

St Joseph's RCVA Primary **School, Coundon**



St Joseph's
RCVA Primary Coundon

Behaviour and Discipline **Policy** **2020/21**

Madeleine Brown: Head Teacher

Lisa Caine: Chair of Governors

Reviewed
Date of next review

September 2020
September 2021

Behaviour and Discipline Policy

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.

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

Star and Wise Owl of the week

Each class teacher to choose a '*star and wise owl of the week*' this can be awarded to children for academic or personal/social excellence. A sticker and trophy is presented to the child during Friday assembly (parents receive a text informing them that their child has won and also this published on our social media/ website- first names only)

HT awards

The HT gives awards and certificates to children who have been identified by staff or herself for improvements in work or behaviour/ attitude. Some children may receive a sticker, certificate or a dip in the reward box (Lego Head) depending on the age of the child/ needs of the child and the achievement.

Traffic Light and Classroom—Behaviour Rewards

Some KS2 classes run these systems along with raffle ticket and golden treat box awards. KS1 tend to have Golden box awards.

Attendance Awards

Children in classes with the best attendance are awarded with a class certificate, a sticker each and the school trophy to keep for a week.

House Points Awards

Winning houses get a reward at the end of each term.

Lunchtime awards

Lunchtime supervisors choose children each week to be monitors and identify children who have behaved well rewarding with stickers.

Order of Sanctions

1. Class teacher to deal with minor incidents-missed playtime, timeout etc
2. Class teacher would talk informally to parent about incident and perhaps set up a home school diary.
3. If a white slip is issued, it is filled in by the adult and a text sent to parents.
4. More serious incidents, direct to HT who will decide alternative action.
5. If 5 white slips : Head teacher to write formally to parents informing of the behaviour for which they have received a white slip.
If 10 white slips issued, HT contact parents by letter to arrange a suitable appointment to discuss next course of action.
- 6 .Repeated offenders: school to consider Behaviour Support/ crisis response/ support programmes- Kelly Anne.
7. Very serious offences-violence, endangering themselves or others, severe bullying, damage to property, short term exclusion, fixed term exclusion, permanent exclusion. Crisis Response and potentially PRU action.
8. Any significant behaviour incidents are recorded on CPOMS.

2.2 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 during 'circle time'.

2.3 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.

2.4 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 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 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 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 may keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the DHT/Head Teacher.

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 education social worker or LEA behaviour support service.

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.

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 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. 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.

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 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 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, s/he 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 governing body. The school informs the parents how to make any such appeal.

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

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

7.5 The 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 It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion parents must ensure that their children are not found in a public place during normal school hours without reasonable justification.

7.7

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 Head Teacher must comply with this ruling.

7.8 For pupils who have been excluded for more than 1 period within a term the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

8 Monitoring

8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. He 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. The class teacher records minor classroom incidents. 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 staff room.

8.3 The Head Teacher 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The governing body reviews this policy every year. 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.