

Our Lady and St Thomas Catholic Primary School, Willington

Child Behaviour and Discipline Policy



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'You are unique, talented and loved by God'

Child Behaviour and Discipline Policy

Legal framework and guidance:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018
- DfE Mental Health and Behaviour in schools 2018 Associated Policies and/or reference documents

The Behaviour and Discipline policy operates in conjunction with the following policies / reference documents:

- Safeguarding and Child protection policy
- Anti-harassment and bullying
- Special Educational Needs (SEN) Code of Practice
- Acceptable Use
- E-Safety
- Uniform
- Use of Reasonable force – MAT
- Exclusions guidance (LA and DfE)
- Anti-bullying policy
- Exclusions guidance (LA & DfE)
- Equal Opportunities policy
- Attendance Policy
- Disability Discrimination Scheme

Roles & Responsibilities:

Governors

The Local Governing Board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Head Teacher accountable for its implementation.

The Headteacher:

The HT will ensure that the school environment promotes positive behaviour and that's staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of certain pupils
- Recording behaviour incidents
- Seeking the support of the SLT in responding to particular behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the expectations set out by the school
- Inform the school of any changes in circumstances which may affect the behaviour of their child
- Discuss any behavioural concerns with relevant staff promptly
- Support staff to ensure a consistent approach

Rationale:

OLST recognises that there appears to have been a decline in standards of behaviour over the past two years. This has been an unsettled time for children and adults alike and the school recognises the link between good behaviour and teaching and learning. Therefore, the school believes it is a priority to re-invigorate the systems we have in place to further enhance our belief in positive reinforcement and assertive discipline.

Aims:

Staff should demonstrate their own adherence to the underlying Christian values promoted by our Trust in the way they promote good behaviour and in their responses to children. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in children feeling happy, secure, wanted and valued. This policy aims to:

- Promote respect for each other – children and adults
- Promote respect for property and environment - A sense of order in our working environment
- Shape character and promote our Trust virtues
- Develop routines which allow children to know what to expect
- Security
- Safety
- Self-discipline – where there is an acceptance that certain standards of behaviour are worth achieving - a consistent approach
- A socialising process which helps children to inter-relate with confidence

- Boundaries and limits of acceptable behaviour

These aims are achieved through the core principle:

'Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony and never forget to be thankful for what God has done for you.'

(Colossians 3: 15-16)

- Children have a right to attend school in safety and to learn without disruption
- Teachers have a right to work in an environment which allows them to use their skills to the full for the benefit of all their children. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Staff and children should be courteous to each other at all times – respect is mutual, in keeping with the ethos of our school.
- We recognise that praise and positivity (reward) is more effective in motivating children and fostering respect. Good behaviour and achievement will always be recognised at OLST.
- Consequences should be used sparingly but when necessary. Discipline should be consistent in order for it to be effective.
- A clear and consistent code of conduct is necessary for all children so that they understand the process of both reward and consequence.
- Parental engagement is crucial and support of parents essential for the maintenance of good behaviour.
- Children with behavioural issues will be supported through the SEND system.
- The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND.

Recognising and Rewarding Good Behaviour:

At OLST we truly believe that praise is a powerful tool which used sincerely and with respect has a transformative power. We have operated a policy of 'assertive discipline' for many, many years and believe this is why our children flourish in an atmosphere of mutual respect. From September 2022, this system will continue but in an updated way more in keeping with the way in which our school now operates. Frequent use of supportive language and gestures, praise and positive body language is used by all staff both inside of the classroom and out. Good behaviour and acting in accordance with our school virtues is to be instantly recognised and rewarded.

How Will We Do This? (Systems of reward and award):

House Teams

On entry to Nursery, each child will be placed into a school house – Aidan, Bede, Cuthbert or Godric. If the child has an older sibling, they will go into the same house as them. This fosters a sense of belonging and friendly competition. This year, we will no longer have house points rather pupils will work individually to accrue a collective team total. Each house has two team Captains who are members of Y6.

School Mascot - Daily Award Cards

For the first time, we will have a school mascot – Oberon the Owl! (named by last year's Y6 as a leaving gift to the school). Staff can award any child an Oberon award card at any time for anything they wish (this should be a minimum of 2 per day). The idea of daily cards is in response to our Parental Questionnaire of May 2022 where some parents requested we re-instate our daily award cards. If children receive a card, they should write their name on the recognition board which is part of a display in every class. They will also place a bead in their class team pot. All classes will use the same system although individual teachers may choose to have further systems of reward in their own classrooms.

At lunchtime from September 2022, in an effort to improve behaviour, children will be seated in house teams over 2 sittings. These will be as follows:

12.00-12.30 Class 1, 2 & 5.

(Y6 children will be able to assist younger children, again fostering the idea of collective responsibility.)

12.30-1.00 Classes 3 and 4.

Lunchtime supervisors will play a more interactive role and can now award Oberon cards for good manners, kindness to others and tidy tables and floorspaces. Beads can go straight into the main house pots.

Awards Assembly – collective rewards and Awards of the week

On Fridays, we hold our Awards Assembly. At this assembly, House Captains will bring along the class team pots and tip them into the central team jars on display in the hall. Each week we will record who has the highest level in the jar and at the end of each half term, the team with the most will receive a school privilege. In this way, children learn that although they have a personal responsibility to behave well, they contribute to a collective achievement.

Children are also awarded an ‘Owl of the Week’ award at this assembly. This is similar to our star of the week award last year which was very successful. This certificate is awarded by each staff member to someone in school who deserves it. This year, staff will focus upon our seven Trust Virtues to focus their awards around. Children will be displayed on the central board, receive a certificate and a school Owl to sit on their desk for a week and gain ten beads for their team jar which will be put into the jar immediately.

Staff can implement other awards and rewards within their own classroom if they wish and there are a range of other rewards presented already which we will continue to share. These include:

- HT and DHT stickers
- Stickers from other members of staff
- Class privileges
- Small treats
- Other forms of recognition in assembly
- Constant praise and encouragement

Consequences and Interventions:

While consequences are rare occurrences at OLST, they are a necessary part of behaviour management. If used sparingly but consistently then they are most effective. We have reviewed our complicated system of consequences and now have a much simpler system moving forward. Consequences are issued when behaviour is deemed ‘unacceptable’. The following definitions explain what is meant by this:

Definitions:

Whilst not an exhaustive list, for the purpose of this policy, the school defines ‘unacceptable behaviour’ as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school, and / or any illegal behaviour including but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens, or demeans the individual

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to - knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones during school day
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

Sexual Harassment:

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Consequences for incidents of sexual harassment will be determined based upon the nature of the case, the ages of those concerned and any previously related incidents. The school will address the effects of

harassment and will signpost counselling / support services if the harassment affects performance or well-being.

Child Conduct and Behaviour Expectation:

OLST has always had a reputation within the wider community for excellent standards of behaviour and we wish to maintain these levels. Children know from the minute they enter our doors that there is an expectation that they will behave according to our charters. As a minimum, all pupils are expected to:

- Comply with school and class charters and the very few rules we have
- Conduct themselves around school in a safe, sensible and respectful manner
- Enter classrooms quietly and sensibly
- Treat others and their work with respect
- Follow adult instructions
- Only leave a room with an adult's permission
- Produce their very best work
- Have respect for the school environment.

Behaviour Out of School:

- OLST is committed to ensuring our pupils act as positive ambassadors. We expect the same from our pupils when off site as when in school. Therefore, we expect the following:
- Good behaviour when travelling to and from school
- Excellent behaviour when being transported on public or private transport to the swimming baths or for an educational visit.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control of pupils in order to protect the reputation of the school

Incidents Off Site:

Under the Education and Inspections Act (2006), the school has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- On activities arranged by the school such as educational or sporting events
- On the way to and from school
- When wearing the school uniform in public or identifiable as a pupil of OLST
- Which could have repercussions for the orderly running of the school
- Poses a threat to another child, staff member or member of the public
- Which could adversely affect the reputation of the school

Incidents Involving Technology:

Mobile phones and smart watches are not allowed inside the school building. If such a device is found in school and there are suspicions relating to illegal or sexual content, the device will be confiscated and may be handed over to the police for investigation. Any filming or videos on the school site must only be taken with the permission and knowledge of staff.

Consequences:

It is important that all staff ensure standards are maintained and are consistent. Instances of misbehaviour must be dealt with **by the teacher present at the time of the incident** and should take into consideration the context of the incident and the circumstances of the child. Consequences are more likely to promote positive behaviour if parents and children see them as fair and just. Staff should therefore be clear that:

- They are dealing with the behaviour and not stigmatising the child
- Investigate an incident, taking into account all eyewitness statements and not simply taking the word of one child over another
- Use consequences fairly and consistently
- Use incidents to help children see how they can improve behaviour and learn from their mistakes
- Link the concept of consequence to the concept of choice in order to develop self-regulation
- Avoid whole group consequences that punish those not involved
- Never issue a consequence which is not part of the school's procedure or may be in any way degrading or humiliating.

The school will consider the issuing of consequences on an individual case basis, will always act lawfully, reasonably and proportionately in relation to the misbehaviour identified, the child's age and any specific SEND or religious requirements. The following is how we will deal with behaviour which does not follow our school charter:

A verbal reminder -'please stop that' followed up with praise if the child stops - 'I have noticed that you have stopped doing Thank you for that'.

If the child continues, they are given a verbal warning. If they continue after this, they miss some of their playtime and stand beside the teacher on duty.

One minute for KS1 children

Three minutes for KS2 children.

If the incident happens at playtime, the teacher on duty must deal with it following the above procedure and then record it in the appropriate class file.

For these sort of incidents, there is no need to contact parents but if the behaviour continues over a week or so, a Class teacher should **email** a parent in the first instance, informing them of what has been happening. If behaviour continues after this, it may require a meeting with a parent and their child.

For serious incidents (see definitions list) incidents should be recorded in bullet point form on CPOMS and in more detail on incident form in the behaviour log. (Use child's initials only). Parents **MUST** come in and meet with staff at this level. SLT will be informed if behaviour is severe or there is a safeguarding issue.

For any incident, it must be recorded on the weekly log which is an electronic document kept in our Teams area. **Teachers only** should record this with the child's initials and the code for the type of behaviour. (see appendix 3).

Members of the SLT will check this document once per half term and if any patterns of behaviour are beginning to show, it will be addressed at that point. Class teachers should, however, monitor their own class for patterns in behaviour.

All teachers will have a behaviour file in class which should be kept on their desk.

Other consequences which may, but not necessarily, be used may include:

- Referral to SLT members
- Internal isolation
- Behaviour plan
- Loss of privileges such as attendance at Residentials etc.
- **Fixed Period Exclusion**
- **Permanent exclusion** – see also DFE (see appendix 2 for list of considerations for permanent exclusions)

For all exclusions the Local Authority and Local Governing Board Guidelines will be followed.

During the first day of a new school year, class charters will be developed with pupils and consequence procedures will be made clear to the children. They will be revisited at various points in the school year.

Lunchtime Behaviour:

Lunchtime supervisors are encouraged to give praise and Oberon cards as well as encouraging children to play team games and socialise with each other. They should note any misbehaviour and intervene to settle a dispute but should not deal with it. They should write down children's names on a post-it and place on the teacher's desk. The teacher should then deal with it and record the incident in the behaviour file.

Repetitive bad behaviour or serious incidences may result in a child staying in at lunchtime. Continuous bad behaviour may result in a lunchtime exclusion. There are occasions when a child may need time away from their peers in order to calm down or due to ongoing conflict. When this happens, the children will go into a member of the SLT team who will supervise them from there on in.

Disciplinary Action Against Children found to have made malicious accusations against adults working in school:

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Bishop Hogarth Catholic Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any child found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

Staff Training:

As part of continuing professional development, all staff will receive regular updates / training on behaviour management and expectations. Newly qualified / appointed staff will receive induction training. In addition, nominated staff have received training in physical restraint and will receive regular updates in this procedure.

Use of Reasonable Force (see MAT policy also):

Where 'reasonable force' is required to prevent a child from hurting themselves or others, care will be taken to adhere to the DfE 'Use of Reasonable Force' guidance (2013). The school will ensure that staff receive the necessary training that complies with this guidance.

Physical Restraint:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Trying to exit the school building without permission

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force for the minimum amount of time necessary
- Maintain safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupil Support & Dealing with Underlying Issues:

OLST recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (see appendix 3) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of an individual pupil.

The SENDCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. Where necessary, support and guidance may also be sought from specialist teachers, and EP, medical practitioners and / or others to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Investigations:

The school will cooperate fully with external agencies such as the Police / Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident occurs, it will be investigated and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes. All serious incidents are to be recorded briefly on CPOMS as soon after the event as possible by the teacher who deals with the issue.

Inclusion:

'The heart of the discerning acquires knowledge, for the ears of the wise seek it out'.

(Proverbs 18:15)

We strive to provide a supportive and nurturing learning environment within which our children can grow and develop emotionally and spiritually. This is provided both in and out of the classroom by all staff and visiting specialists who work with our pupils regularly. Our holistic approach helps our children become resilient, confident and independent. It is our greatest wish that they learn consideration and respect both

for themselves and others and that this leads to them being productive members of society who understand that they have a collective responsibility to make the best of their world and the people in it.

Some of our children find education challenging for a number of reasons. By providing a structured and supportive environment with skilled and committed staff who understand their individual needs, our children are given the best opportunities to experience success which prepares them well for the next steps in their educational journey.

We recognise that children can and do make mistakes as do adults. We firmly believe however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos. It is important that children see adults making mistakes and apologising of the need arises for it is this modelling of behaviour that children learn that mistakes are normal and that no-one is perfect.

Internal Exclusion:

Internal exclusion forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes such as:

- Accommodating pupils at short notice who have been removed from another classroom because of inappropriate behaviour.
- A cooling off period
- A voidance of a fixed term exclusion
- Time to reflect and move forward

It is not ever meant to be a 'dumping ground' or a provision for long-term respite care. Neither do we use it as a fast – track to permanent exclusion. It is very rare that this is used within OLST and children know that if it does happen, it is a serious matter and not something to use as a 'badge of honour'.

Finally...

While it is always necessary to have a consequence for ill-chosen behaviour which must be consistent and clear, it is also important not to over-use them. At OLST, we will always operate on a basis of positivity and reward which seeks to encourage and seek the best behaviours present in all children. The old adage of self-fulfilling prophecy is one we constantly remind ourselves of and if we wish the best for children then we must treat them in the best way possible first. Children care what their teachers and support staff think about them but they also wish to be treated fairly and justly and it is of paramount importance that ALL staff at OLST remember this and place this at the very centre of everything we do with and for our pupils.