

St. Joseph's Catholic Academy

Part of the Newman Catholic Collegiate

Policy on Behaviour and Discipline



Revised September 2021
Next Review September 2022

Policy on Behaviour and Discipline

"Learning and growing together in faith and in friendship"

Aims and objectives

In accordance with our mission statement, St Joseph's Catholic Academy strives to secure a safe and caring environment for all which enables all children to learn and grow in their knowledge and love of Jesus Christ, their relationships with others and their understanding, knowledge and skills. We seek to promote respect for God, others and self in accordance with the teaching of Jesus to "Do unto others as you would have them do unto you" (Luke 6:31). In order to do so, we are fully committed to the following objectives:

- ✓ To promote the Gospel values of love, understanding, tolerance, justice and peace in order to foster positive relationships in our school community
- ✓ To maintain a safe, harmonious environment which nurtures individuals by responding promptly to their needs
- ✓ To encourage self awareness, openness and respect in the way we communicate and respond to others
- ✓ To value and celebrate the efforts and achievements of all pupils
- ✓ To encourage children to take responsibility for their own learning and behaviour
- ✓ To develop effective communication between parents/ carers, pupils and staff in dealing with positive and negative behaviour in school

A high standard of behaviour from all pupils is crucial in enabling St Joseph's to achieve these objectives. Within our school community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect to everyone. This is based on the following principles:

- Respect God
- Respect others
- Respect property
- Respect yourself

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of both the school and wider community. We aim to support the more vulnerable children with appropriate strategies.

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

The class teacher discusses the school rules and expectations with each class. 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/PSHE lessons.

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

- All staff congratulate children.
- All staff give children house points and stickers.
- Children in Year 1 and 2 who have a completed sticker chart bring them to assembly and have their success acknowledged.
- Each week, we nominate children from each class to be named at the "Success Assembly", for the WOW Award, Presentation award and Values and Virtues Award. The Values and Virtues Award reinforces the values set out in the Catholic Schools Profile.
- A weekly award is given to the class with the highest attendance and a half-termly award is given to all pupils who have 100% (or very high) attendance for that period.
- House points are collected and the winning house is announced in Success Assembly by the House Captains.
- Other short term awards are introduced from time to time such as Tidy Cloakroom award.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring certificates etc to the Success Assembly.
- EYFS children will be rewarded with stickers
- "Super Class" is used as an incentive and leads to a reward for the whole class at a convenient time when all the letters of 'Superclass' are turned over. This will usually be whole afternoon award - once or twice a term. Super Class letters are turned over at the end of the day and cannot be turned back. Super Class encourages the whole class to work together to earn their reward; however in exceptional circumstances, an individual may miss a part of the Super Class treat due to persistent poor behaviour
- At the end of each half term, the Principal will post home a letter to congratulate up to three children in each class for their consistent excellent behaviour

When a child does not follow their classroom rules, the following steps are taken. These are followed consistently by all adults in school to ensure a safe and positive learning environment but reasonable adjustments may be made for children with Social, Emotional and

Mental Health needs in conjunction with the Senior Leadership Team and SENCO.

All children begin each morning and afternoon with their name on the green section of the class behaviour display.

Early Years

1 I look for

Good Behaviour

→ You get Stickers, Certificates, Classroom Rewards, Success Assembly Rewards.

2 I remind you of good behaviour. This is your warning.

→ You get a chance to make the right choice

3 I give a second reminder

→ You sit in the Thinking Chair for 5 minutes to think about your Behaviour.

After 5 minutes, you talk to a teacher about what you did wrong and how we could put it right.

→ If you SWEAR or HURT others you will go straight to the thinking chair and your parents will be informed. When a child goes straight to the thinking chair, the adult dealing with the incident will record it in the class Behaviour log.

Key Stage One and Key Stage Two

1 I look for

Good Behaviour

→ You get Stickers, House Points, Group Points, Certificates, Class Based rewards, Success Assembly Awards.

2 I remind you of good behaviour. This is your warning.

→ You get a chance to make the right choice

3 I give a second reminder

→ You move your name to orange

→ You also lose 5 minutes outside time - Break/Lunch.

→ If you make the right choice, you can move your name back to green.

4 I give a third reminder

- You move your name to red
- You also lose 15 minutes outside time - Break/Lunch.
- Your name will be returned to green for a fresh start.

- If you SWEAR or HURT others your name is moved straight to red, you will lose 15 minutes outside time and your parents will be informed. When a child is moved straight to red, the adult dealing with the incident will record it in the class Behaviour log.

In order to address persistent poor behaviour, for example bullying, a record will be kept of the number of times any child is on red each half term. When a child's name is moved straight to red, the following action will be taken.

Number of times child's name is moved straight to red in a half term	Action taken
1	Teacher informs parent. Incident recorded in class behaviour log.
2	Mrs Hamilton discusses the incident with the pupil and their teacher. Teacher informs parent. Incident recorded in class behaviour log.
3	Mrs Hamilton discusses the incidents with the pupil, their teacher and their parent. Incident recorded in class behaviour log.
4	Pupil is placed on report which is completed by the teachers each morning, afternoon, break time and lunch time and shared with parents.
More than 4	In the unlikely event that a pupil's name is moved to red more than 4 times in a half term, the school will have no alternative but to take serious action to address the poor behaviour. This will be decided by the Principal in conjunction with the class teacher and parents on an individual basis. It may include children being educated in another classroom or another school for a short time or being excluded from their classroom, the playground or the school for a fixed term.

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. We do everything in our power to ensure that all children attend school free from fear. Further details can be found in our Anti Bullying Policy

All members of staff are aware of the regulations regarding the use of force by staff, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children if they are in danger of hurting themselves or others and do so in line with our Positive Handling Policy.

Break times and lunch times

- Children are encouraged to practise their behaviour codes at playtime with the instigation of Playground Leaders. These are children from Year 5 and 6 whose task is to ensure all children have somebody to play with.
- The same systems and policies are used at break time and lunch time with the following practical adjustments:
 - ✓ Children are given warnings verbally and told verbally that they are moving to orange or red.
 - ✓ When children are on orange, they stand out of play near to an adult for 5 minutes.
 - ✓ When children are on red, they are taken inside to the SLT member on duty that day and the SLT member records the incident on the class ABC chart (Monday - Miss McGough, Tuesday Mrs Walklett, Wednesday Mrs Stewart, Thursday Miss Forrester, Friday Mrs Hamilton)
 - ✓ Lunch time supervisors can award the rewards outlined above and may also send children in to the SLT member on duty for a lunch time sticker

The role of all staff

It is the responsibility of all staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Staff 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.

All staff treat each child fairly, and enforces the classroom code consistently. All children are treated with respect and understanding.

If a child requires support with their behaviour, then 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 SENCo/SLT.

The class teacher, in conjunction with the SENCO and SLT, 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.

The role of the Principal

It is the responsibility of the Principal, 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 Principal to ensure the health, safety and welfare of all children in the school.

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

The Principal keeps records of all reported serious incidents of misbehaviour which are not recorded in the Class Behaviour Log.

The Principal has the responsibility for giving fixed-term exclusions 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. These actions are taken only after the school governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

Our Behaviour Policy is shared with parents and carers after each review and is available on the website at all times. We expect parents to work with school and support the implementation of this policy

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers 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 Principal in the first instance. Who will liaise with the governors as appropriate. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Academy Committee

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

The Principal has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors 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

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, called *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Principal (or the Acting Principal) has the power to exclude a child from school. The Principal 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 Principal may exclude a child 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 child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the academy committee. The school informs the parents or carers how to make any such appeal.

The Principal informs 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 child 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 governors.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

Drug- and alcohol-related incidents

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. The appropriate medicine form must be completed by the parent/guardian. (See First Aid Policy) 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.

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 fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

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 Principal.

If the offence is repeated, the child will be permanently excluded.

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.

Monitoring and review

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 school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors report to the member of the SLT who is on duty for that day and if necessary speak to the class teacher.

The Principal keeps a record of any child 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 school policy is administered fairly and consistently. The Academy Committee will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

School staff and the Academy Committee reviews this policy every year. They 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

Policy approved by Academy Committee: September 2021

Policy due for review: September 2022