



St Mary's Catholic Primary Academy



Behaviour and Discipline Policy

Created by: Anne-Marie Bell

Reviewed by staff: 02 September 2020

Adopted by governors: 24 September 2020

To be reviewed: September 2022



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST





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. We aim to promote an environment where everyone feels happy, safe and secure. The policy 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

Children are praised for their contribution towards the Catholic Life of the school and living out these values in a variety of ways.

Rewards

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

- Staff regularly 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.
- Children can be sent to the Headteacher for a 'Shout Out and Shine' for exceptional achievement in lessons.
- 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.

Behaviour steps and 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 address the behaviour with the following steps:

1. Regularly praise positive behaviour, setting a high example for others to strive for
2. 'Drive by' and quietly remind the child of what is expected, remaining gentle and calm
3. Give the child a warning that their behaviour is unacceptable
 - Provide a white think bubble
4. Reflection time is given - child stays in for 5 minutes of their play
 - Replace the white with a blue think bubble
5. Seek member of leadership team involvement and lunchtime reflection



- FS/KS1 – 15 minutes
- KS2 – 30 minutes

6. Child works out of class for the remainder of the morning/afternoon.

At any point, with improved behaviour the child can make their way back up the steps e.g. have a white think bubble removed if they improve their behaviour. Seek to praise their efforts and always consider what might be causing the behaviour to help you be proactive and deal with it in a positive manner when possible.

Certain, more serious behaviour e.g. swearing, physically hurting another child, will warrant an immediate 'time for reflection'.

Reflection time should focus on the child being honest about the choices they have made and what they can do to make a difference, making better choices from then on.

Class reflection time – parents should be informed with a phone call from the class teacher. Lunchtime reflection should entail a letter home from senior leader/headteacher.

A second lunchtime reflection within a half term should trigger a meeting between the parents, teacher and headteacher.

Reflection time questions:

What happened? What wrong choice did you make?

What happened as a result?

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

How will we prevent this from 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. 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 school activities to enable all learners to achieve their potential.

Serious or repetitive behaviour should be logged on the school CPOMs system so the behaviour can be monitored.

Breakfast Club

A friendly relaxed atmosphere is promoted in breakfast club and the club has simple rules for the children to follow. Children are encouraged to use their manners, be considerate and helpful to others and show respect to the grown-ups.



If an incident takes place during breakfast club, the child will be given a verbal warning. If the behaviour continues, they will be asked to have a short amount of reflection time away from the other children, remaining within the school hall. Any further or serious behaviour should be reported to the Headteacher immediately.

Where a child's behaviour remains challenging on a regular basis in breakfast club, parents will be invited to a meeting about their child's behaviour with the headteacher. This may result in the parents being asked to provide alternative care for their child before school.

Playtime and lunchtime

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. Times will range from 2 minutes to 5 minutes.

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, away from their peers.

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

Any serious or persistent, repeated 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 would stop the activity and prevent 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:



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

These behaviours will lead to the immediate involvement of the Headteacher or senior staff, without necessarily going through the usual staged approach to sanction.

Children with 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. To treat some children equally, they must be treated differently.

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 should seek 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 Headteacher or Headteacher.

The role of the Headteacher

It is 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 keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious incidents, the Headteacher 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 /Headteacher (or deputy Headteacher 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 Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.



If the Headteacher 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 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.

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 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 Headteacher must comply with this ruling.

Monitoring

The Headteacher 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 on CPOMs. These records are monitored by the Headteacher each term. The Headteacher records those incidents where a child is sent to her on account of poor behaviour. The Headteacher 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 - minimum. 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.



Behaviour and Discipline Policy

