

St Michael's Catholic Primary School



Behaviour & Discipline Policy 2022-24

Behaviour & Discipline Policy

Mission Statement

‘Learning together, in faith and love. We shine as children of God’.

Our whole school approach to behaviour management is firmly embedded in our ethos and enables us to live out our Catholic mission.

Aims and Expectations

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 community live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Good behaviour makes effective teaching and learning possible. We encourage a consistent approach to behaviour throughout the school with parental co-operation and support. This policy is to be read in conjunction with our Safeguarding and Child Protection policy as this is integral to how we support our children and any behavioural concerns.

This policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school.
- Foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Make boundaries of acceptable behaviour clear and to ensure safety.
- Raise awareness about appropriate behaviour.
- Help pupils, staff and parents have a sense of direction and feeling of common purpose.
- Help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Behaviour

Good behaviour is that which conforms to the reasonable requirements and expectations of our school. It requires self-respect, mutual respect for others and care for our environment, both inside and outside of school. Our Catholic ethos, curriculum and programme of assemblies supports the values that we all aspire to.

Our children are all aware of the acceptable behaviours within our school environment and the possible consequences should they choose to ignore them. Staff encourage good behaviour and high standards through the use of frequent praise and high expectations. We always ensure that we treat and behaviour issues in a caring and Christian manner to support children to improve their behaviour.

School and Class rules

In order to ensure a sense of clarity around behaviour expectations charters have been developed across the school (whole school, classroom and lunchtime charters). Our class and school rules are agreed by all children and staff and are based on ensuring every child in school is happy and safe through mutually respectful behaviour. We want our school to be a successful place where everyone is treated with respect, kindness and understanding.

Pupil code of conduct:

We want our pupils to be able to:

- Have informed opinions and respect for others.
- Take risks and learn from their mistakes.
- Develop a curious outlook on life.

We want children to:

In Key Stage 1

- We want children to develop in confidence and believe in themselves.
- We want them to learn to be independent.
- To respect themselves and others.

In Key Stage 2

- We want to develop critical thought.
- We want to develop ambition.
- We want children to learn to persevere.
- We want children to be tolerant and understanding

Our charters have pride of place in classrooms and shared spaces around the school and are referred to by pupils and staff when discussing behaviour.

Pupil Expectations

Pupils are to be treated with respect, kindness and an understanding of each individual pupil's personal circumstances.

Older pupils are encouraged to display positive behaviour around school by taking on various responsibilities, e.g. Head Boy/Girl, House Captains, YMT, Sports Leaders, Prefects etc. They act as mentors for younger pupils and show visitors around the school, also sharing our high expectations with them.

Adults:

Positive support and consistent implementation of standards by all adults working in school provide pupils with good role models of desirable behaviour

- Encourage positive behaviour in the playground/classroom
- Use praise as much as possible
- Observe the children and note those behaving well
- Praise them

Staff keep the balance more to praise than criticism by:

- Smiles and gestures
- Engaging in enjoyable activities
- Positive verbal comments
- Positive body language and eye contact
- Catching good behaviour rather than focussing on the negatives

Staff will be visible throughout the school by:

- Moving around the playground
- Moving towards trouble spots
- Using eyes, face and voice (avoiding raising voice wherever possible). Giving warning looks as reminders.
- Using hand signals to stop unacceptable behaviour

Being vigilant and organising the children by:

- Reminding children how to use equipment
- Organising quiet play away from noise etc.
- Ensuring blind-spots are not used by children for play

Involve children by:

- Encouraging children to devise the rules to their games
- Communicating positively with them at all times
- Being prepared to support playground activities for younger children

Staff are reminded to :

- Arrive on the playground at the appointed time
- Communicate with class teachers/senior leaders on any concerns
- Report serious concerns on CPOMS (see behaviour ladder for guidance)

Praise and Reward Systems

To encourage desirable behaviour we have reward systems in place throughout the school. Praise and Rewards may take the following forms:

- Spoken praise
- House Points and associated rewards
- Stickers
- Headteacher Weekly Awards
- Sporting Value Awards
- Termly and half termly attendance awards
- Extra play time (Senior Leadership Team to award only)
- KS2 extra play on a Friday afternoon – based on excellent behaviour

Pupil sanctions

- Pupils spoken to by a class teacher or member of staff
- Pupils miss break to catch up on work as deemed appropriate by the adult teaching the class
- Pupils sent to a member of the Senior Leadership team and spoken to
- Sanction of missing break time or lunchtime for a set period of time as deemed appropriate by the SLT
- Communication home between parents and staff in school
- Parents and staff work together to try to improve behaviour
- In school behaviour report
- When behaviour does not improve and the pupil continually breaks the rules – the school reserves the right to follow the exclusions policy

Behaviour System – Low level behaviour issues

In low level behaviour incidents (talking and not listening, being silly etc), children are asked to stop the disruptive behaviour. If asked a second time the child's name will be recorded and a warning

given. If the child continues to repeat the behaviour a third time they will lose some of their break time in 5 min intervals. The child will be asked to stand beside the KS2 entrance wall on the yard so staff can supervise them during this time. The amount of breaktime lost is at the teacher's discretion and factors such as age, SEND and repeated violations are taken into consideration. If it is a wet breaktime and children are indoors, they are to stand outside the staff room. Positive behaviour can result in achieving house points for their collective teams.

Once the sanction is over, the matter has been dealt with and staff will encourage the child to move forwards and make right choices. Where children have regularly had to be spoken too during a week, or where a serious behaviour incident has occurred, pupils may be spoken to by the class teacher and if it is repetitive then a member of the Senior Leadership team will speak to the child. Parents are contacted as deemed necessary and appropriate by the Senior Leadership team. If behaviour is a concern and repetitive over many weeks, a behaviour report may be required as deemed by the senior leadership team. The child would have this throughout the day for all staff to report on behaviour. So at the end of the school day the report is taken to a member of the Senior Leadership team to be discussed and signed and sent home so the parents can be fully part of the process.

School has a proactive approach to contacting parents and keeping them informed of their child's negative behaviour choices. We want to work as a team around the child with parents and school working together in one voice to improve behavioural outcomes for all of our pupils.

House Points

All staff can award House Points to pupils who display positive attitudes and behaviour. During our weekly celebration assembly, the total number of points earned by each house is announced and celebrated. The children from the house with the most points at the end of each half term are rewarded with a special treat movie afternoon, games afternoon etc.

Actions and consequences following unacceptable behaviour

The exact measures taken following inappropriate or unacceptable behaviour cannot be listed in full detail, as each incident will be judged taking into account the seriousness of the incident, whether or not it is isolated and any other circumstances surrounding the child/ren concerned.

However, in the interests of making our approach as consistent as possible, the following can be used as guidelines (please also refer to behaviour ladder).

Pupil sanctions

- Pupils spoken to by a class teacher or member of staff
- Pupils miss break to catch up on work as deemed appropriate by the adult teaching the class
- Pupils sent to a member of the Senior Leadership team and spoken to
- Sanction of missing break time or lunchtime for a set period of time as deemed appropriate by the SLT
- Communication home between parents and staff in school
- Parents and staff work together to try to improve behaviour
- In school behaviour report
- When behaviour does not improve and the pupil continually breaks the rules – the school reserves the right to follow the exclusions policy
- In most cases of low level unacceptable behaviour a reminder of expectations and a warning will be sufficient.

Where unacceptable behaviour is persistent or a more serious behaviour incident occurs the following can be used. Consequences are listed in order of increasing seriousness.

- Time out for five minutes (sitting out at break or sitting alone in class where children can reflect and will not disturb others)
- Missing some/all of Golden play time (KS2)
- Loss of other school privileges-breaks, opportunities to represent the school, temporary/permanent removal of key roles within school
- Reporting behaviour to CT (if not already dealing with the incident) for discussion with child
- Reporting behaviour to AHT, DHT or HT for discussion with child
- Informing/meeting with parents
- Use of a Behaviour Report Card
- SEND referral if concerns behaviour may be based on an individual's need rather than choice
- Exclusion – following the school's exclusion policy

Some behaviours must be brought to the attention of the SLT immediately (verbally and using CPOMS). These behaviours include:

- Sexualised behaviour of any kind
- Racist/homophobic/discriminatory language
- Bullying
- Physical unacceptable behaviour
- Persistent unacceptable behaviour (three occurrences within a fortnight or more as a guide)
- Recurring conflict between two pupils of any nature
- Where SLT have asked for a child to be monitored

No rough contact actions

Pupils in School, have all been introduced to the concept in school of a 'No rough Contact' behaviour guide. At breaktimes and lunchtimes pupils are encouraged to play games and interact with each other in a way that does not include rough physical contact eg, barging, pushing, shoving, hitting, hurting or in any other way inflicting hurt on another child through any malicious means. All pupils have agreed that the contact rule is beneficial for all and all understand the consequence of not adhering to the rule is telephone calls home to parents and discussions about how to improve and modify behaviour so that no-one gets physically hurt.

Behaviour outside of school

At St. Michael's Catholic Primary School, it is an expectation that our pupils will represent their school and conduct themselves positively; living out our values both in and outside of school. Exemplary behaviour is frequently noticed and commented upon by members of the community and all pupils have a responsibility to uphold our excellent reputation and represent St. Michael's with pride. If any undesirable behaviour outside of school is reported to staff, we will remind pupils of these expectations.

Use of reasonable force

At St. Michael's we follow the advice given in the following guidance:

- DFE Use of Reasonable Force (Advice for Headteachers, staff and governing bodies – July 2013)

Power to search pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Key points

Searching

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Vapes/Vaping materials
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any items at their discretion may cause danger or harm to pupils.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Physical restraint

Staff at St Michael's 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 Team Teach restraint techniques to ensure pupils and staff are safe at all times. **Use of reasonable force Advice for headteachers, staff and governing bodies July 2013.**

Responsibility

Discipline throughout the school is a shared responsibility. We believe that serious problems can often be avoided if parents are involved at an early stage. Therefore, if a teacher is ever concerned about a child they may request to see the parents. Staff must always take time to support any child with behaviour problems, but if the inappropriate behaviour persists, despite the above-mentioned rewards/sanctions, the Head Teacher, Deputy Head Teacher or Acting Headteacher is informed. At the end of that day the child must be given the opportunity to talk with the class teacher in the spirit of forgiveness and reconciliation.

In addition, we also actively work with parents, for example, at the start of each school year we have a parents' curriculum evening for each year group when a range of information is shared including that relating to behaviour.

If at any time members of The Senior Leadership Team are concerned about the safety of other children or other staff due to the behaviour of an individual, those members of staff would take appropriate action – based on each individual set of circumstances. In such cases the schools Exclusion Policy/Procedures will be adhered to. In some instances the class teacher/Head Teacher may be concerned about an individual child's behaviour record and with consultation with parents

may consider placing the child onto the school's SEND Register or referring to external agencies. The SEND Co-ordinator will assist in drawing up an individual plan for such children and in monitoring the situation as necessary.

The Role of the Headteacher and Governors

The Headteacher has the day to day authority to implement the school behaviour and discipline policy. The Governing Body has the responsibility of agreeing and supporting the Headteacher in her implementation of the Behaviour and Discipline policy. The Governors support the Headteacher in carrying out these guidelines.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school expectations are upheld in their class and that their class behaves in a responsible manner across the whole school day. 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. The class teacher applies the classroom and school rules consistently. The teacher treats all children in their class fairly, with respect and understanding.

The Role of Support Staff

All support staff are responsible for ensuring that school expectations are upheld by pupils. They must apply whole school, lunchtime and classroom rules consistently and treat all children fairly, with respect and understanding. Any behaviour issues that are persistent and/or at 'Amber' level or above on our school Behaviour Ladder must be reported to the child's class teacher (and SLT in the case of 'Red' level incidents).

The Role of Lunchtime Supervisors

All lunchtime supervisors are responsible for ensuring that school expectations are upheld by pupils. They have a responsibility to be vigilant in their monitoring of behaviour. They must apply the Lunchtime rules consistently and treat all children fairly, and with respect and understanding. Any behaviour issues that are persistent and/or at 'Amber' level or above on our school Behaviour Ladder must be reported to the SLT using the note cards provided.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the Home/School contract and we expect parents to read it to support staff. We expect parents to support their child's learning and to co-operate with school, as set out in the home school agreement. We try and 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 a reasonable sanction to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If their concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem they should follow the schools complaints procedure.

Fixed Term and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/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 parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

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.

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. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a record of incidents of misbehaviour on CPOMs and this is used by all members of staff. Lunchtime supervisors and duty teachers give details of any incident to the SLT verbally and using the note cards provided.

The Headteacher 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 exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews 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 received recommendations on how the policy might be improved.

Behaviour Ladder

	<p><u>Stage 3-Serious Behaviour Incident</u> Swearing, bullying, sexualised/racist/homophobic/discriminatory incident, physical aggression/abuse, threatening behaviour</p>	
	<p><u>Response from staff to Stage 3 Incident</u> Child sent immediately to a member of SLT Parents/carers informed by SLT Consequence agreed by SLT may include: Loss of school privileges, opportunities to represent the school, temporary removal of key roles within school Inform/meet with parents Use of a Behaviour Report Card Support in place where potential behaviour difficulty is identified Exclusion</p>	
	<p><u>Stage 2-Moderate Behaviour Incident</u> Refusal to cooperate, disrespect towards staff members, scuffles, name calling, low level conflict between pupils, teasing, persistent disruption</p>	
	<p><u>Response from staff to Stage 2 Incident</u> Report behaviour to CT (if not already dealing with the incident) for discussion with child Loss of break/golden time (age appropriate-5mins for younger pupil, full break for older pupils) Loss of other school privileges (to be agreed with SLT)-opportunities to represent the school, temporary removal of key roles within school If persistent: Report behaviour to AHT, DHT or HT for discussion with child Inform/meet with parents (agreed by SLT) Use of a Behaviour Report Card (implemented by SLT) Support where potential behaviour difficulty is identified (implemented by SLT)</p>	
	<p><u>Stage 1-Minor Behaviour Incident</u> Fiddling/distracting, interrupting/shouting out, not following routines, talking and not listening refusal to listen, inappropriate noises, not following instruction, rough play</p>	
	<p><u>Response from staff to Stage 1 Incident</u> Warning-with explanation of which element of the school rules has not been lived out-expectation made clear. If persistent: move to Stage 2 response.</p>	

Lunchtime Behaviour Ladder

	<p align="center"><u>Stage 3-Serious Behaviour Incident</u></p> <p align="center">Swearing, bullying, sexualised, racist/homophobic/discriminatory incident, physical aggression/abuse, threatening behaviour</p>	
	<p align="center"><u>Response from staff to Stage 3 Incident</u></p> <p align="center">Child sent immediately to a member of SLT</p>	
	<p align="center"><u>Stage 2-Moderate Behaviour Incident</u></p> <p align="center">Refusal to cooperate, disrespect towards staff members, scuffles, name calling, low level conflict between pupils, teasing, persistent disruption</p>	
	<p align="center"><u>Response from staff to Stage 2 Incident</u></p> <p align="center">Time out at wall/walking around with lunchtime supervisor (5 mins for KS1, 10 mins for KS2)</p> <p align="center">Report behaviour to SLT at the end of break using CPOMS cause for concern form</p> <p align="center">If persistent: Child sent immediately to a member of SLT</p>	
	<p align="center"><u>Stage 1-Minor Behaviour Incident</u></p> <p align="center">Fiddling/distracting, interrupting/shouting out, not following routines, refusal to listen, inappropriate noises, not following instruction, rough play</p>	
	<p align="center"><u>Response from staff to Stage 1 Incident</u></p> <p align="center">Warning-with explanation of which element of the school rules have not been lived out-expectation made clear.</p> <p align="center">Not necessary to report to SLT at this stage</p> <p align="center">If persistent: Move to Stage 2 response.</p>	