

**St Patrick's RC Primary School
Fairfield**

'May Christ Be Seen In Us'



**Behaviour and Discipline Policy
2020**

Approved Autumn 2020
Review Autumn 2021

St. Patrick's Behaviour and Discipline Policy 2020

'May Christ be seen in Us.'

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.

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 stickers;
- infant teachers give children Dojo points and certificates;
- junior teachers give children Dojo points and certificates;
- courtesy awards
- we distribute certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are celebrated in school assemblies.

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, the child will be moved to a quiet area of the classroom. At all stages the child is given the opportunity to reflect on their behaviour and to correct their attitude, however if the poor behaviour continues they are sent to the Deputy Head to discuss their behaviour. They will be asked to complete a Reflection Sheet, which should then be taken home to be signed by their parents. They may also be put on a report card so that their behaviour can be monitored. Records of these incidents will be kept and evaluated by the SLT. For repeated offences the child will be sent by the Deputy Head to the Headteacher, parents will be called to discuss the issues raised.
- 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.

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 eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

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 by teachers trained by Team Teach, wherever possible.

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. It is everyone's responsibility to ensure children behave in a responsible manner in and around school.

- 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 Deputy Headteacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 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

- 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 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

- 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 ask children to remove their good behaviour award and bring it to the Headteacher to explain the reason for this, they complete a Reflection Sheet and are put on a report card to monitor their behaviour.
- 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 Review

- 9.1** The governing body reviews this policy every four years. 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.

STATEMENT OF PRINCIPLE FOR ST. PATRICK'S RCP VA SCHOOL THE USE OF REASONABLE FORCE

- Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension is not an automatic response to staff accused of excessive force.
- Senior Leaders should support their staff when they use this power.
- Reasonable force covers a range of activities that involve physical contact with pupils.
- Force is usually used to control or restrain.
- Reasonable in the circumstances means using no more force than is needed.
- All members of school staff have a legal power to use reasonable force but, wherever possible, this should be restricted to those who have accessed Team Teach.
- In school we may use force to:-
 - Remove disruptive children from class.
 - Prevent a pupil behaving in a way that disrupts a school event.
 - Prevent a pupil leaving the classroom.
 - Prevent a pupil from attacking another pupil, staff or to stop a fight.
 - Restrain a pupil at risk of harming themselves through physical outbursts.
- We will always make reasonable adjustments to this policy for disabled children and children with SEN.
- Please note that Schools DO NOT require parental consent to use force on a pupil.
- There are occasions when physical contact other than reasonable force with a pupil is proper and necessary e.g.:-
 - Holding a child's hand to assembly or walking through school
 - Comforting a distressed pupil
 - When a pupil is being praised
 - Demonstrating use of a musical instrument
 - Demonstrating in PE or sports coaching
 - First Aid
- The Head teacher will refer to the guidance "Use of Reasonable Force in Schools" published by the DfE.

STATEMENT OF PRINCIPLE FOR ST PATRICK'S RCP VA SCHOOL

SCREEN AND SEARCH

- School staff can search a pupil for any item if the pupil agrees
- Head teacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Inappropriate images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to
 - Commit an offence
 - Cause injury or damage
 - Any item banned by school rules
- School staff can seize any prohibited item found as a result of a search.
- They can also seize any item, however found, harmful or detrimental to school discipline.
- Staff carrying out a search on a person must be the same sex as the pupil
- searched and there should be a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.
- The Head teacher will refer to the guidance "Screening and Searching and Confiscation" advice for Head teachers, Staff and Governing Bodies published by the DfE.

STATEMENT OF PRINCIPLE FOR ST PATRICK'S RCP VA SCHOOL

DISCIPLINE BEYOND SCHOOL GATES

Disciplining beyond the school gate includes

- All non-criminal bad behaviour or bullying witnessed by staff or reported to school.
- Any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil of the school
- Misbehaviour (whether or not conditions above apply) that:-
 - Could have repercussions for the orderly running of school
 - Pose a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
 - In these cases the Head teacher should also consider whether it is appropriate to inform the police. All criminal behaviour should be reported to the Police.

STATEMENT OF PRINCIPLE FOR ST PATRICK'S RCP VA SCHOOL

DEALING WITH ALLEGATIONS OF ABUSE

- We will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation.
- A quick resolution of the allegation should be the priority. All unnecessary delays should be eradicated.
- An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, reasons need to be recorded and the individual notified.
- Malicious allegations should be removed from personnel records and references.
- Pupils found to have made malicious allegations will have breached behaviour policy and appropriate sanctions applied including exclusion.
- The Head teacher will refer to the advice in dealing with allegations of abuse against teachers or other staff set out by DFE.