

St. Martin de Porres Catholic Primary School

Behaviour and Discipline Policy

“Through Jesus We Achieve Our Very Best”

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 community, whose values are built on 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 feels happy, safe and secure and our vision statement can become a reality:

Our aim is to create a loving community through which Christ’s message flourishes. Within this, we strive for the fulfilment of each person’s academic potential and the realisation of their unique God-given gifts.

1.2 We uphold **British Values** by:

- Developing an awareness and respect of other people's religious and moral values and an understanding of other cultures, religions and ways of life.
- Fostering an understanding of our responsibility to care for ourselves, others and for the wider world in which we live.

1.3 As a Catholic school we desire to follow the teachings of the Gospel revealed through the Church. we promote **Jesuit Values** to show us in the way Jesus wants us to live. Pupils at St Martin de Porres Catholic Primary School are growing to be . . .

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others

1.4 Our 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 and considerate way.

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

1.6 We treat all children and adults within the school as unique creations of God and apply this behaviour policy in a consistent way.

1.7 This policy aims to help children grow in a safe and secure environment, and to become happy and confident children, equipped with the skills to contribute positively to today's society.

1.8 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, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

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

- Teachers congratulate children.
- Teachers speak informally to parents to communicate positive messages.
- Teachers give children house points.
- Each week we nominate two children from each class to be 'Star of the week'.
- Each 'Star of the week' receives a certificate in the school assembly.
- Each Friday is celebration assembly where certificates are distributed, there is a weekly class punctuality award and a monthly class attendance award. The House Point trophy is awarded each half term. Children have the opportunity to share their achievements outside of school with the rest of the school community.
- Each Friday afternoon, a child from each of years 1 to 6 who has displayed excellent behaviour is invited to afternoon tea with a member of staff. The children's names are included in the newsletter and they take a photograph home to remember the occasion – this is also displayed on the school website.
- Children are able to show examples of their best work to the Head Teacher and receive a "Head Teacher's Award".

2.2 At St. Martin de Porres School we have very high expectations of behaviour.

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.
- 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 discusses these with the whole class during circle time.

2.3 At St. Martin de Porres School we have an ethos of forgiveness, recognising that every individual is a unique creation of God and made in His image. We strive to develop effective positive relationships between children and adults and give children the opportunity to make amends and try again

when they have made a mistake. We also recognise that some children need a more personalised approach to behaviour management. We employ a number of sanctions, appropriate to each individual situation, in order to ensure a safe and positive learning environment.

Where behaviour is mild and infrequent, the teacher may choose to strategically ignore it. Where behaviours, even though mild, are repeated often a variety of sanctions may be used:

- In the first instance we would speak personally to the child in private about their behaviour and re-iterate our expectations.
- A teacher may choose to remove 5 minutes of playtime from the child and ask them to stand by the wall.
- The teacher may decide to speak informally to the child's parent/guardian at the end of the day.
- Where children are repeatedly disturbing others, they may be moved to sit on their own in the class.
- If a child repeatedly disrupts the learning, he/she will be given 2 warnings and then sent to another class for a short period of time.
- The Head Teacher may then choose to invite parents in for a meeting about their child's behaviour.
- In consultation with parents/guardians a lunch time exclusion may be applied where the child is collected and taken home at the end of the morning session and returned in time for the start of the afternoon.
- We may refer children for extra behavioural support via the SENco. This may involve putting the child on the SEN register and writing an IBP and/or referring to outside support agencies.
- A more personalised approach may also be employed from time to time involving an analysis of behaviour patterns, an alternative set of actions to address these behaviours and a contract/set of targets between the pupil/teacher for specific and measureable improvement.
- The strongest sanction available is that of exclusion. This can only be approved by the Head Teacher in consultation with the governing body. Racism will not be tolerated at St. Martin de Porres School and, where a child has been proven to have instigated a racist incident they will always receive a fixed term exclusion.

In all instances where the Head Teacher has been informed about poor/bad behaviour it will be recorded in a Key Stage incident book.

2.4 The school does not tolerate bullying of any kind including cyber-bullying. 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.

2.5 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 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. Reference should be made to the school's Care and Control Policy.

3 The role of the class teacher

3.1 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.2 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.3 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 seeks help and advice from the Head Teacher.

3.4 The class teacher liaises with the SENco as necessary. The SENco will, with parental consent, consult appropriate outside agencies such as the behaviour support service to support and guide the progress of each child.

3.5 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 their implementation of the policy.

4.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour in the Key Stage incident books. This includes racism and bullying which are identified specifically.

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.

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 The school's vision & aims and expectations of behaviour are explained 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 to punish a child, 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 Head Teacher. If still not satisfied, they should contact the school governors. 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 these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

6.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

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 follows the Birmingham LA procedure for exclusions and uses their model documents. This procedure adheres to the national Department of Education guidance 2012.

7.2 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9 Monitoring and review

9.1 The Head Teacher monitors the effectiveness 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.

9.2 The school keeps a variety of records concerning 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: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

9.3 The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy every two years. 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.

Signed:

Date: