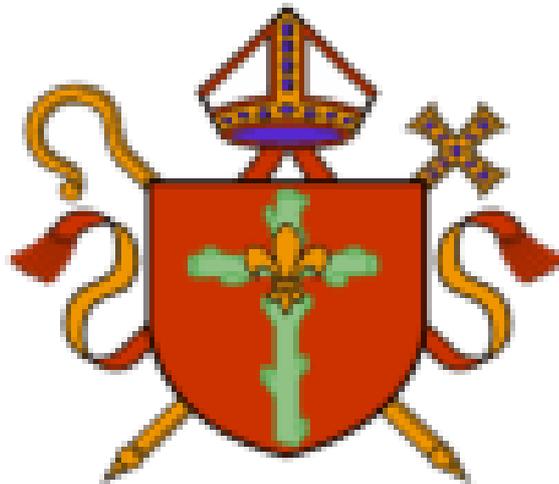




**St Mary's Catholic
Primary Academy**



BEHAVIOUR AND DISCIPLINE POLICY



July 2019



St Mary's Catholic Academy **Behaviour and Discipline Policy**

Our Mission Statement

“To walk hand in hand with God, loving him, loving each other and loving ourselves, doing our best with the gifts he gave us to make the world a richer place.”

Aims and expectations:

It is our primary aim at St. Mary's Catholic Primary Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Catholic community, whose values are built on mutual trust, respect for all and the Christian values of loving our neighbours. The school behaviour policy is 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. It also aims to promote good relationships, so that all people can work together with the common purpose of helping everyone to learn.

The school requires every member of the school community to live out our mission by walking hand in hand with God to make the world a richer place. We treat all children fairly and reward good behaviour, as we believe this develops an ethos of kindness and co-operation.

We expect children to:

- Develop their full potential in terms of spiritual awareness, self-esteem and academic achievement.
- Behave in a considerate way towards others.
- Be tolerant, understanding and considerate of the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work.
- Become increasingly independent, responsible and positive members of the school and wider community.

Our School Values:

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We emphasise the positive aspects of behaviour management through our school values and character curriculum.

Kindness – no act of kindness, no matter how small, is ever wasted

Respect – treat people the way you want to be treated

Commitment– transform your dreams into a reality

Responsibility – your attitude determines your direction

Appreciation – appreciate the little things, for one day you'll look back and realise that they were the big things

Honesty – do the right thing even when no one is looking

Resilience – remember there are no mistakes only lessons

Rewards

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

- Staff praise and congratulate children verbally.
- Each class has a reward system in place for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Staff congratulate children in *Congratulations Assembly* for their hard work and effort and for living out our school values.
- The *Mission Cup* is awarded at every *Congratulations Assembly* to a child who lives out the school mission especially well.
- Staff award children with house points for demonstrating good behaviour. These house points are counted each week, and each term 'Reward Time' is given to the house with the most points.

The school acknowledges all the efforts and achievements of children both in and out of school. The *Record of Achievement File* contains information regarding pupil achievement, for example, outstanding work, music, drama, swimming certificates etc.

Sanctions

Our school values are discussed with each class through daily collective worship and weekly circle time sessions. They are evident in the classroom environment and underpin our gospel values of respect, love and mercy for all. Every child at St Mary's Academy knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, staff discuss these during reflection time with individuals or collectively during school assemblies and liturgies.

When children are asked to complete a reflection time, they are encouraged to reflect upon the following questions...

What did you do wrong?

What happened as a result?

What will you do to move on/make it better?

How will we stop this happening again?

How will you show you are sorry?

Where a child is upset by another, they are encouraged to forgive and reconcile their differences as Jesus wants us to show mercy to our neighbours. The school employs a number of strategies to promote positive behaviour, and to ensure a safe and positive learning environment. Each situation is addressed accordingly and is dependent on the age and stage of development of each child. As a loving school community we expect

children to listen carefully, follow instructions, and try their best in all activities in lessons to enable all learners to achieve their potential. There are clear systems in place across school to sanction poor behaviour.

Breakfast Club

If an incident takes place in the hall, the child will be given a verbal warning. If the behaviour continues, they will be asked to have an appropriate amount of reflection time within the school hall.

In Class

If a child does not follow our school values, the member of staff will write their name on the board. If the behaviour continues and a strike is put twice more by the child's name, they will be asked to have some reflection time in another class. The teacher will record this information on CPOMS, and speak to their parent/carer.

Every child has the opportunity to right their wrong doings by removing strikes and their name from the board with improved behaviour and attitude.

At Playtime and Lunchtime on the school yard

If a child is not following our school values, they will be given a verbal warning. If the behaviour continues they will be asked to have an appropriate amount of time out in a safe space to reflect on their behaviour. This is dependent on the severity of the incident and the age and stage of development of the child. If an incident takes place in the hall, the child will be given a verbal warning. If the behaviour continues, they will be asked to have an appropriate amount of reflection time within the school hall.

After lunch time, Midday Supervisors will feedback any relevant information regarding individual behaviour to class teachers.

Any serious incidents will be immediately directed to the Senior Leadership Team.

After School Clubs (outside providers)

If a child is not following our school values, they will be given time out in the hall, on the yard, or in the classroom (depending on where the after school club is taking place). If the behaviour continues, they will be sent to the teacher dismissing the club. The teacher will speak to the child's parent. If the behaviour is repeated, the child may be prevented from attending further sessions until their behaviour improves.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the member of staff/after school provider stops the activity and prevents the child from taking part.

Non-negotiable Behaviour

We do everything in our power to ensure that all children attend school free from fear and there are four kinds of behaviour, which are not tolerated at St Mary's School:

1. Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately damaging school or other people's property

These behaviours will lead to the immediate involvement of the head of school and/or other senior staff, without necessarily going through the usual staged and gradual approach to sanction

Special Educational Needs

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs. This is discussed with the classmates of those children, so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

The SENDCo regularly updates staff on the needs of specific children in school and gives advice on how best to engage positively with them and avoid confrontation.

On the very rare occasions that a pupil's behaviour is dangerous; or will put them, other children or a staff member at risk; causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene in a situation and remove a child from that situation. This is a last resort, in all cases, and we prefer to avoid this kind of intervention using a range of de-escalation strategies. Nominated members of our staff are fully trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are in place.

The role of staff

It is the responsibility of the whole school community to ensure that the school values are lived out by all its members.

All staff 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.

All staff treat each child fairly, with respect and understanding, and follow the procedures consistently.

If a child misbehaves repeatedly in class, the class teacher keeps a record on CPOMS 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 Leadership Team.

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 SENCO, Key Stage leader, Deputy Head of School or Head of School.

The role of the Executive Head Teacher/Head of School:

It is the responsibility of the Executive Head Teacher/Head of School to ensure the health, safety and welfare of all children in the school.

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

The Head of School keeps records of all reported serious incidents of misbehaviour.

The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious incidents, the Head of School may permanently exclude a child. Both these actions are rare. The school will always endeavour to work with children and their families to support them to remain in school where possible.

The role of parents

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

The school values can be found on the school website. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement which is signed annually by parents. 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.

Fixed-term and permanent exclusions

St Mary's is an inclusive school where we value all children as a gift from God and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.

Only the Executive Head Teacher/Head of School (or deputy Head of School in her absence) has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. It is also possible for the Executive Head Teacher/Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Head Teacher/Head of School excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time it is made 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.

The Executive Head Teacher/Head of School informs the LA 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 Head of School.

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.

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 LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. These records are monitored by the Deputy Head or Head of School each term. The Head of School records those incidents where a child is sent to him/her on account of poor behaviour. The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Action is taken accordingly to support the pupils, parents and staff.

Review

The governing body and school staff review 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.

Created by: Celine Toner/Linda Valencia

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Adopted by governors: 26th September 2019

To be reviewed: September 2021