

ST. THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Behaviour and Discipline Policy

'We learn, love, respect and accept our responsibilities through our faith in Jesus Christ.'

This policy should be read in conjunction with other policies

1 Aims and expectations

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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. (See Anti-Bullying Policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Hertfordshire County guidelines for the use of restraint. 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. (see Physical Restraint Policy)

1.1 It is the primary aim of St. Thomas of Canterbury Catholic School that:

- Every member of the school community feels valued and respected
- Each person is treated fairly and well
- The school behaviour policy is designed to support the way in which all members of the school can live and work together
- Values are built on mutual trust and respect for all and it aims to promote an environment where everyone feels happy, safe and secure
- The school promotes good relationships where people can work together with the common purpose of helping everyone to learn
- Children are helped 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

1.2 Golden Rules: are displayed in each class and around the school, including

The Playground. 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', PSHE, Class Assemblies and Collective Worship

2 Rewards and punishments

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

- Teachers congratulate children and have their own class rewards e.g. stickers
- Teachers and support staff praise, encourage and support verbally or by positive comments in exercise books, home school diary
- Teachers award house points
- Achievement Awards Assembly each term where children are nominated by staff for consistently good work or behaviour, or to acknowledge outstanding effort or contribution towards our special Mission Award e.g. kindness to others
- 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.
- The safety of the children is paramount in all situations.
- If a child's behaviour endangers the safety of others, the class teacher removes 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 reprimanded
- If a child misbehaves then the school may contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child
- If a child misbehaves repeatedly in class, the class teacher will log this behaviour on CPOMs. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher will seek help and advice from the Senior Leadership Team.

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
- To try their best in all activities. If they do not do so, we may ask them to redo a task and discuss alternative strategies with them
- Not to be disruptive in class. If they are then they are reprimanded by teachers and support staff and sent to the Assistant Headteacher / Headteacher

- Not to misbehave. If they misbehave repeatedly they will be sent to the Time-out Table situated near the Headteacher's office until s/he calms down, and is in a position to work sensibly again with others

3 The role of the class teacher and support staff

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.

All staff in our school have high behaviour expectations of the children in their care.

All staff have the responsibility to:

- treat each child fairly
- enforce the classroom code consistently
- treat all children in class and around the school with respect and understanding
- discuss the needs of a child with the education social worker or LEA behaviour support service and liaise with external agencies, as necessary
- report to parents about the behaviour progress of each child in their class and contact a parent if there are concerns about the behaviour or welfare of a child

4 The role of the Headteacher

It is the responsibility of the Headteacher to:

- implement the school behaviour policy consistently throughout the school
- report to governors on the effectiveness of the policy
- ensure the health, safety and welfare of all children in the school
- support the staff by implementing the policy, by setting the standards

The Headteacher keeps records of all reported serious incidents of misbehaviour through CPOMs. The Headteacher has the responsibility for giving fixed-term exclusions 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 will result in notification to the chair of school governors.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parent Consultations and an annual report to parents are formal opportunities for parents to be informed about their child's behaviour and attitude to school.

We make the School Rules and Behaviour Policy available on the school website 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.

We make every effort to use reasonable sanctions to reprimand a child. If the school has to use reasonable sanctions to reprimand 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 Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

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.

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

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.

If the Headteacher excludes a pupil, 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 the 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 will appoint an appeals committee made up of between three and five members to consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider 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.

8 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She 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. 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. Staff covering break, will log incidents on CPOMs and it may be recorded in the child's Home-School Diary for the attention to the parents. Lunchtime supervisors do the same. They report the incident to the class teacher who records the incident in the child's Home-School Diary and log

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the incident on CPOMs. All incidents reported on CPOMs are reviewed by the SLT every day.

The Headteacher keeps a record of any pupil who is suspended 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.

9 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 receives recommendations on how the policy might be improved.

This policy was reviewed and adopted by Committee A of the Governing Body at their meeting **2^{3rd} March 2018**