

St Joseph's Catholic Primary School, Carterton

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

Our Mission:

Inspired by the life and message of Jesus and believing that every child is made in the image of the Father, Son and Holy Spirit, St Joseph's Catholic Primary School is just like a family, where everyone is welcomed; where everyone is loved, respected and cared for; where everyone is helped to achieve their very best, and where God is at the heart of everything we do.

Academy Mission Statement

Aims and Expectations

As a Catholic academy we regard every individual as unique and special in God's family. It is a primary aim of our academy that every member of the academy 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 academy behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The academy has a number of academy 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 and grow. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way following Gospel values.

The academy expects every member of the academy 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 aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

The academy 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.

Rewards and Sanctions

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

- teachers congratulate children;
- teachers give children achievement points;
- we distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in academy;
- all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.

The academy acknowledges all the efforts and achievements of children, both in and out of academy and celebrates these in class and assemblies. The academy Rainbow and Golden Books hold records of some of these achievements.

The academy employs a number of sanctions to enforce the academy rules, and to ensure a safe and positive learning environment. Our “least to most intrusive” approach is included in Appendix A. 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 upsets 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 academy 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. Any incidents of bullying are regarded as unacceptable and are dealt with according to the academy's Anti-Bullying policy.

The class teacher discusses the academy rules with each class. In addition to the academy 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 academy knows the standard of behaviour that we expect in our academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’.

The academy 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 academy free from fear.

All members of staff are aware of current guidelines. 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.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the academy rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our academy 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 treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

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 Key Stage manager and /or.

The class teacher liaises with the SENCO and 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 LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole–academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Principal

It is the responsibility of the Principal to implement the academy behaviour policy consistently throughout the academy, and to report to Committee Representatives, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the academy.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal 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 Principal may permanently exclude a child. Both these actions are only taken after the academy Committee Representatives have been notified.

The Role of Parents

The academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at academy.

We explain the academy rules in the academy prospectus, 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 academy, as set out in the home–academy agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the academy has to use reasonable sanctions to punish a child, parents should support the actions of the academy. 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 Principal or academy Committee Representatives. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Committee Representatives

The Academy Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Committee Representatives support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the academy behaviour and discipline policy, but Committee Representatives may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

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

If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The academy informs the parents how to make any such appeal.

The Principal informs the LA and the Academy Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Committee itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The Academy Committee has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Committee Representatives.

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 Committee Representatives' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the Academy Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal 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 to teaching staff and the Principal.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy Committee to monitor the rate of suspensions and exclusions, and to ensure that the academy policy is administered fairly and consistently.

Review

The Academy Committee reviews this policy every two years. They Committee Representatives may, however, review the policy earlier than this, if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.

Designated Teacher

Date

Date agreed by staff

Date agreed by Academy Committee

**Signed on behalf of the
Academy Committee**

Date for Review

Appendix A

Discipline and Sanctions

All staff should be familiar with the academy behaviour policy. St. Joseph's supports a positive approach to behaviour management where the pupil is respected at all times. This positive approach has a 'least to most intrusive' approach which means that staff begin with small sanctions and gradually progress to more serious consequences if the situation escalates.

- At the start of each academic year each class will have discussed the academy rules that keep us safe and help us to do our best in academy.
- Pupils will have drawn up a classroom code which is displayed on the classroom wall. This should be referred to regularly for positive affirmation of behaviour.
- In the light of this introduction, the academy sanctions include:

Sanction	Comments	Responsibility
Tactical Ignoring - teacher attends to pupil when on-task, ignoring pupil when not	Praising others for appropriate behaviour also supports this.	Class teacher Teaching assistant
Rule reminder - teacher briefly remind pupil of the rule	Use code on the wall to support this. Be upbeat and positive.	Class teacher Teaching Assistant
Contracts -teacher discusses the issue with the pupil and together they draw up a contract for the good behaviour	Pupil is aware of what they need to achieve, and this is broken down into small components to make it achievable	Class teacher Teaching Assistant <i>Parents should be informed of any ongoing issues, their advice sought, and the contract shared with them.</i>
Consequences -teacher makes clear the consequence of continued disruption. If... then you'll have to...	Includes finishing work in break or at home, tidying up and generally making reparation. Consequence must be relevant, respectful and take a reasonable amount of time.	Class teacher Teaching assistant
Time Out – in class, short and supervised	Pupil moved to teacher's desk or spare place. Time set at the start and teacher explains what is expected of the child.	Class teacher <i>Parents should be informed if this occurs more than once.</i>
Time Out -away from class, short and supervised	Must be agreed with other teacher and relevant work should be provided.	Class teacher. If this is a regular sanction for a pupil support should be requested from the SENCo and outside agencies if necessary. <i>Parents should be involved.</i>
Discussion with Key Stage Manager	Pupil has a meeting with the KS Manager to discuss behaviour, positive strategies and consequences. Negative behaviour is clearly identified and the difficulties this causes are highlighted.	Class teacher <i>Parents should be aware and may be invited to join the meeting.</i> Outcome should be shared with the teacher and SENCo.
Discussion with Principal	Pupil has a meeting with the Principal to discuss behaviour, positive strategies	Class teacher <i>Parents should be aware and may be invited to join the</i>

	and consequences. Negative behaviour is clearly identified and the difficulties this causes are highlighted.	<i>meeting</i> . Outcome should be shared with the teacher and SENCo.
Internal exclusion -pupil moved to another class for a fixed period of time to show willingness to return to class	Independent work must be provided for the pupil and they should know what they need to achieve to earn their way back to the class.	Class teacher after discussion with Principal and SENCo. <i>Parents should be informed before the exclusion starts.</i>
Fixed Term Exclusion	This is a drastic sanction when pupil behaviour is so aggressive or disruptive that they are a risk to themselves or others.	Principal <i>Parents should be contacted immediately.</i> Committee Representatives may hear appeals against this.
Permanent Exclusion	This would only be used as a last sanction when all support and strategies had failed to provide the pupil with the stability and structure that they needed to fit into the academy community.	Principal <i>Parents should be contacted immediately.</i> Committee Representatives may hear appeals against this.