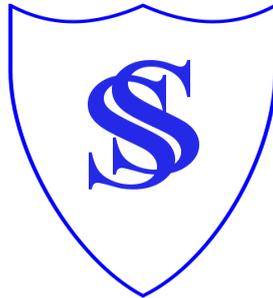


ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

## ST STEPHEN'S CATHOLIC PRIMARY SCHOOL

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# Behaviour and Discipline Policy Document

## September 2018

### DOCUMENT STATUS

Produced By	Version	Date	Action	Review
St Stephen's Catholic Primary School	1	03/09/18	For adoption by Governors Safeguarding Committee	September 2019

# St Stephen's Catholic Primary School

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## Behaviour and Discipline Policy

### 1 Aims and expectations

- 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. Our School Mission Statement lies at the heart of our school community. It underpins our learning and living experiences. 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 set of Golden Rules which aim to promote good behaviour and positive relationships.
- 1.3 We treat all children equally and apply this behaviour policy in a fair and consistent way.
- 1.4 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.
- 1.5 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 anti-social behaviour.

### 2 Rewards and Consequences

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- Verbal praise
  - Stickers and reward charts
  - Reward cards with half termly prizes
  - Class pupils of week award certificates
  - Class points
  - Golden time awarded each Friday afternoon for those children who have followed the Golden Rules
  - Individual class rewards
- 2.2 The Golden Rules at St Stephen's are:-

***We are gentle – we do not hurt anybody***

***We are honest – we do not cover up the truth***

***We are kind and helpful – we do not hurt people's feelings***

***We look after property – we do not waste or damage things***

***We work hard – we do not waste our own time or anyone else's time***

***We listen – we do not interrupt***

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- 2.3** We employ a range of sanctions for children who break any of our Golden Rules.

The Rainbow, Sun and Cloud system is in place across the whole school.

All children begin each day in the sun which indicates appropriate behaviour is being displayed. Positive behaviour and attitudes to work will be continually encouraged at all times. In order to reach the rainbow, children will need to demonstrate exceptional behaviour and/or attitudes. Children who reach the rainbow will be regarded as our Rainbow Champions and will be recognised in the weekly newsletter.

The procedure for inappropriate behaviour is as follows:-

1<sup>st</sup> formal warning      name moved grey cloud

2<sup>nd</sup> formal warning      name moved onto storm cloud

Followed by, if the behaviour persists

3<sup>rd</sup> formal warning      Yellow Card – spend 5 minutes in Red Card Room

4<sup>th</sup> formal warning      Red Card – loss of all playtime

2 red cards in a week results in a 30 minute detention.

No child should lose more than 5 minutes per day from their Golden Time.

Should a child move from the sun to the cloud or storm cloud, their name will be returned at the end of each day, or when inappropriate behaviours are rectified. Children from the rainbow will also return to the sun for the start of each new day.

Reasonable adjustments will be made as appropriate or when necessary to ensure inclusion for all.

A straight Red or Yellow Card will be issued at the discretion of staff should inappropriate behaviour occur.

In instances of verbal or physical violence towards peers or staff (which includes 'play' fighting and/or barging) a detention will be issued immediately.

## **Red Card Room – the loss of playtime**

Following a 3<sup>rd</sup> formal warning, a yellow card will be issued to the child which will result in a loss of 5 minutes of playtime. Should it be necessary to issue another warning, this will then result in a red card and loss of all of playtime. Children should take their cards to the Red Card Room together with a note from the teacher. The member of staff on duty will then record the details in a central log book which will be monitored on a weekly basis by the head teacher. Termly reports are provided to the Governing Body. *A letter will be sent home informing parents if their child has received a red card detailing the reason why.*

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Two red cards issued to a child in one week, will result in a detention which will take place. The deputy head teacher will supervise detentions and in her absence, another member of the Senior Leadership Team.

At playtime, time may also be spent in the red card room by those children who have not completed their homework or class work. In this instance no red card will be issued.

- 2.4 The class teacher discusses the Golden Rules with each class. The rules are on display in each classroom and in the hall. In this way, every child in the school knows the standard of behaviour that we expect. If there are instances of anti social behaviour, the class teacher will discuss these with the whole class during circle time.
- 2.5 Each class can be awarded a class point in recognition of good and appropriate behaviour in class, on the playground and around school by any adult. There is an outdoor reward for any class earning 50 points (KS1 & 2) and 20 points (FS) in a half term. Only one point at a time is to be awarded. Points earned from the previous half term are not to be carried over into the new half term.
- 2.6 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Each class operates a bullying incident log book.
- 2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 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 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.

## **3 The role of the class teacher and other adults within school**

- 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 throughout the school day.
- 3.2 All adults 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.
- 3.3 All adults treat each child fairly and implement the Golden Rules consistently. All adults treat all children in their class with respect and understanding.
- 3.4 When a child displays Social/ Emotional/ Behavioural difficulties, the class teacher will set up an Individual Behaviour Plan and implement the specific individual targets in liaison with SENCO and parents
- 3.5 When appropriate, the class teacher liaises with appropriate outside agencies to ensure the progress and development of the child.

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- 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 head teacher**

- 4.1** It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The head teacher 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 teacher will introduce the Golden Rules during assemblies at the start of each new school year.
- 4.3** The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The head teacher 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 head teacher may permanently exclude a child. Governors are informed about any exclusions.

## **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 Golden 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. 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. At the beginning of each school year, parents are provided with a synopsis of the school behaviour policy including rewards and sanctions.
- 5.4** If the school has to enforce sanctions, 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 head teacher. If these discussions cannot resolve the problem, parents should refer to the Complaints Policy.

## **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 head teacher in carrying out these guidelines.

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

## **7 Fixed-term and permanent exclusions**

**7.1** Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**7.2** If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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. The school has the responsibility to provide work for the child for the first five days of the exclusion, thereafter the Local Authority intervenes.

**7.3** The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

**7.5** The governing body has a discipline committee made up of three 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 LA, and consider whether the pupil should be reinstated.

**7.7** If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## **8 Monitoring**

**8.1** The head teacher monitors the effectiveness of all elements 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.

**8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records 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: the Senior Middy Assistant will inform class teachers and the head teacher about any incidents that occur during the lunch time period.

**8.3** The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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**8.4** 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.

## **9 Next Review – Autumn term 2019**

**9.1** The governing body reviews this policy annually. They 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.

**Signed:**

**Date: September 2018**