

*St. Mark's Catholic
Primary School*



*Behaviour and
Discipline Policy*

*Proudly and Joyfully,
We love, live and learn as God's Children*

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 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 schools 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 anti-social behaviour.

2. Rewards and Sanctions

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

- All members of staff congratulate children.
- All members of staff give children house points/stickers for good behaviour in school.
- Each week, staff nominate two children to be awarded certificates in our Congratulations Assembly and their names are displayed in the school newsletter
- These children are awarded for either consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All pupils have an opportunity to show examples of their best work.
- We also celebrate achievements that have been made outside school - e.g. Football, swimming etc.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

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

EYFS and KS1 Behaviour Policy

Children in EYFS and KS1 use the 'buzzed to learning' approach to which starts every day on the hive. Children will then move to different flowers where appropriate as a visual reminder for them.

1. Verbal reminder to the child about expectations
2. First Warning with conversation about choices and actions - child's bee moved to the first flower
3. Time out within the classroom with a conversation for reflection - conversation/message home to inform parents - child's bee moved to the second flower
4. Missed playtime with a reflection with an adult - child's bee moved to the third flower
5. Conversation with Mrs Linley or Mr Hemmingway and a phone call home - child's bee moved to the fourth flower
6. Exclusion (internal or external)

KS2 Behaviour Policy

1. Verbal reminder to the child about expectations and name displayed visually
2. First Warning and conversation about choices and actions
3. Time out within the classroom with a conversation for reflection - conversation/message home to inform parents
4. Missed playtime with a reflection with an adult
5. Conversation with Mrs. Linley or Mr Hemmingway and a phone call home
6. Exclusion (internal or external)

Dependant on action and behaviour demonstrated, such as hurting others, spitting and deliberately sneezing, some of the steps may be bypassed and children will receive the appropriate sanction.

2.4 The class teacher discusses the school rules with each class. In addition to the 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 antisocial behaviour, the class teacher discusses these with the whole class as part of the P.H.S.E. curriculum.

2.5 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 (see Anti Bullying Policy).

2.6 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* and the use of reasonable force in schools publication 17 July 2013. 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.

3. The role of the class teacher and support staff.

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

3.2 The class teacher/support staff in our school have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.

3.3 The class teacher/support staff treats each child fairly and enforces the classroom code consistently. The teacher/ support staff treat all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher/support staff keeps a record of all such incidents. In the first instance, the class teacher/support staff deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher/support staff seeks help and advice from the Deputy or Headteacher.

3.5 The class teacher/support staff liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher/support staff may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about 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.

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 suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

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 punish a child, parents should 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 and ultimately, if the concern remains unresolved, the school governors.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guide lines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

6.2 The head teacher has the day-to-day authority to implement the school behaviour 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.

This policy will be reviewed in November 2022.