

St. John the Baptist Primary School

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. We are a caring Christian community, whose values are built on the school's foundation as a Church school, mutual trust and respect for all. The school's 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 is given the opportunity to succeed, to feel happy, safe and secure.
- 1.2** We believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. We believe that our practice around behaviour should not just ensure that we create a community that is safe for everyone, but that we should also encourage and develop behaviour traits that will serve youngsters well as they move into adulthood. The school sets these out in the following principles
- Everyone who is part of our school community has the right to a safe, secure, caring and happy learning environment.
 - We want to ensure that everyone values and respects themselves and each other.
 - We will encourage children to foster a sense of enquiry and develop questioning skills.
 - We aim to ensure that high expectations are held by all in both work and behaviour.
 - We believe in fostering positive relationships and developing partnerships between parents, staff and children, and also across communities outside of school.
 - We embrace diversity and promote equal opportunities and inclusion for all.
 - We encourage self-esteem and confidence in both independent and collaborative learning.
 - We promote the development of life skills, including staying healthy.

This is encapsulated in our mission statement – “A caring Christian community achieving full potential for all”.

Each year every class will develop a class charter that is based upon the above principles and mission statement.

- 1.3** It is expected that every member of the school community will behave in a considerate way towards others.
- 1.4** All are treated fairly and this behaviour policy will be applied in a consistent way.

- 1.5** This policy aims to help children 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 cooperation. This policy is designed to promote good behaviour, as well as deterring anti-social behaviour.

2 Rewards and sanctions

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

Staff smile and congratulate children when they do the right thing e.g. saying “thank you” or “well done” to a child who holds open a door for someone else.

Merit Points

Children across all Key Stages are part of the school merit system. Merits are awarded to children who demonstrate that they are keeping to our code of conduct, as well as being given for achievements with learning.

Children will receive a special certificate of achievement and a badge once they collect a certain number of merit points - (50 Bronze, 100 Silver, 150 Gold) and their achievement is celebrated in school collective worship.

Children achieving bronze, silver and gold awards will have their achievement publicised in the school’s weekly newsletter.

Celebrating children’s achievement - Teachers may also nominate children to be included in our celebration worship

Each school year begins a new cycle of awards.

Sharing success

Staff encourage children to be proud of their achievements by sending children who deserve special praise to the Headteacher or Deputy Headteachers.

The school will regularly communicate the exemplary behaviour of children to their parents, through verbally communicating with parents e.g. through mid-year reports.

“Golden Time”

Individual members of teaching staff may reward whole classes of children by applying a system that will lead to a class reward e.g. extra break time, special game etc.

- 2.2** The school deploys a number of sanctions to enforce the school code of conduct, and to ensure a safe and positive learning environment.

The class teacher discusses the school rules with each class. Every child in the school should know 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 individual, group or the whole class during circle time. The school follows a programme of work based on SEAL material and this reinforces the school's code of conduct.

Sometimes, despite these measures some children do not match the school's expectations. In these circumstances the following is deployed;

Warnings and sanctions

In Class

Each child will be given a verbal warning about behaviour that is considered to be unacceptable. The warning will hopefully act as a deterrent against future misconduct.

If a child misbehaves for a second time, the warning will be visual e.g. a yellow card or moving to a particular place on a pictorial representation of the school system.

If a child continues to misbehave they will be given a sanction and this will be recognised by a visual sign e.g. a red card or moving to another point on the behaviour representation picture.

The cycle of warnings and punishments will begin afresh with each new session, break period or day.

Sanctions will be the missing of the next break time or period of break time (excluding lunch time). Phase / Year Group staff will organise the supervision of children missing break times.

Should poor behaviour be regular then class teachers will liaise with parents, the school's Pupil Mentor and the Headteacher to discuss suitable strategies and programmes to implement. In addition regular misbehaviour will be logged by the Headteacher in the school's behaviour log (see Appendix 2).

At Break Times

The Pupil mentor will organise a system to monitor the poor behaviour of children at break and lunchtimes (See Appendix A)

Poor behaviour at break or lunchtime will result in children missing a 15 minute session either that day or the following day over the lunchtime period. This will be supervised by Phase Leaders, Deputy Head and Pupil Mentor (with each taking responsibility for a day each week). Lunchtime Assistants will tell the school's Pupil Mentor of children who have been misbehaving and who need to miss break time the next day. The Pupil Mentor will then organise the timing and location the session to be missed. A record of the misbehaviour will be recorded in the school behaviour log.

Any child whose behaviour is regularly unacceptable behaviour will be escalated and a meeting of the Headteacher, class teacher and parents will be organised. An agreed behaviour plan will be completed.

Significant misbehaviours will be dealt with directly by the Headteacher and staff should make him (or the Deputy Headteacher) immediately aware of such incidents . This includes any persistent bullying, racial or homophobic language / incidents. These incidents will be recorded in the school's behaviour log (See Appendix 2)

2.3 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. (Also see Anti-bullying Policy)

2.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES 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 in order to prevent injury to another person, 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. (Also see Restraint Policy)

3 The role of staff

3.1 It is the responsibility of all staff to ensure that the school behaviour principles are enforced and that they also follow them – setting the highest example for children to follow..

3.2 All staff in our school have high expectations of the children with regard to behaviour, and they should ensure that all children behave appropriately and to the best of their ability.

3.3 All staff should treat each child fairly, and enforce this policy consistently. We treat all children with respect and understanding.

3.4 Staff should seek guidance and support when they are faced with behaviour situations that they feel go beyond their experience or levels of expertise e.g. support from colleagues, SENCO, Pupil Mentor, Headteacher or outside agencies.

3.5 The class teacher may also contact a parent / guardian if there are concerns about the behaviour or welfare of a child. This will be recorded by the class teacher on the child's confidential class record. Parents have a right to see this record.

3.6 The class teacher liaises with the SENCO, Pupil Mentor and external agencies, as necessary, to support and guide the progress of each child. Parents will always be informed when outside agencies are involved.

3.7 All staff will ensure that they play a role in proactively preventing poor behaviour e.g. in consistently applying this policy and in ensuring adequate supervision of communal areas.

3.8 Significant misbehaviour or ongoing behaviour issues will be reported to the Headteacher so that issues can be noted in the school's behaviour log (See Appendix 2).

4 The role of the Headteacher

- 4.1** It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The Headteacher ensures that a school behaviour log book is kept.
- 4.4** The Headteacher 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 Headteacher may permanently exclude a child.
- 4.5** The Headteacher will keep governors informed about school behaviour – overview of the school behaviour log, exclusions etc.

5 The role of parents

- 5.1** The school collaborates actively with parents, so that 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 them and support them.
- 5.3** We expect parents to support their child's learning, and to cooperate 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, we expect parents to support the actions of the school. If parents 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 Headteacher. Finally they have redress to school governors if required. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1** The governing body has the responsibility of setting down general principles on standards of discipline and behaviour, and these are set out in the Governor's Statement of Behaviour Principles. The governors support the Headteacher in adhering to these principles.
- 6.2** The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher

about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1** 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 DfE guidance.
- 7.2** Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the Headteacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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.
- 7.4** The Headteacher informs the LA and the governing body about any exclusion (through his report to governors and through completion of forms to the LA). The Headteacher will immediately inform governors of any permanent exclusion.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6** The governing body has a committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7** When an committee panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA (if made), and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug, alcohol, offensive weapons and related incidents

- 8.1** The whole of the school premises is a no smoking area.
- 8.2** It is the policy of this school that no child should bring any drug, alcohol or offensive weapon to school. Any child who deliberately brings substances into school for the purpose of misuse will be subject to a fixed-term exclusion or permanent exclusion in some cases. If the offence is repeated, the child will be permanently excluded. The police and social services will be informed where appropriate.

- 8.3** 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. The police and social services will be informed where appropriate.

9 Monitoring and review

- 9.1** The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.3** The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 9.4** It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- 9.5** The governing body reviews this policy every two years or earlier if it is felt appropriate.

Policy History

This is an update of the September 2015 behaviour policy. It amends the policy for sanctions and rewards in light of a review of practice. It also includes new references to the keeping of a central school behaviour log.

Discussed at the Curriculum and Standards Committee on at the April 2017 meeting and agreed.

Agreed by the whole governing body at their May 2017 meeting

Appendix A

Pupil Mentor System for Monitoring Exemplary and Poor Behaviour

Exemplary Behaviour

All staff will have tokens that they give to children displaying exemplary behaviour. These will be exchanged for merit points.

Unacceptable behaviour

All staff will have behaviour monitoring slips on which to log unacceptable behaviour and break and lunchtime.

It is the responsibility of all staff to complete these and ensure they are given to the Pupil Mentor.

The Pupil Mentor will collate these and will ensure that where necessary staff are informed when sanctions need to be put in place because a child has repeated reported poor behaviour.

The Pupil Mentor will regularly meet with the Headteacher and discuss on-going behavioural issues and in particular those children who have prolonged periods of behaviour that falls below expectations. Between them, SENCO and class teachers, there will be close liaison with parents and when necessary with outside agencies.

Incidents of significant or persistent misbehaviour will be recorded in the school behaviour log.

Appendix 2 – Central School Behaviour Log

Individual staff will manage class and playground behaviour in accordance with the school's behaviour policy and often deploying their own class systems to motivate children to ensure good behaviour.

On occasions a child's poor behaviour may be felt to be at a level that escalates the response and is dealt with beyond the class teacher. Such instances are recorded centrally and managed by a member of the senior leadership team.

Reporting to the central behaviour log will be guided by the following;

Behaviour concerns over time;

- Ongoing poor behaviour that has not responded to the usual deployment of behaviour management strategies. This will usually be low level, but nevertheless disruptive to learning or good order in the playground. Class teachers should be able to demonstrate what they have implemented so far and the impact of this on the child's behaviour.
- Rough playground behaviour that continues over time, despite the child being told not to do it.

“One Off” behaviour concerns that will be immediately reported;

- Any fighting
- Any racial, homophobic comment
- Any comment that has a high degree of nastiness. These will often contain some personal remark that the perpetrator knows will offend.
- Potentially dangerous activity, such as throwing objects at others or at the property of those houses and railway line surrounding school.
- Persistent refusal to undertake tasks – where there is no known SEND difficulty that underlines the behaviour.
- Any deliberate act of vandalism.
- Any derogatory comment or swearing at a member of staff or school volunteer.
- Any ongoing deliberate misbehaviour when supervised by unknown adults e.g. supply staff, lunchtime staff or volunteers – when they have been told to change their behaviour by the person.
- Any sexualised behaviour or comment.
- Any misuse of ICT / Internet e.g. searching for inappropriate topics such as those containing sexualised language or anything that might come under the Prevent agenda.

