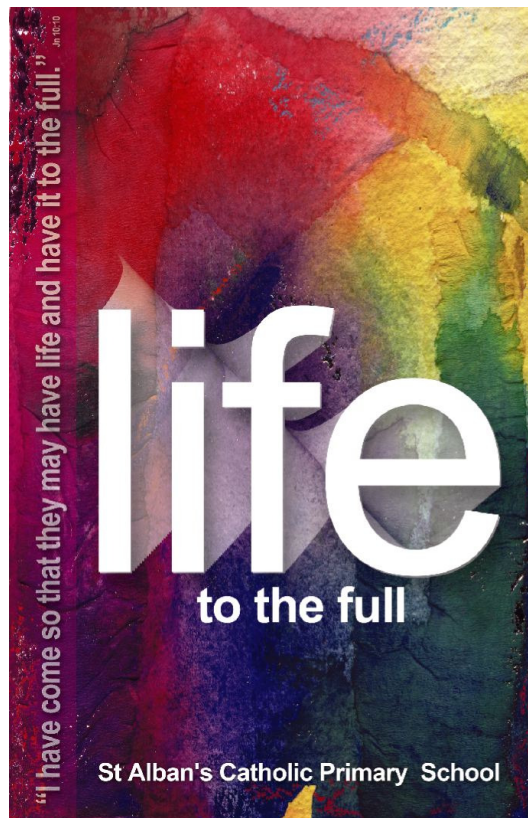


# St Alban's Catholic Primary School

## Behaviour and Discipline Policy

2008



## Vision Statement

**'I have come so that they may have life and have it to the full'.**

### **St John's Gospel**

#### Aims

It is a primary aim of St Alban's 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 the teaching of the Catholic faith. 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 a number of school 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.

The school expects every member of the school community to behave in a considerate way towards others. There are very high expectation of good behaviour.

We treat all children fairly 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 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.

#### Pastoral System

##### **Years R to 6**

All children from Years R to 6 are members of one of seven vertically grouped houses named after Northumbrian Saints. Each house has a teacher who is a head of house and also two children from Years 6 and 5 who are captain and vice captain respectively. The children have a half hour pastoral lesson each week with the group and head of house focussing on RE and PSHE and C. House heads have a pastoral role with children in their house. Good behaviour and responsibilities are reinforced in the pastoral lessons.

##### **Foundation Stage**

Children in the nursery and in Year R are encouraged to behave well at all times and good behaviour is praised and rewarded. Staff are with children at all times. The individual hand over of staff at the beginning and end of sessions allows daily discussions about progress and behaviour of all children. A visual display of recording behaviour is used in class and children are rewarded with 'rainbow time' each Friday

## **School Chaplain**

The School Chaplain has an important role in maintaining the Catholic ethos, thereby promoting good behaviour.

## **Rewarding good behaviour**

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

Teachers and support staff congratulate children privately and publicly. Stickers are used as rewards by teaching staff, teaching assistants and the head teacher. Midday supervisors also have stickers which they give to children.

Teachers give children house points which are collected each week and a star is awarded. The children in the house with the most merits for the term each receive a prize.

Each week each teacher awards a child in the class with a teacher's award. The children are given a certificate and sticker in merit assembly and a copy is displayed for the week in the school hall. Children are rewarded for a variety of reason including being kind, helping others, being polite, working well, being safe etc.

## **Responding to unacceptable behaviour**

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 and also to the age of the child. Examples of sanctions include being moved in class to sit with different children or alone, missing part of play time, or being asked to write a letter of apology.

The class teacher discusses the school rules with each class. In addition to the school 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 anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

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 and follow the school's Anti-Bullying Policy.

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 teacher**

All children are taught about rights and responsibilities in relation to our vision statement.

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 during lesson time.

The class teachers in our school 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.

The class teacher treats each child fairly and enforces 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 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 others in school. There is a hierarchy of involvement other than the class teacher. This is class teacher, then head of house, then deputy head teacher and finally head teacher. For serious incidents children may be referred straight away to the deputy head teacher or head teacher.

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

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 headteacher**

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.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

### **The role of parents**

St Alban's School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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.

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 head teacher. In instances when parents feel that the head teacher has not dealt appropriately with the problem school governors may be contacted. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

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 headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

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

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

If the headteacher excludes a pupil, s/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.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of five members. This committee considers any exclusion appeals on behalf of the governors.

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 LEA, and consider whether the pupil should be reinstated.

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

### **Monitoring**

The headteacher 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.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher 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 liaise with teaching staff about behaviour issues at lunchtime.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

### **Review**

The governing body reviews this policy every two years.

**November 2008**