



Behaviour & Discipline Policy

1 Aims and expectations

- 1.1 With reference to our School Mission Statement, 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, Christian community, whose values are built on Gospel values, on mutual trust and respect for all. Therefore, the school behaviour policy is 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.
- 1.4 We treat all children fairly 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.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - teachers congratulate children;
 - teachers give children house points;
 - we distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
 - each week we nominate a child from each class to be 'Achiever of the week';
 - each 'Achiever of the week' receives a certificate in the school assembly;
 - Head Teacher Golden Stickers given out
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3 The school employs a number of strategies to enforce the school rules, and to ensure a safe and positive learning environment. We employ each strategy 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 reminds them of expectations. If this continues then the **Consequences Protocol** is initiated:
 - **First warning** to child to improve behaviour (keep calm)
 - **Second warning**
 - Isolation – stand behind chair for **2 minutes** – think about behaviour then sit down
 - Stand behind chair for **3 minutes** and consequence slip filled in
 - If behaviour continues to be a problem the child is asked to report to **Mrs. Scott** with the consequence slip at break time to explain their behaviour
 - Report to **Mrs. Heslop**
 - Phone call to parent
- If a child threatens or hurts another pupil, the class teacher completes a consequence slip and the Headteacher is informed. 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 improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

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 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.

2.6 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 would only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting himself or herself. The actions that we would 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 Class Teachers 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 school rules 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 first instance, the Class Teacher deals with incidents himself or herself in the normal manner. However, if misbehaviour continues, the Class Teacher seeks help and advice from the Head Teacher.

- 3.5 The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 3.6 The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. Any concerns about the welfare of a child should be referred immediately to the Head Teacher.
- 3.7 Staff with TLRs are to be fully involved in the management of behaviour throughout the school

4 The role of the Head Teacher

- 4.1 It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head Teacher 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 Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head Teacher has the responsibility for giving any five day exclusions to individual children for serious acts of misbehaviour. This action is only to be taken after the Governing Body is 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.
- 5.3.1 We expect parents to support their child's learning and to co-operate with the school. 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 actions to sanction 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 Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, as set out in the school's Complaints Policy.

6 The role of governors

- 6.1 The Local 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 Head Teacher in carrying out these guidelines.

- 6.2** 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.

7 Fixed-term and permanent exclusions

- 7.1** 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 one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the Head Teacher excludes a pupil, he or she informs the parents immediately, 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 Local Governing Body. The school informs the parents how to make any such appeal.
- 7.3** The Head Teacher informs the Local Authority, (LA), and the Local Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4** The Local Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.
- 7.5** The Local Governing Body has a discipline committee which is made up of between three and five 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 LA, and consider whether the pupil should be reinstated.
- 7.7.1** If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

8. Use of reasonable force

At St James Catholic Primary School we follow the advice given in the following guidance:

DFE Use of reasonable force advice for headteachers, staff and governing bodies
July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

8.1 Physical restraint

Staff at St James Catholic Primary School follow the most up to date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are

safe at all times.) DFE Use of reasonable force advice for Headteachers, staff and governing bodies July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

8.2 Power to search pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: DFE Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies January 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

9 Monitoring

- 9.1** The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the local governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2** The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 9.3** It is the responsibility of the Local Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

- 10.1** The Local Governing Body reviews this policy annually. 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.

Start Date:	Review Date:	Adopted:
May 2023	May 2025	June 2023