



## St. Katharine's Church of England Primary School Behaviour and Discipline Policy

*'From Little Acorns Great Oaks Grow'*

### **Aims and expectations**

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 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.

The school has only 3 school rules: *we are safe, respectful and considerate*, but the primary aim of the behaviour policy 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 way.

The school expects every member of the school community (staff, volunteers and pupils alike) to behave with courtesy and in a considerate way towards others. We treat all children fairly and with compassion 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.

The school recognises and highlights good behaviour, this will develop an ethos of kindness, compassion and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Strategies for promoting good behaviour**

We aim to foster strong, positive relationships throughout the school. Discipline is not just imposed. Desired behaviour is made very clear; behaviour to be encouraged and behaviour to be discouraged are explicit. School rules are simple and easily remembered by everyone. They reinforce our values, especially that of **respect**.

All adults in school (staff and volunteers alike) listen to and respect every child. They recognise each child's challenges and difficulties and will help them understand that these are not unique; that we all struggle at times.

Adults don't jump to conclusions but will deal with each child and with each incident separately. We listen carefully in the first instance and establish the facts of each incident. Adults practise a restorative approach.

Adults encourage children and praise and reward them when good behaviour or improved behaviour is shown. If a child does something wrong, the child will be made to know that it is the behaviour that is disapproved of and not the child themselves.

## Rewards and sanctions

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

- staff congratulate children;
- staff give children learning gems;
- each week we nominate a child or children to be the 'star gem learner / gem jar bearer'
- each 'gem jar bearer' will wear a sticker home to communicate that they were chosen to take the gem jar up because their learning stood out during the week.
- we distribute learning gems to children for learning that reflect our learning values; the 5Rs, a growth mind-set and being a purple learner; who is ready for challenge.
- Leaves: children are nominated by their teacher and other students for examples of when they have lived out our values and/or school rules. We frame this as children who have made school a happier place to be. Their name is written on a leaf and put in the silver box.
- Teachers monitor rewards to ensure that these are given fairly and consistently across the year.

We aim to acknowledge the efforts and achievements of children, both in and out of school, in our weekly 'Celebration Worship'.

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. All inappropriate behaviour is explained and framed using our 3 rules: We are: *'respectful, considerate and safe'*. When sanctioning a child, staff aim to do this discreetly and privately. Children are reminded with a quiet word and a reminder of previously good behaviour.

- We expect children to listen carefully to instructions in lessons. If children persistently struggle to do this, teachers may move a child until they are able to return to their group.
- We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task.
- If a child is disruptive in class, the teacher "uses language of choice" to enable the child to make a decision about their behaviour. If a child misbehaves repeatedly, we may choose to isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.
- If a child threatens, hurts or bullies another pupil, the class teacher informs the Principal, who records the incident in the Behaviour book and the parents of the children involved.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parent/guardian and seeks an appointment to discuss the situation, with a view to improving the behaviour of the child. This may involve the creation of an individual behaviour plan which is shared by the child, teacher and parent. The behaviour plan may also involve other pupils affected by the bad behaviour, eg the rest of the child's class. The plan will be regularly reviewed and, where appropriate, changes agreed with the parties. Any change will be notified immediately to all other members of staff in contact with the child, particularly the school SENCO.
- A behaviour record is kept by class teachers of any low-level poor behaviours that happen outside of the classroom environment i.e at playtime and that are reported to them by other members of teaching and support staff. If an individual child is reported 3 times within a short term, teachers contact parents to inform them and explain the types of poor choices that are being made. If this does not resolve the behaviour a further meeting is scheduled that involves the parent, child and teacher and if needed the Principal/SENDCO.

The school does not tolerate bullying of any kind (see the school's separate anti-bullying policy). 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.

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 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.

### **The role of the class teacher**

It is the responsibility of the class teacher to foster good relationships throughout the class. Discipline is not just imposed. The class teacher should aim to promote good behaviour by the use of the strategies described in this policy. It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time and abides by school rules.

Staff in our school have high expectations of the children including of behaviour; they strive to ensure that all children work to the best of their ability.

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

If a child misbehaves repeatedly in class, 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 SENCO or Principal.

The class teacher liaises with the SENCO or Principal, who contacts external agencies, as necessary, to support and guide the progress of each child. The SENCO, Principal or class teacher may, for example, discuss the needs of a child with the LA behaviour support service or raise it at a solution focussed surgery with external providers of support for SEND for e.g. an educational psychologist.

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.

### **The role of the Principal**

It is the responsibility of the Principal, 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 Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, supplementing the policy with procedures and practices issued after consultation with staff and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour in the Behaviour book. Records of all significant complaints (written, electronic or oral) by parents concerning behaviour will be kept by the Principal in one place.

The Principal has the responsibility for any exclusions or suspensions to individual children for

serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken in line with the school, EAT and local authority procedures for suspensions and exclusions (see separate policy).

The Principal will ensure that all new members of the School (whether staff, volunteer, pupil or parent) will, as part of their induction process, be appropriately informed of the ethos of the school and the standards of behaviour expected. Adults will receive a written or electronic copy of this policy or an appropriate summary.

### **The role of parents**

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

We expect parents to support their child's learning and to co-operate with the school. 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.

If the school has to use reasonable sanctions to punish 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 Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of the Academy Council**

The academy council has the responsibility to know the underlying principals held within the behaviour policy but do not have responsibility for its implementation or oversight. If the academy council have concerns about behaviour in school this would be raised with the chair who would in turn raise concerns with the Principal.

### **Suspensions and Permanent Exclusions**

\*Please see separate policy

### **Monitoring**


The Principal monitors the effectiveness of this policy on a regular basis. They also report to the EAT board of trustees (this report is further shared with members of the academy council) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and low-level incidents that happen out of the classroom, that are reported to them by other members of the staff team. All staff give written details of any serious incidents for inclusion in the Behaviour Record.

The Principal keeps a record of any pupil who is suspended or who is permanently excluded.

It is the responsibility of the board of trustees to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

*This policy will remain in place (interim) until an agreed model policy is available from EAT*

**Principal Signature:** 

**Date: January 2023**