



**St. Philomena's Catholic Primary School**

Headteacher: Miss V Maher

**Behaviour and Discipline Policy  
September 2020**

<b>Date of Policy</b>	<b>Signed</b>	<b>Position</b>
23rd September 2020	Veronica Maher	Headteacher
<b>Monitoring</b>	<b>By</b>	<b>Date</b>
To be reviewed	Standards Committee	Monday 28 <sup>th</sup> September 2020
To be ratified	Full Governing Body	November 2020
<b>Uploaded to website</b>	<b>By</b>	<b>Date</b>
	Mrs C Heffernan	
This policy will be reviewed <b>every two years</b> by the full Governing Body		
Date of next review : September 2022		

## **Behaviour and Discipline Policy**

### **1 Aims and expectations**

At St. Philomena's R.C. Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere free from discrimination and harassment as required by the Equality Act 2010.

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.

The school has a number of rules but the primary aim of the Behaviour and Disciplinary 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.

### **2. Behaviour**

Good behaviour makes effective teaching and learning possible. Children are expected to be well behaved so that they may gain the most from their primary school years. They are expected to work hard and to play harmoniously. We aim to ensure that every child understands their responsibilities as well as their rights to the school and to the wider community.

Children are encouraged to be truthful; those who have the moral courage to "own up" will be treated more leniently.

The school recognises that rewards for pupils are more effective than punishments in bringing about good behaviour. As a Catholic School, we have a clear vision of what is right and wrong. Our values include respect for others, for property and the environment; honesty, trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline.

We treat all children fairly and apply this Behaviour and Discipline Policy in a consistent way.

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.

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.

There is no corporal punishment but there can be graded sanctions, such as withdrawal of privileges, to make the children understand that school rules must be obeyed to promote self-discipline, resulting in a caring and happy atmosphere for everybody.

Children are expected to show courtesy to other children and adults, to work hard willingly, to wear school uniform with dignity, to be punctual, to have good table manners and to have a responsible attitude to school life.

The school has a Head Boy, Head Girl and school prefects. All year six children are expected to act as role models for younger children.

Parents are advised that children should not arrive at school too early and that there is no adult supervision in the playground before 8.45 am. In the event of inclement weather, children are taken to the school hall or their classroom to wait until school starts. When the teacher on duty sounds the first bell, children are expected to stand still and silent. They are then called to walk to their line. Children walk into school in silence, by class, accompanied by prefects and their teacher.

When children are in the corridor, they are not allowed to run – they must walk quietly in an orderly fashion and move to one side when they meet people. On the stairs, they should walk and keep to the right side. Stair prefects are on duty to ensure that no child disregards these rules, which are intended for the children's own safety.

No substances such as tablets or solvents are allowed on the school premises apart from those medicines held in the school office with written parental request for their administration.

### 3. Rewards and punishments

The school praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children
- Staff give stars and stickers
- Each week the children in each class nominate one of their peers to be 'Pupil of the Week'. The nominated child receives a certificate in the school assembly.
- Each term three children are nominated for a Head Teacher's award
- We distribute house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

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. 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 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 and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others this is recorded by the Class Teacher. The school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to school rules, each class also has its own classroom rules, agreed by the children and displayed on the wall of the classroom. In this way, every child 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 during 'circle time'.

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 to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. 'Reasonable force' is taken to mean 'using no more force than is necessary'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom by an arm.

To reduce the occurrence of challenging behaviour and the need to use reasonable force, individual behaviour plans will be completed for more vulnerable children with the agreement of their parents/carers.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the *Use of Reasonable Force (2013)*

#### 4 The role of the class teacher

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.

Our class teachers 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.

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

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in accordance with school procedures. However, if misbehaviour continues, the class teacher will seek help and advice from the Head Teacher.

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 their child.

The class teacher will liaise 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 educational psychologist or the behaviour support service.

## 5 The role of the Head Teacher

It is the responsibility of the Head Teacher, to implement the Behaviour and Discipline 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy and by setting the standards of behaviour.

The Head Teacher keeps records of all reported serious incidents of misbehaviour. Manual records are retained in the Behaviour and Discipline File in the Headteacher's office and recorded on SIMS.

The Head Teacher 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 Head Teacher may permanently exclude a child. This action is only taken after the school Pupil Discipline Committee have been notified.

## 6 The role of support staff

Support staff are vigilant at all times regarding the behaviour of their charges.

Support staff report any incident, which involves any accusation of bullying to class teacher or, in serious, repeated offences, to the Head Teacher.

## 7 The role of parents

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

School rules are explained in the school prospectus, and we expect parents to read these and support them.

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.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school as set out in the Home School Agreement which is signed annually. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then the Head Teacher. If the concern remains, they should contact the school Parent Governor. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 8 The role of Governors

The Governing Body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### STAGES OF DISCIPLINE

All these stages will be recorded.

#### **Stage One**

- Often a straightforward verbal reprimand is all that is required in many situations.
- The school will contact parents at the earliest opportunity to inform them of the situation and the measures being taken. We consider that without parental support our efforts would not be effective.

#### **Stage Two**

- If Stage 1 has no effect parents are informed again by letter and sanctions will be introduced such as missing playtime, repeating/improving a piece of work, carrying out tasks around the school.

#### **Stage Three**

- Should the unacceptable behaviour continue, a written warning is sent to the parents and a copy sent to the Pupil Discipline Committee.
- The Head Teacher will meet with the parents to put in place a pastoral support programme to help the child overcome their unacceptable behaviour. Parents, Head Teacher, class teacher and child on a weekly basis will review the pastoral programme.

#### **Stage Four**

- The Head Teacher will make the decision to enforce a fixed term exclusion of one to three days if the pastoral plan has not led to an improvement in behaviour and a letter, setting out the decision, will be sent to the parents and the Pupil Discipline Committee will be notified. The Local Education Authority will be informed.
- Before the child returns to school, parents will be invited to a meeting between the Head Teacher, governor and LEA representative to contribute to an action plan with

long term targets to address the child's behaviour. All are required to sign this document and the rewards and sanctions that are part of the plan.

- All concerned must understand that failure to progress is likely to lead to permanent exclusion.
- Reviews with all parties will take place at the end of a 6-week or half-termly, period, whichever is most appropriate.
- The final review should take place 18 weeks after Stage Five has been implemented.

**Should there be a marked improvement in the child's behaviour they will move back through the stages. If the child completes a whole term with no repetition of poor conduct they will move back one stage.**

## Stage Five

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any academic year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In extreme circumstances, a fixed term or permanent exclusion can be implemented as a sanction, without having moved through the Stages of Discipline.

If the Head Teacher excludes a pupil, s/he informs the parents immediately in writing, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.

The governing body has a Pupil Discipline Committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

The Pupil Discipline Committee itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher and in any case must consider exclusions of 5 days or more **within a term** whether the exclusion(s) are singular or cumulative.

When the Pupil Discipline Committee meet to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority (where applicable), and consider whether the pupil should be reinstated. A copy of details of all incidents should be kept in the pupil's file.

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

## 10 Monitoring

The Head Teacher and Pupil Discipline Committee monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.



The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in a behaviour book. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the school office.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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.

#### 11 Review

The Governing Body will review this 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.

**Signed: V Maher**

**Date: September 2020**

**\*Please note: We are very aware that this academic year will be different to any other due to the partial school closure between March and July 2020 due to COVID 19.**

**Adaptations to how children move around the school and how they come into the building will be adapted in line with government guidelines.**

**Also further consideration will be given to the children's mental health and well-being after such a long time out of full time education in the school building.**