

St Edmund's Catholic Primary School

&

St Joseph's Catholic Primary School

BEHAVIOUR AND DISCIPLINE POLICY

Policy Adopted: July 2015

Reviewed: July 2016

Review Date: July 2017



Policy and Code of Practice for Behaviour and Discipline

The partnership is one in which each member is valued and respected for who they are. We aim to encourage and support the personal growth of each individual through learning together in God's Love.

Introduction

All staff are expected to make themselves aware of the information within this policy and use its guidance when undertaking their core duty of teaching. This policy should be read alongside the partnership Restraint Policy, SEND Policy and Safeguarding Policy and also Government guidance Ensuring Good Behaviour in Schools, September (DfE 2012), Behaviour and Discipline in School (DfE 2016), Use of Reasonable Force (DfE 2013) and Searching, Screening and Confiscation guidance (DfE 2014)

Rationale

At the partnership schools it is our belief that all children have the right to work, play and live, in a safe and non-threatening environment and that the way in which each individual behaves and is treated, demonstrates our belief that God is present in each one of us.

As a community we can only be successful if everyone feels safe, cared for and has a shared understanding of expected behaviour. Children can only learn successfully in an atmosphere free from intimidation and fear; teachers can only teach successfully in an atmosphere of trust and respect. Maintaining good behaviour which supports learning is everyone's responsibility. Learning characteristics and learning bricks reinforce behaviour for learning throughout the everyday life of the school.

Aims and Objectives

This document sets out the principles of behaviour that we expect all members of our community to follow be they pupils, staff, parents, governors or visitors. By identifying the rules of behaviour that will guide our work, this policy and code of practice will support the aims of the school and its mission as a Christian, Catholic Community.

The main objective of this policy and code of practice is to help each member of the community of the partnership schools to develop a moral sense of right and wrong and thus self-discipline. We aim to demonstrate forgiveness and reconciliation and help everyone to see the destructiveness of revenge and maintaining a grudge.

Each child will be encouraged to develop a deep respect for:

Self by

- Knowing they are individually chosen by God to be part of his family.
- Recognising their strengths and weaknesses.
- Taking pride in all they do.
- Taking responsibility for their actions and the consequences accompanying them.

Others by

- Knowing Jesus commanded us to ‘love one another as I have loved you.’
- Having consideration and understanding for the feelings and needs of other people.
- Respecting and understanding that we are all different and celebrating our similarities and differences

Christian values by

- Having a sense of belonging to a Christian, Catholic Community.
- Knowing they are loved and supported.
- Recognising that each individual contributes to the growth of our community.
- Feeling the support of reconciliation and forgiveness.

The environment by

- Understanding our God given responsibility for the world.
- Caring for property.
- Caring for all living things.
- Accepting responsibility for their own and others safety.

Guidelines

If this policy and code is to be successful and fulfil its aim of promoting good behaviour and supporting learning it must be clearly understood by all members of our community.

This policy and code of practice will be reviewed annually by the senior leadership team and governing body. It will be brought to the attention of staff, parents and pupils at the beginning of each academic year in accordance with DfE guidance and statutory responsibilities. A summary will be included in the school handbook, on the school website and a summary sent home each year in the routines and procedures leaflet.

Staff will receive safeguarding training and school safe training on a three yearly cycle and are expected to use this training to inform their behaviour management practice.

Key Principles

The key principles listed in this policy and code of practice underpin rules of behaviour and discipline within the school and apply to staff and pupils alike. It is also expected that parents and visitors to the school will abide by these principles.

We aim to show our love of God and belief in the Family of Christ by:

- **Treating others with respect and kindness.**
- **Being polite and helpful to all.**
- **Looking after our school and the environment.**
- **Taking pride in all we do.**

These principles will be displayed throughout the school and in the playground using pictorial examples of actions that demonstrate them. Everyone should refer to them regularly especially when dealing with examples of behaviour that do not demonstrate these principles.

It is important to separate these key principles from instructions that may be dictated by individual classes or circumstances. Any instructions or rules that are necessary for the smooth running of the school or safety of the community will be explained to the pupils and related to the key principles.

Rewards

We wish to reward and praise all children who keep the key principles. All adults should recognise and affirm good behaviour through verbal praise, notes in home-school diaries and other non-verbal communication.

Early years have immediate rewards using bronze, silver and gold traffic lights. Communication is sent home to share their good actions with parents when they achieve a gold award.

All pupils are allocated to a team: St Andrew, St George, St Patrick and St David in St Edmund' RC Primary School or Gainsborough, Turner, Constable and Blake in St Joseph's RC Primary School; when they start school. Children are rewarded with team points in class and these are collected on a weekly basis and announced during celebration assembly. The winning team each term receives a reward of a non-uniform day. Team captains from year six are selected each year. Team points are also won for sports events over the year.

At lunchtimes Midday Play Leaders can award team points for those who eat their lunch and are polite, helpful, and play thoughtfully.

Consequences for Minor Disruptions

It is important to deal with disruptions calmly and quickly, as and when they occur. The basis of good discipline is about the expectations set by the school, pupils and

parents. The day-to-day interaction and relationship between the pupil and adult is instrumental in good classroom management. When activities and learning are appropriately pitched and engaging there is less likely to be disruption.

The following consequences will be adopted as appropriate by the class teacher or responsible adult to deal with pupils who fail to keep the rules:

- Verbal warning, loss of playtime, time out in another class for a short period (max 10 minutes).
- Written warning. If the incident occurs in class, a record will be made by the class teacher. If the incident occurs at break time a record will be made in the playground incident book and communicated to the class teacher.
- In Early Years a yellow (warning) card is used. If behaviour persists a red card is shown and the child has time out of class in a quiet room with another adult. Parents are informed by the teacher when this occurs.

Where the incident involves another member of the community, the perpetrator will be asked to apologise for their actions. The victim will be encouraged to demonstrate forgiveness and both parties will be encouraged to recognise the incident is over.

Teachers may also discipline pupils for misbehaviour outside of the school premises when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Staff should reflect on the teaching and learning in their classroom if there are regular instances of disruption or the same pupils are regularly being sanctioned. It may be helpful for staff to seek advice, regarding planning and learning tasks, from colleagues, leadership team or SENCo.

Consequences for Serious Disruptions

Where a child is repeatedly missing significant amounts of break time, causes a serious disruption, causes injury to another person, or damages property, a senior member of staff must be informed. In the first instance the head of school or senior teacher will investigate and take appropriate action which may include all or some of the following:

1. Immediate withdrawal, loss of privileges or playtimes.
2. The perpetrator will be asked to write an apology to those affected.

3. Contact with parents informing them of the incident and action taken and support to be provided to victim and perpetrator.

If there is no improvement in behaviour or there is a repetition, the Head teacher or head of school will manage the situation and action as follows may be taken:

1. Parents will be invited to school to discuss the incident and the support to be provided.
2. Introduction of the home-school report book and reward system.
3. Internal exclusion from specific parts of school life where the child's behaviour would be a health and safety hazard or cause significant disruption to the learning of others, e.g. lunchtimes or visits.

In a case of **extreme misbehaviour** or where behaviour shows no improvement, final steps, as listed below, may be taken in accordance with Local Authority policy, DfE guidance (2012) and the relevant statutory provision:

1. Fixed term exclusion.
2. Permanent exclusion.

Managing Pupils with Emotional and Behavioural Difficulties

Where a pupil repeatedly reaches the higher stages of the discipline hierarchy, the leadership team and Special Educational Needs Co-ordinator will consider whether it is appropriate for an Individual Behaviour Plan to be drawn up, in consultation with parents and pupil. Advice will also be sought from outside agencies for example schoolsafe, the behaviour support service.

The school provides opportunities for pupils to join a nurture group, run by qualified staff, to address social, emotional and behavioural issues.

In exceptional circumstances, where positive attempts to address the pupil's difficulties have not produced any improvement, an intervention meeting will be held. This will include the parents, outside advisors providing support, and where appropriate social services, child and family support and health services.

The meeting will seek to identify the nature and extent of the pupil's difficulties and their impact on the child and school, identify triggers that might be causing the behaviour and action that might be required by those at the meeting to improve behaviour. The consequences of lack of improvement will be explicitly identified.

Where all these steps have been taken and the behaviour has not improved, final steps, as listed below, may be taken in accordance with LEA policy, DfE guidance (2012) and the relevant statutory provision:

1. Fixed term exclusion.
2. Permanent exclusion.

Record Keeping

All class teachers must maintain a record of rewards and consequences for their own classes and store these in Assessment files. It is vital that pupils know we will not forget. The leadership team will monitor records As part of their monitoring of Assessment files

Midday Play leaders will use playground incident books to log incidents occurring at lunchtime. A member of the office staff will monitor the playground books on a weekly basis and report significant events or patterns to the class teacher/ inclusion manager or senior member of staff.

For pupils with Individual Behaviour Plans the standard pastoral support plan format will be used and the SENCo will monitor IBPs on a termly basis.

In the case of serious disruptions, the serious disruption record (see appendix) will be used in addition to the class teacher's records and it will be recorded electronically using SIMs.

Assemblies

At the beginning of each term the key principles will be discussed by the Headteacher in assembly. This will provide a whole school focus for expectations of behaviour and ensure that the children understand the importance placed on good behaviour.

Bullying

Bullying is the persistent, wilful and conscious desire to hurt, threaten, frighten or isolate someone else.

Bullying in any form, by any member of the community, will not be tolerated at St Edmund's or St Joseph's.

Bullying can take many forms and may include:

- Physical; pushing, hitting, kicking, pinching.
- Verbal; name-calling, teasing, sarcasm, spreading rumours.
- Emotional; ridicule, humiliation, isolating.
- Racist; gestures, graffiti, taunts.
- Sexual; unwanted physical contact, abusive comments.

For most children, growing up involves learning how to build relationships with others. This is not always a smooth process as children vie for attention. While we all encourage children to be tolerant and get on with one another, conflicts will arise. As

children mature their emotions can be very sensitive and offence can be taken when none was intended. Getting children to talk about experiences, real or imagined, is far better than leaving them to worry.

For these reasons we are committed to tackling bullying incidents as quickly as possible and in a constructive manner. However, all action taken regarding individuals will be confidential. We provide the opportunity for children to discuss these issues through personal and social education, religious education, circle time and philosophy lessons.

Any allegation of bullying will be investigated immediately and dealt with as a matter of priority. All incidents of bullying will be considered to be a serious disruption and dealt with accordingly.

In addition the Headteacher may, at their discretion, take some or all of the following actions:

- Informing the parents of the children involved, encouraging them to come into school to discuss the matter further.
- Speedy provision of action and support for the victim e.g. a named adult mentor; discussion in PSHE, RE or Circle Time or allocation of a responsible adult to monitor vulnerable pupils/situations.
- The perpetrator and parents being made aware of the community's view of bullying and the sanctions that will be implemented if there is a repeat.
- Counselling and support for the perpetrator and the victim if necessary by outside agencies.

We can only deal with bullying when we know about it. It is vital therefore, that pupils are encouraged to report bullying. Through PHSE, RE and Circle Time we will help the children to understand that bullying is not the victim's fault, that all adults at St Edmund's and St Joseph's take bullying seriously and that children must tell someone if they or another pupil is being bullied.

Staff regularly receive training on Child Protection issues and behaviour management methods (SchoolSafe). All staff are responsible for recognising situations which could be caused by bullying; identifying pupils who may be more vulnerable to bullying and for being a role model when dealing with conflicts.

Parents play a vital part in maintaining good behaviour and reinforcing the school's policy. If parents are concerned their child is being bullied, the child should be encouraged to speak to an adult in school so that the incident can be dealt with immediately. Parents should discuss concerns with their child's teacher in the first instance and give the teacher time to deal with the situation. If there is no improvement, the problem should be discussed with the Head teacher or Head of school. It is better to allow the school to deal with incidents. Parents are asked not to approach the alleged bully as this can cause more problems.

In the event that a Parent is dissatisfied with the disciplinary action taken, they may take their concerns to the Chairman of the Governing Body, in accordance with the complaints procedure available in the office.

Appendix: Record of Serious Disruption

Approved at

Dated

Signed
(Chair of Governors)

Signed
(Headteacher)