

## **Behaviour and Discipline Policy**

### **Aims and expectations**

The school is a caring community, whose values are built on Christian values of mutual trust and respect for all. The main aim of the policy is to promote good relationships so that all members of the school can live and work together in an effective and considerate way helping each other to learn. It helps to promote a calm and orderly environment, where everyone feels happy, safe and secure.

In order to fulfil this aim the school will:

- Establish school rules
- Develop a system of Rewards and Punishments
- Develop a Management System where roles and accountabilities are made clear, to include teachers parents and governors
- Establish a clear system of Review and Monitoring
- Review the policy bi-annually

### **School Rules**

The school has 5 school rules.

Care for everybody and everything  
Be ready to learn and do your best  
Do as you are asked first time  
Listen to others  
Move around the school quietly

These rules must be displayed in the classroom around the interactive whiteboard and be referred to regularly.

These rules are in place to promote individual responsibility and independence. They help to establish good relationships within the school.

The school expects every member of the school community to behave in a considerate way towards others and apply the school rules consistently.

All children are treated fairly and equally and this behaviour policy is applied in a consistent and fair way.

Children are allowed to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school will be proactive in motivating children to behave appropriately at all times. Children are encouraged to use their non-curriculum time (play times/lunchtimes) positively, through games and activities.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The rules are designed to promote good behaviour, rather than merely to deter anti-social behaviour.

### **Rewards and Sanctions**

#### Rewards

The school has clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom and acknowledges all the efforts and achievements of the children, both in and out of school  
Children are praised and rewarded for good behaviour in a variety of ways:

Staff congratulate children;  
Headteacher stickers and awards are presented to pupils who have shown excellent behaviours in school.  
Teachers give children smilies;  
Pupils are awarded a Bronze, Silver, and Gold certificates based on the number of smilies they acquire. Platinum awards are rewarded with a St Thomas More Achievement All Stars bracelet.

Level	Number of smilies	Expected to be earned by
Bronze	100	End of Autumn Term
Silver	200	End of Spring Term
Gold	300	End of Summer Term
Platinum	400	End of Summer Term (exceptional behaviour and effort)

Children are expected to listen carefully to instructions in lessons. If they do not do so their name is put on the board. They may also be asked either to move to a place nearer the teacher, or to sit on their own. (There is no need for an explanation as this will disrupt the lesson.)

Children are expected to try their best in all activities. If they do not do so their names are put on the board and they may be asked to redo a task.

#### Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Each sanction is appropriately and fairly employed to each individual situation.

If a child is disruptive in class, the teacher puts the child's name on the board and signposts the behaviour that they are looking for. Names are cleared off the board at the end of each session (Session 1 – start of school until playtime, Session 2 – End of playtime until lunchtime, Session 3 – After lunch until home

time) thus giving each child the opportunity to change their behaviour and start again.

If the child continues to misbehave 2 more times, the child's name is underlined and then circled following other incidents of disruptive behaviour. The child is then sent to the Headteacher's office to be given a Demerit sheet. This Demerit sheet is completed by the teacher, clearly highlighting the disruptive behaviours shown in relation to the school rules. The class teacher gives the Demerit sheet to the parents/ carers at the end of the day. Where a child is a 'free walker' a phone call home is made to ensure parents/carers are aware that a Demerit has been given. The Demerit form needs to be signed by the Parents/Carers and brought back to the Headteacher the following day to be signed. The Demerit is then filed in the behaviour folder and logged into CPOMS.

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 removes the class from the room to keep the rest of the children safe. If a child threatens, hurts or bullies another pupil, the teacher reports the incident to the Headteacher and the child is punished.

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seeks an appointment in order to discuss the behaviour, and set up a contract with the parents/carers and child with a view to improving the behaviour of the child.

If an incident occurs in class where the teacher needs immediate help or support, s/he can send for a colleague using the RED CARD, which should be displayed prominently in the classroom. The child will then be removed from the classroom or the class will be removed, whichever is safest.

If a child misbehaves at lunchtime, the incident is recorded on CPOMs and the SaFE Officer/Headteacher will follow it up with sanctions. Any sanctions will be recorded on CPOMs.

The school does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, immediate action is taken to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, everything is done to ensure that all children attend school free from fear.

### **The role of the class teacher**

The class teachers in the school have high expectations of the children in terms of their behaviour and attitude to learning, and they strive to ensure that all children work to the best of their ability.

They have a responsibility to ensure that the school rules are known and understood by the children and inform their behaviour. They will use PSHE time to discuss attitudes and social responsibility. All teachers and staff should be familiar with the systems of rewards and punishments within the school and apply them according to individual behaviour.

If a child misbehaves repeatedly in class, a record is kept of all such incidents. (e.g. child has had name on the board once/twice in each session) In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader, SaFE Officer, SEND Lead, Deputy Headteacher or the Headteacher.

When necessary, the class teacher liaises with external agencies to support and guide the progress of each child.

The class teacher reports to parents about the progress of their child in line with the whole-school policy. In consultation with the Headteacher, the class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of Lunchtime Supervisors**

Lunchtime Supervisors have the responsibility to ensure that the expected standards of behaviour and school rules are followed both in the dining room and on the playground. They will refer any child who misbehaves in their record book, which is passed on to the Senior Lunchtime Supervisor to report the behaviour on CPOMs. They also have a responsibility to provide the opportunity for worthwhile activities during the lunch break

### **Special Education Needs**

This department has a vital role to play in fostering good behaviour in school. The school will make every effort to avoid exclusion for children supported at School Action or School Action Plus under the SEN Code of Practice.

### **The role of the Headteacher**

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.

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.

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. Governors are consulted on all permanent exclusions. (see Appendix 1 for Fixed -term and permanent exclusions)

### **The role of parents**

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

The school rules are explained on the school website, and parents/carers are expected to read these and support them.

Parents/carers are expected to support their child's learning, and to co-operate with the school, as set out in the Home–School agreement. The school tries to build a supportive dialogue between the home and the school, and parents/carers are informed immediately of any concerns about their child's welfare or behaviour after consulting the Headteacher.

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 or the Headteacher. 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.

### **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.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis in consultation with all staff. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

All incidents of misbehaviour are recorded on CPOMs.

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.

### **Review**

The governing body reviews this policy every two 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.

Linked to other school policies such as:

Safeguarding Policy  
SEND Policy  
Anti-Bullying Policy

**Date: 5<sup>th</sup> November 2021**

**Date to be reviewed: November 2023**

## Appendix 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 and the governors are in agreement.

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.

When the Head teacher permanently excludes a child, the letter informing the parent of exclusion should mention the parent's right to see and have a copy of their child's school record upon written request to the school.

The Headteacher informs the Local Authority, the CEO of the Trust 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 has a Discipline committee, which is made up of between three or five members. This committee considers any representations made by parents following a fixed term exclusion.

When the Discipline Committee meets to consider permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

If the Governors' Discipline committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Covid 19**

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviour in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviour could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- spitting

We will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances.

In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to.

In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.