Sacred Heart Catholic Primary School

Behaviour and Discipline Policy

Mission Statement:

Learning and loving with Christ as our teacher

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Learning and loving with Christ as our teacher.

Policy Review

This policy will be reviewed in full by the Governing Body.

Review Frequency	Annually
Last Review Date	11/10/23
GB Adopted	11/9/24
Next Review Date	Oct 2025

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Signature: *Linda Payne* Date: 11th September 2024
Executive Head Teacher

Signature: Vivienne Morgan Date: 11th September 2024
Chair of Governors

1 1 Introduction and expectations

At Sacred HeartCatholic Primary School we aim to give our pupils the best start in life. We want them to be happy, independent learners, motivated by their natural curiosity of the world. We will know when we have achieved our aim because our children will have developed the five key skills for life:

- Problem solving
- Teamwork
- Self-management (initiative, organisation, accountability)
- Self-belief (confidence, resilience, positive attitude)
- Communication.

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote Christ's message of love, which is to;

'Love one another as I have loved you'.

The teachings of Christ's message of love underpins the day to day values we would endeavour our children to promote, which are:

1. To be kind.
2. To show empathy
3. To be compassionate.
4. To be respectful.
5. To be patient.
6. To be tolerant.
7. To forgive.
8. To show courage.

Aims and expectations

1.1 This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summaries the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Teachers' and pupils' relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built

upon respect, trust, friendship and tolerance for each other's wishes. At Sacred HeartCatholic Primary we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Sacred HeartCatholic Primary School Primary we aim to have a positive caring ethos and provide challenging well planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

It is a primary aim of our school to ensure 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 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 where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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 to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

The school has a code of conduct for pupils. 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.

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way.

- Be kind.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Or this

Follow our rules

1. To Love God
2. Love one another
3. Help others

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

We treat all children fairly and apply this Behaviour Policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

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Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) oCde of Practice.
- In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Being unkind.
- Not following instructions.
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Bullying (including cyberbullying).
- Incorrect School Uniform.

Serious misbehaviour is defined as:

- Persistently being unkind.
- Repeated breaches of the Pupil Code of Conduct.
- Any form of bullying (including cyberbullying).
- Any form of prejudiced based discriminatory language or behaviour.
- Physical/violent behaviour.
- Bringing inappropriate items to school.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.
- Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, persistently excluding, tormenting
Physical	Hitting, kicking, pushing, taking, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular protected characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

2 Our Approach to Positive Behaviour

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

- Teachers congratulate children.
- Via a house point system. There are four houses; Matthew, Mark, Luke and John. All staff can give out house points. At the end of each half term the winning house receives a reward such as an extra playtime. At the end of the year, the house cup is given to the house which has the most points.
- 'Smile' certificates are given out weekly during celebration assembly.
- Stickers are awarded to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Traffic light behavioural system in place for those pupils with challenging behaviour. The school follows the Hertfordshire Steps system to support these children.
- Whole class reward system. Weekly 'Ready to Learn' awards.
- Olympic Values Band Reward System. The values are: friendship, respect, courage, equality, inspiration, determination and excellence. Children have the opportunity to collect different coloured stars. Once a child has collected seven coloured stars the corresponding band is awarded.

Our Approach to Negative Behaviour

Layered Sanctions

2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Children need to be guided to ensure they make the right choice. If a child makes the wrong choice they will receive a sanction depending on the severity of the incident. Poor behaviour will be addressed through a 'code' system.
- We expect children to follow the school rules. A warning is given by the teacher before a child goes onto the code system. If the child does not correct his/her behaviour a Code 1 is given.
- Code 2 is given if the child continues to misbehave. The teacher will ask them either to move to a place nearer the teacher, or to sit on their own at the 'time out' table. The child will miss morning playtime.
- Code 3 means the child is sent to their foster class for the whole lesson. Here the child has to complete a 'time-out' sheet which explains what the child did wrong and what the child should have done. A letter is sent home by the teacher explaining why their child received a Code 3. The child will miss one playtime and lunchtime.
- Code 4 can only be given out by the Senior Leadership Team. A letter is sent home. Parents of the child are requested to discuss the Code 4 incident with the Senior Leader. The child will miss two morning playtimes and lunchtimes in Key Stage 1, and three morning playtimes and lunchtimes in Key Stage 2. The child will take part in our being kind/helpful scheme.
- Five Code 4 letters in one half term equals one day internal/external exclusion.
- Code 5 letters are given for very serious incidences and may result in suspension or permanent exclusion depending on the seriousness of the incident. (Ref 7.1) When the child returns to school they will miss three playtimes and three lunchtimes. Code 5 can be only given out by the Executive Headteacher, or Head of School.
- If a child receives ten, Code 1 in one half term, a code three letter will be sent home.
- If a child receives five, Code 2 in one half term, a code three letter will be sent home.
- If a child receives five, Code 3 letters in one half term, a code four letter will be sent home.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will reprimand him or her. If a child misbehaves repeatedly, we will isolate the child from the rest of the class until he/she calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil or adult, the class teacher will record the incident and the child will receive a sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

2.3 The class teacher will discuss 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 will discuss these with the whole class.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils.* Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to another child or adult, 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.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers 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. Children will be asked to complete work again if it is not to the best of their ability.

3.3 The teacher keeps records of all reported incidents of misbehaviour, in the incident folders. This records all codes given to the children.

3.4 The class teacher treats each child fairly and will enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.5 If a child misbehaves repeatedly in class, 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 will seek help and advice from the Head of School.

3.6 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 LEA behaviour support service.

3.7 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 Executive Headteacher & Head of School

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

4.2 The Executive Headteacher & Head of School support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Executive Headteacher & Head of School keeps records of all reported serious incidents of misbehaviour.

4.4 The Executive Headteacher & Head of School has the responsibility for giving suspensions to individual children for serious breaches or persistent breaches of this policy. For repeated or very serious acts of anti-social/inappropriate behaviour, the Executive Headteacher & Head of School may permanently exclude a child. School Governors are notified of all exclusions. This is a measure of last resort where the school has taken all reasonable steps to avoid excluding the child, and allowing the child to remain in school would be seriously

detrimental to the education or welfare of the pupils or that of others at the school.

5 The role of parents

5.1 The school works collaboratively with parents, so 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 these and support them.

5.3 We expect parents to support their child's learning, and to co-operate 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 discipline 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. If the concern remains, they should contact the Phase Leader. If these discussions cannot resolve the problem, parents should contact the Head of School, then the Executive Head.

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 Executive Headteacher and Head of School in carrying out these guidelines.

6.2 The Executive Headteacher and Head of School has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher and Head of School about particular disciplinary issues. The Executive Headteacher and Head of School must take this into account when making decisions about matters of behaviour.

7 Suspension and permanent exclusions

7.1 The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Executive or Head of school headteacher and only as a last resort.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Please refer to our exclusions policy for more information.

The Executive Headteacher and Head of School (or the acting Executive Headteacher and Head of School) has the power to exclude a pupil from school. The Executive Headteacher and Head of School may suspend a pupil for one or more periods, for up to 45 days in any one school year. The Executive Headteacher and Head of School may also exclude a pupil permanently. It is also possible that a suspension may be followed by a permanent exclusion if the circumstances warrant this.

7.2 If the Executive Headteacher and Head of School excludes a pupil, she/he informs the parents, giving reasons for the exclusion. At the same time, the Executive Headteacher and Head of School make 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.

7.3 The Executive Headteacher and Head of School informs the LEA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher and Head of School.

7.5 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.

7.6 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 LEA, and consider whether the pupil should be reinstated.

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

8 Monitoring

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

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Executive Headteacher and Head of School record those incidents where 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.

8.3 The Executive Headteacher and Head of School keeps a record of any pupil who is suspended or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspension and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The governing body reviews this policy every year. 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.

1. Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy.

Disability Equality Scheme

This policy supports the school's Disability Equality Scheme and it is available in a range of different formats, for disabled parents and the wider public.