes loss of playtime
Teachers to administer in class and children to finish off work not completed during the lesson If pupil ends up on the red zone twice in one day, the pupil will be sent to behaviour lead / member of the SLT
<u>Sanction Step 5</u>
Intervention from behaviour lead – reported on MyConcern  Repeat work that is unacceptable because of unacceptable behaviour  Facilitating reconciliation  Writing an apology  Writing explanations for the behaviour – which may be sent home to parents  Exclusion from club
<u>Sanction Step 6</u>
Sanction given and pupil is sent to a member of the SLT. SLT to report on MyConcern <ul style="list-style-type: none"> • Time off playground • Exclusion from representing school • Parent/carer meeting • Completing work not finished in lesson time • Individual behaviour record or home-school report book
<u>Sanction Step 7</u>
Sanction given and pupil is sent to Headteacher. Headteacher to report on MyConcern <ul style="list-style-type: none"> • Time off playground in Headteacher's office • Parent/carer meeting • Internal exclusion (pupil is kept out of class and off the playground for a fixed period)
<u>Sanction Step 8</u>
Fixed-term exclusion (LA guidelines to be followed) – formal letter issued. Letter uploaded to MyConcern
Following a thorough investigation by the SLT, serious incidents of physical aggression, abusive threatening and/or insulting language, bringing inappropriate items in to school e.g. a weapon <ul style="list-style-type: none"> • Will result in immediate action to step 8
<u>Sanction Step 9</u>
Formal meeting with a Governing Body member, Headteacher, Class teacher, Parents/Carers and child. Formal letter issued by Headteacher. Letter to be uploaded to MyConcern.
<u>Sanction Step 10</u>
Permanent exclusion (LA guidelines to be followed) from St. Mary's Catholic Primary School. Formal letter issued by Headteacher. Letter to be uploaded to MyConcern.

11. In the playground

- A verbal warning is given
- Time out after one serious incident or after 3 warnings for minor issues.
Children may be sent to stand by the playground wall for 2-5 minutes.
Speak to supervisor and apologise for their behaviour.
- *Repeated incidents* are passed on to Class teacher at the end of Lunchtime.
- *Serious incidents* are recorded on MyConcern and followed up by Behaviour Lead or SLT member.
- Following incidents put on MyConcern, children may lose playtime. Children may be removed from the playground for a day or several days, where they are supervised by the Behaviour Lead or SLT member.
- Persistent or very serious behaviour may lead to exclusion from school at dinner times, following discussion with parents.

12. Individual Behaviour Reports

Children whose education is being affected by consistently not following school rules, may be put on to an individual behaviour report. This will involve children, parents and teachers working together on a daily basis to ensure the children meets specific identified targets.

13. Screening and searching

If staff believe that a child has about their persons an item which could cause harm to either themselves or others, they reserve the right (with permission from a member of SLT or the most-senior member of staff) to search that child. If a child is to be searched, there must always be two members of staff present.

14. Physical restraint and positive handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Guidance (July 2013) that there are occasions when physical contact, other than reasonable force, with a child is proper and necessary. Examples of where touching a child might be proper or necessary include: -

- Holding the hand of a younger child to guide them in to school or when going to assembly / walking around the school
- When comforting a distressed child
- When a child is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sporting coaching
- To give first aid

DfE Guidance (September 2012) states

- Reasonable force can be used to prevent children from hurting themselves or others, damaging property, or from causing disorder in school. In these cases, force can be used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the al judgement of the staff member concerned and should always depend on the individual circumstances.

Schools do not require parental consent to use force on a child. Force should always be proportionate and used for no longer than necessary. Staff are trained to use ‘Positive Handing’ techniques to ensure the safety of all parties.

If force is used, the incident must be reported immediately to the most senior member of staff in school and an incident log completed. Parents must also be informed.

All staff are aware of children with SEND needs and will make reasonable adjustments for them as necessary.

15. Incidents of bullying

The school has a separate policy for dealing with incidents of bullying in our Anti-bullying policy.

Bullying is taken seriously and parents are informed as deemed appropriate.

16. Racist or Homophobic remarks

The seriousness of racism or homophobia is explained in terms appropriate to the age of the child who has made the remarks. The Headteacher is informed and a record of the incident kept. These are reported to the Local Authority each year in the 175 Audit.

For a repeated offence, a record is kept and parents are informed. In persistent cases, the child will be put on an Individual Behaviour Report and daily monitoring with parents will take place. Parents will be asked to discuss the matter with the Headteacher or a school Governor. Where more than one child is involved, a class lesson may be planned and delivered to address the concern.

17. Equal opportunities

All children will be treated fairly. Particular care is taken to ensure no unfairness exists in terms of gender, race, disability, family circumstances or faith.

18. Care of school premises

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment. This will include keeping the building tidy and free from litter.

19. The role of the Headteacher

It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to:-

- implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy,
- ensure the health, safety and welfare of all children in the school,
- support adults by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy,
- meet with parents regarding all cases of serious misbehaviour,
- keep and respond appropriately to all reported records of serious incidents of misbehaviour,
- to give fixed-term suspensions to individual children for serious acts of misbehaviour (Governors notified).
- to permanently exclude a child for repeated or very serious acts of anti-social behaviour. (Governors notified).

20. The role of Governors

- 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.
- The Headteacher has the day-to-day authority to implement the school's Behaviour and Discipline Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- 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.

21. Review

The Governing Body reviews the 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.

Date: September 2022

Review Date: September 2024