

St Gregory the Great Catholic Primary 0 - 11

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 Gregory the Great Primary 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:

- Key People congratulate children;
- Key People 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 holds 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/ key person discusses the school rules with each class. These are 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 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.

Positive handling

Staff may only intervene physically to protect themselves from harm; 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 only staff who are tem teach trained should take part in positive handling plans.

As a general rule, nobody has the right to touch, hold or contain another person. However, any member staff can make a physical intervention with a child in certain circumstances in order to fulfil their duty of care.

We follow the DFE Use of force guidelines (July 2011) and the children's act 1989 & 2004

- Was it reasonable?
- Was it proportionate?
- Was it necessary?
- Was it in the child's best interests?

The circumstances are predicted on whether there is a foreseeable risk that the children will:

- Harm themselves
- Harm others
- Damage property
- Act in a way that is prejudicial to the maintenance of good order and discipline of the School or among any of its pupils.

We will produce appropriate risk assessments and have Positive Handling plans in place for children as and when the need arises. These will be shared with parents /carers.

Recording and review

Minor incidents may be recorded in an individual pupil's behaviour book. Incidents involving use of holds such as t-wrap are recorded on our online safeguarding system kept. Following a debrief, staff in conjunction with the Head of Primary will decide if an electronic PVA form should also be sent if a pupil or member of staff have been harmed. All incidents will be reviewed so that individual plans and school procedures can be adjusted and adapted in the light of what has been learnt.

The Role of the Class Teacher/Key Person

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

The class teacher/key person within the school has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All adults should treat each child fairly and enforce the school consistently. The adults must treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the key person/ class teacher should 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 phase lead and /or the Head of teaching and learning .

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

The Role of the Principal/Head of Primary

It is the responsibility of the Principal/Head of Primary implement the behaviour policy consistently throughout the school, and to report to Committee Representatives, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of teaching and learning to ensure the health, safety and welfare of all children in the primary school.

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

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

The Head of Primary 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, and may permanently exclude a child. Both these actions are only taken after the academy Committee Representatives have been notified. If a child reaches 15 days of fixed term exclusion in one term a meeting of the governing body should be called.

The Role of Parents

The academy 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 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 school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the academy has to use reasonable sanctions with 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 Head of teaching and learning, 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 (Governors)

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 Primary head has the day-to-day authority to implement the school behaviour and discipline policy, but Committee Representatives or Principal may give advice to the Primary about particular disciplinary issues.

Exclusions

An exclusion can be for a fixed-term (one to 15 days in sequence but no more than 45 days in total over an academic year) or permanent. Exclusions that cover lunchtimes only can also be imposed but these should normally only run for a period of five school days and count as half a day exclusion. Only the Principal/Head of Primary can exclude a student. A decision to exclude should be taken only in response to a serious breach of the school's behaviour policy. A range of alternative strategies should be adopted in advance of an exclusion wherever possible, including internal isolation. Before deciding to exclude a student a full incident report is required from the supervising member of staff and the student must be allowed to give their version of events. The procedures relating to exclusions are laid down in the *School Discipline (pupil Exclusions and Reviews)(England) Regulations 2014*. We follow the guidance in the DfE document: *Exclusion from maintained schools, Academies and pupil referral units in England*. The Academy Committee of St Gregory the Great Primary 3-11 School has established a Pupil Discipline Committee. This Committee will review exclusions where necessary and will consider any representations about an exclusion made by the parents of the excluded student. This Committee will be notified of permanent exclusions and any exclusion which amount to more than five school days in any one term. Any student who is excluded for even a short period is officially re-admitted into the school. A re-admission meeting is held at which the student, parent(s), and one or more Senior members of staff are present. A record of what is agreed and understood at this meeting is kept. Any student given a fixed-term exclusion of more than 5 days will receive full-time educational provision off-site from day 6 of the exclusion. For the first 5 days of any fixed-term exclusion, the school will set work and the parents are responsible for supervision. Teachers are expected to set appropriate work promptly for students when they are excluded and to mark it on the student's return.

The DBMAC follows the DfE Guidance on Exclusions (part 4, academies). This document can be found here:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/q00210521/statutory-guidance-regs-2012>

Academies belonging to the DBMAC follow the guidance of Oxfordshire County Council:

<http://schools.oxfordshire.gov.uk/cms/content/exclusion-guidance>

Academies belonging to the DBMAC use the template letters found here:

<http://schools.oxfordshire.gov.uk/cms/node/315> which should be adapted for each academy.

Monitoring

The Head of Primary 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 school keeps a variety of records of incidents of misbehaviour. The class teacher/key person records minor classroom incidents. The Head of teaching and learning records those incidents where a child is sent to him/her on account of bad behaviour..

The Head of teaching and learning 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/Key Person
Hannah Forder-Ball

Date 1.1.2015
Date agreed by staff

Date agreed by Academy Committee

Signed on behalf of the
Academy Committee

Date Reviewed: March 2017
Date for Next Review: March 2019

Appendix A

Discipline and Sanctions

All staff should be familiar with the academy behaviour policy. St. Gregory the Great Catholic Primary 3-11 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/key person 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/key person 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/key person 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/key person Teaching assistant
Thinking time – 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/key person <i>Parents should be informed if this occurs more than once.</i>
Thinking time -away from class, short and supervised	Must be agreed with other teacher and relevant work should be provided.	Class teacher/key person. 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 Phase leader	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/key person <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 Head of teaching and learning	Pupil has a meeting with the Head to discuss behaviour, positive strategies and consequences. Negative behaviour is clearly identified and the difficulties this causes are highlighted.	Class teacher/key person <i>Parents should be aware and may be invited to join the 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/key person after discussion with Head 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.	<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.	<i>Parents should be contacted immediately.</i> Committee Representatives may hear appeals against this.