

## Behaviour and Discipline Policy



### St. Kentigern's Catholic Primary School Behaviour and Discipline Policy

#### **Mission Statement**

St. Kentigern's School is part of our parish community of faith, which helps our children to develop their spiritual, mental and physical abilities to their highest possible potential, by prayerfully basing their lives on the teachings and values of Jesus Christ and his Church, whilst recognising and respecting the beliefs of others.

We are committed to the development of the whole child within a community where every individual is valued and respected. Co-operation and friendship will encourage a happy and caring, learning environment.

## 1. Aims and expectations

1.1 It is a primary aim of our 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.

1.3 The school expects every member of the school community to behave in a considerate way towards others. The School motto is: 'Treat others as you would like to be treated yourself'.

1.4 We treat all children fairly according to their needs 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. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## Rewards and punishments

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

- staff congratulate children;
- staff give dojo points;
- staff give children house points;
- Children can receive stickers that lead to Privilege cards. Privilege cards give children access to extra games, a certificate, a text home and name on the board;
- Each week we nominate a child from each class for the 'best work award' and 'best writing award' and 'best learning log'.

A certificate is received during the Monday school assembly; the child's photograph and work are then displayed upon the Achievement Board.

## Behaviour and Discipline Policy

- Bronze, Silver and Gold awards are presented to children when they have received a requisite number of house points for good work and behaviour;
- We distribute reward leaves to children for consistent good behaviour, or to acknowledge outstanding effort or acts of kindness in school to hang on the tree at department assemblies; This is linked to 'The Word of the Week' and shows a response to the Gospel values of the Liturgical calendar explored in that week.
- All classes have an opportunity to lead an assembly where they are able to show examples of their work.
- Children who have demonstrated consistently good behaviour are rewarded with a certificate at the end of each term. This leads to an organised event for these children.
- Texts are sent to parents informing them of their child's Best Work, Best Writing Awards, Best Learning Logs and privilege cards.
- Best workers have their photographs and work presented on the Achievement Board and website and parents are encouraged to come into school to see them.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement sheet is completed at the end of each academic year by parents and contains information regarding pupil achievement out of school, for example, music or swimming certificates. The school celebrates additional learning outside the classroom through the Children's University.

**2.3** 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.

- 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 and access all areas of the curriculum. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we consult the SMT and isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- 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.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident in the behaviour file and appropriate sanctions applied. 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

## Behaviour and Discipline Policy

improving the behaviour of the child and a Behaviour Support Plan will be initiated from the meeting for staff, parents and the child to work together with a clear strategy and agreed rewards.

(See Good to be Green guidelines in Appendix)

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

**2.5** 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 with the help of the learning mentor in her pastoral role 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. Anti bullying ambassadors from upper KS2 have been commissioned to support this policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically, as a last resort 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 The role of the class teacher**

**3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

**3.2** The staff 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.

**3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

**3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the behaviour file (See attached sheet). In the first instance, the class teacher deals with incidents him/herself in the normal manner and a letter 1 will be sent home to notify parents. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Lead progressing to deputy headteacher, then the

headteacher. Parents are notified by a letter 2 and a meeting is requested with parents to discuss their child's behaviour. Senior staff will supervise detentions at lunchtimes when children miss playtimes to catch up on work or review their behaviour.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENCo, Pupil Welfare Officer or Education Diversity Outreach Teacher, the Inclusion Support Team. The Deputy Headteacher can be asked to liaise and support class teacher if required.

**3.6** 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. A Behaviour Support Plan could be formed with a meeting between SENCO, Class teacher and parents with rewards and sanctions both in school and at home.

#### **4 The role of the headteacher**

**4.1** 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.

**4.2** 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.

**4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.

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.

#### **5 The role of parents**

**5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them. During September all parents are welcomed into school to meet their child's new teacher.

School expectations of behaviour and policy are shared along with other relevant information including curriculum coverage and homework.

**5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. 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.

**5.4** If the school has to use reasonable sanctions to punish a child, parents should 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 the concern remains, they should contact the headteacher, then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 The role of governors**

**6.1** 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.

**6.2** 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 particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

**7.1** Only the deputy and headteacher has the power to exclude a pupil from school. The deputy or headteacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one term. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**7.2** If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. 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.

**7.3** The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

## **Behaviour and Discipline Policy**

**7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

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

**7.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

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

### **8 Monitoring**

**8.1** The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** The school keeps a variety of records of incidents of misbehaviour in the behaviour file, located in every classroom. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: welfare staff record details of any incident in the class behaviour file in collaboration with the class teacher.

**8.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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

### **9 Review**

**9.1** The governing body reviews this policy every two years. They 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:** 07.09.22

## **“It’s Good to be Green!”**

### **Rewards**

- Every child starts each lesson on a green card that is displayed within the child’s pocket of the classroom poster.
- The children’s behaviour is monitored within the classroom, playground, dining hall and corridors, and praise given for expected behaviours.
- Children can be given stickers (age appropriate) by any member of staff and these can be added to their individual house point totals.
- Exceptionally good behaviour can be rewarded with a privilege card; this is then displayed in the child’s pocket of the classroom poster. A certificate will be given for this in the weekly house assembly.
- Children who are consistently well behaved receive a Consistency Award at the end of each term. Rewards are made available to these pupils.

### **Sanctions**

- If a child displays low level inappropriate behaviour during lessons, on the playground, dining hall or around the school building, then any member of staff can give a yellow warning card.
- The yellow warning is placed in the pocket of the classroom chart.
- All cards are given for a session only. If behaviour improves after the session they then return to green.
- Children are reminded that if their behaviour continues there will be consequences.
- If the child continues with the inappropriate behaviour or if the behaviour is aggressive and more serious then the child is given a red card by the class teacher.
- The incident should be recorded within the behaviour file and the department leader should be notified if appropriate. A letter 1 will be sent home to notify parents that their child’s behaviour has fallen below expectations. A text will be sent to the parent to notify them.
- Additionally the number of red cards given will be monitored using a class tick list.
- On a red card children are given a sanction that is an appropriate consequence to their actions e.g. lunch time detention led by SMT, a sorry letter etc.
- If child has to be warned again on the same day they have received a red card then they are sent to the Deputy Headteacher or Headteacher. A letter 2 will be sent home and parents will be invited to come into school discuss their children’s behaviour.
- Children may be withdrawn from their classroom to work alongside Deputy Headteacher or Headteacher for a short set period of time.



### **Behaviour and Discipline Policy**

- The Headteacher can pursue a fixed period of exclusion if thought necessary with support of the governing body.
- If this behaviour persists, or if records show a concerning number of red cards (e.g. 3 given in one week) then a Behaviour Support Plan would be put in place.
- Children would work on their behaviour targets with support from either or all of the following; the class teacher, Deputy Headteacher, learning mentor and inclusion support assistant.
- If necessary, support from external agencies will be sought.

This is a guideline only and as professionals should be used only if appropriate. More serious acts of misbehaviour should be dealt with accordingly and do not need to follow all of the procedure.