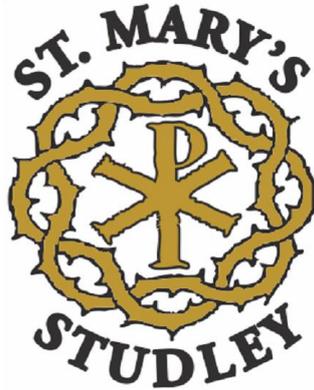


**ST. MARY'S CATHOLIC PRIMARY SCHOOL,
STUDLEY**



Behaviour & Discipline Policy

Headteacher

O. Finnegan

Chair of Governors

S. Coyne



St. Mary's Catholic Primary School, Studley

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.

1.7 This policy and the way it is implemented will be subject to reasonable adjustments for pupils, staff and parents, with special needs and disabilities.

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; and at intervals of 10 certificates are sent home to parents and recipients mentioned in the newsletter
- each week we nominate a child from each class to be 'star of the week';
- each 'star of the week' receives a certificate in the school assembly;

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 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, 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 school has a separate Anti-bullying policy which details procedures in more detail.

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 during 'circle time'.

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 totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school has a separate Anti-bullying Policy which details procedures in more detail.

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 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 and all teachers and TAs' are systematically trained in 'TeamTeach' methods of restraint.

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 keeps 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 headteacher.

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 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.

4.4 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

A list of sanctions and punishments at the disposal of teachers and the Head are listed in Appendix (A).

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 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 headteacher (or the acting 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the headteacher excludes a pupil, s/he 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.

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 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 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. S/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 headteacher 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 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Exclusion as it relates to Children with Special Educational Needs

In the case of a child with special educational needs (statemented or otherwise) and other than in the most exceptional circumstances, neither a fixed term nor permanent exclusion will be imposed by the Headteacher until all appropriate strategies have been tried.

In addition, the school is aware of the key duties imposed upon it by the Disability Discrimination Act 1995 (DDA), Part 4, as amended by the Special Educational Needs and Disability Act 2001 ie not to discriminate against disabled pupils (coming within the definition of DDA) by either treating them less favourably and failing to take reasonable steps to avoid putting them at a substantial disadvantage.

Generally, the Headteacher will not therefore exclude a disabled pupil for a reason directly related to the pupils disability **unless** there are no further reasonable steps the school could take to avoid the exclusion.

N.B. it is permissible to exclude a disabled pupil on health and safety grounds if allowing him/her to remain on site, would jeopardise own safety or that of other pupils/staff. This wouldn't be for a reason directly related to the pupil's disability.

10 Review

10.1 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.

Appendix A

Sanctions and Punishments

(The following list will be actioned in the light of the Catholic values/traditions that drive our school and we focus on notions of tolerance, acceptance, forgiveness and other important values). Note: this list is not hierarchical.

- Reprimand.
- Apology to injured party.
- Possible loss of playtime.
- Additional work/repeat of work.
- Change of seat.
- Contacting parents.
- Mundane task or duty during playtime, e.g. litter picking/lines.
- Request for payment to replace deliberately damaged resources.
- Formal recording of consistent misbehaviour.
- Referral to senior member of staff.
- Referral to Deputy Headteacher.
- Referral to Headteacher.
- Group change for consistent classroom disruption.
- Isolation from peer group.
- Referral to SENCO.
- Support from other professional agencies including behavioural support service.
- Formal consultation with parents and other agencies.
- Respond to behavioural programme outlined in any IEP.
- Lunchtime attendance at R & R (Respect and Reflection) time.

In the very last resort and only if health/safety of children/staff is at risk or the secure running of the class/school is compromised, will Temporary or Permanent Exclusion be considered. (This will only happen after full consultation).

Appendix B

St Mary's School Rules

St Mary's is a Voluntary Aided Catholic School, conducted in accordance with the rites, practices and observances of the Catholic faith. Children are expected to behave in a manner consistent with this overall aim. We believe that pupils perform better when the home and school and the pupils work together in partnership and for the welfare and safety of everyone and to help in the smooth running of the school, the following rules are laid down:

1. Children are expected to behave with courtesy and consideration at all times.
2. We expect all children to respect their own and other people property and make sure that school premises and its surroundings are kept in good condition.
3. Any form of violence towards others e.g fighting, swearing, verbal bullying etc, will lead to those involved being disciplined.
4. There must be no running in the school building.
5. Children should behave in a responsible manner and are expected to do what they are asked, when they are told, whilst under our care.
6. Children are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
7. Children should always show friendship, kindness and care to others.
8. Children should be sensible and quiet when in school.
9. Children should always speak politely to each other and all adults.
10. The school should be kept clean and tidy so that it can be a welcoming place of which we can be proud.
11. Children should take pride in their appearance and possessions and have respect for other people.
12. Children should remember that the school's reputation depends on the way they behave.
13. Children should make every effort to attend every day and be punctual.
14. Absence should be covered by a note from parents. Telephone calls may be received about absence but should be supported by a note addressed to the class teacher when the child returns to school.
15. All children are expected to take part fully in all lessons. If a child is unable to undertake any type of Physical Education activity for medical reasons, parents must send a note in advance.
16. Pupils are expected to behave with politeness and courtesy at all times.
17. Pupils must show respect for the property of others.
18. Children are expected to do any homework set by the teacher.
19. Medicines must not be brought into the school without permission.
20. Extreme hair styles are not allowed
21. Chewing gum is not permitted in school.
22. The school expects children dinning in the hall at lunchtime to behave in a quiet, orderly manner. They should be polite to supervisory assistants at all times
23. We recommend that children leave toys and other personal belongings at home and do not bring them into school.
24. Children on educational visits are expected to show the same standard of behaviour as they would on school premises.
25. Before school, at playtime and after eating the mid-day meal, children are not allowed in classrooms unless the weather is bad, or unless instructed by a teacher.