



St. Herbert's RC Primary School

BEHAVIOUR & DISCIPLINE POLICY

Approved by Governors on: 08.03.2023

Date to be reviewed: Spring 2025

Signed on behalf of the Governing Body: *P Devine (Chair)*

St Herbert's R.C. Primary School

Behaviour and Discipline Policy

The policy is set within the framework of the School Mission Statement:

“Strong in Faith, Hope and Love, for the Common Good”

and the School Ethos:

“By loving one another as God loves us, we can achieve spiritually and academically”

1 Aims and objectives

- 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's 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 in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules (School promises – Appendix A), but our behaviour policy is not primarily concerned with rule enforcement. 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children (praise, stickers, stamps, certificates, good work).
 - Positive role models are highlighted to reinforce good behaviour.
 - Teachers give children house points, and results are celebrated at the weekly school rewards assembly.
 - House meetings are held half-termly.
 - Each week, each class teacher nominates a child who has worked hard or behaved particularly well.
 - Each nominated child receives a Star Award certificate and a prize in the school assembly.
Each week the Mid-day Supervisors nominate a child who has been exceptionally well behaved at lunch time. The nominated child may invite a friend or family member to have lunch with him/her.
 - A Prizegiving Ceremony is held annually (July), to celebrate various achievements throughout the year.

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons.
 - We expect children to try their best in all activities.
 - If a child is disruptive in class, the teacher follows the sanctions laid out in Appendix B.
 - 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 the child is removed from the rest of the class.
 - If a child threatens, hurts or bullies another child, the class teacher follows the sanctions laid out in Appendix B. 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 and the event is logged (refer to the School's Anti-Bullying Policy - LA bullying incident forms completed weekly).
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers to control or restrain pupils, as set out in section 93 of the Education and Inspections Act 2006, and the DfE guidance: The Use of Reasonable Force (DfE July 2013). 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, and staff have received Team Teach training.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner.
- 3.2 The class teachers in our school have high expectations of the children with regard to 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 teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher records incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner (see Appendix B). However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader/Headteacher.
- 3.5 The class teacher liaises with 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 the LA's Behaviour Support Service.

- 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 their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour (recorded on CPOMs – online management system).
- 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. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that 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 them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate 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, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Leader/Headteacher (in line with the school's complaints policy). 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 adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance: Exclusion from maintained schools, academies and pupil referral units in England (DfES, Sept 2017). We refer to this guidance in any decision to exclude a child from school.

- 7.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Headteacher excludes a child, 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.
- 7.4 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.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 8.4 If the offence is repeated, the child will be permanently excluded.
- 8.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 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.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Key Stage Leader/Headteacher records those incidents in which 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 in the incidents book.

- 9.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the Equality Policy, and that no child is treated unfairly because of race or ethnic background.
- 9.5 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.

10 Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration/ Admissions Data	Name, DOB, Address, Telephone,	Monitor, maintain and improve the behaviour in school.	Class teacher/ Senior Leaders	Some paper records locked in cabinet.	Held on file throughout the child's time at the school.
Records of incidents	Parental Details, Medical Information (if relevant), Behavioural/ e-safety Incidents,	Health & Well- being of your child. Communication.		Some records (serious incidents) stored on CPOMs (online management system)	Electronic Records Passed onto new school when moving. Computer retains copy of records in 'archive'.

As such, our assessment is that this policy:

Has few/No data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
✓		

Appendix A: School Promises

School Promises

*Always respect others and treat everyone as
you would like to be treated*

Try your best in everything you do

Always be polite and use your manners

Look after the school and everything in it

*Always be safe and sensible around our
school*

*Wear a smile and make our school a happy
place to be*

Appendix B:

Stage 1

Refer to Behaviour Management Strategies:

- be calm at all times
- focus on positive behaviours in the environment
- be consistent, firm but fair!
- be non-confrontational
- be positive and have high expectations
- talk to the child/children – discuss what has happened/rule reminder/pupil reflection
- redirect to another activity
- tactically ignoring the behaviour (unless causing a danger to themselves or others)
- non verbal privately understood signals
- proximity
- positive modelling
- name, pause, direction
- change in classroom organisation

Stage 2

1. Verbal warning
2. Name moved on behaviour chart (5 minutes time out) and move child from group to work on his/her own in the class / completing relevant task / miss a section of playtime (supervised).
3. Name placed on next stage of behaviour chart (10 minutes time out).
The above following a traffic light system.
4. Persistent disruptive behaviour or incidents where pupils are hurt/bullied will lead to missing breaktime/section or whole of lunchtime (dependent on incident). The incident is recorded on the CPOMs behaviour management system, as persistent disruptive behaviour/aggressive behaviour/bullying.
5. The child may need intervention with the Learning Mentor (Mrs Collins).

NB: EYFS follow stage 2 however it is understood that understanding right from wrong is part of the ELGs and therefore dealt with accordingly:

- warnings
- sad faces (time out)
- early identification with parents when appropriate as applicable to the child,
- home/school charts,
- intervention with the Learning Mentor.

Stage 3

If persistent behaviour issues occur:

1. Report – If the child accumulates 5 behaviour incidents in any half term, they will be placed on report. This involves Key Stage Leaders setting targets with pupils and parents. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.
2. Wave 2 provisions are put into place.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Stage 4

If there continues to be behaviour issues:

1. Pupils placed on the SEN register for social or emotional concerns and Wave 3 programmes put into place.
2. Behaviour Modification Programme.
3. Involvement of the Headteacher (major breaches of discipline)

Note: each session (morning and afternoon) is a 'fresh start'!