

Behaviour and Discipline Policy

St Mary's Hare Park School and Nursery Behaviour and Discipline Policy

1 Aims and expectations

- 1.1 It is a primary aim of our school's Mission Statement 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 Catholic Ethos and Christian 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 Code of Conduct, 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 in a Christian environment with the common purpose of helping everyone to learn and develop. This policy supports the school community to live our Mission Statement 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 punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways: teachers congratulate children; teachers give children house points and stars; we distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness within the school; special certificates are awarded personally and individually to all children, but especially younger children, so reward can be immediate and spontaneous.**

At Key Stage 2 House Points are awarded more formally and all children can work towards a Bronze, Silver, Gold, Platinum and Diamond status which benefits their House-team peers as well as reflecting personal achievement and effort. Names and the reason for individual acclaim are recorded in a Special Celebration Book, which is displayed centrally.

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All classes have an opportunity to lead assemblies, where they are able to show examples of their best work and where their talents and achievements can be celebrated.

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Pupil achievement out of school, for example, music or swimming certificates are celebrated and presented at assemblies where parents, families and guests are always encouraged to attend and share as part of the wider school community.
- 2.3 The school employs a number of sanctions to enforce the school's Code of Conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 2.4 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. The dining room also has its own Code of Conduct. 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, for example, 'circle time'.
- 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.
- 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*. 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.

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3 The role of the class teacher

- 3.1 It is the responsibility of the class teacher to ensure that the school's Code of Conduct is adhered to in their class, and that their class behaves in a responsible manner during lesson time.**
- 3.2 The class teachers in our school have high expectations of the children in terms of behaviour, attitude and application, and they strive to ensure that all children work to the best of their ability.**
- 3.3 The class teacher treats each child fairly and enforces the code consistently. The teacher treats all children in their class with respect and understanding.**
- 3.4 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 Headteacher.**
- 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 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 Trustees, 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 the implementation of the policy.**
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.**
- 4.4 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 would only be taken after the school's Board of Trustees has been notified.**

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5 The role of parents

- 5.1 The school works closely and collaboratively with parents, so children receive consistent messages about how to behave at home and at school.**
- 5.2 We explain the School's Code of Conduct 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. 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 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 Headteacher and finally the Board of Trustees.**

6 The role of Trustees

- 6.1 The Trust has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Trustees support the Headteacher and staff in carrying out these guidelines.**
- 6.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Trustees may liaise with the Headteacher about particular disciplinary issues who will then take this into account when making decisions about matters of behaviour.**

7 Exclusions

- 7.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.**
- 7.2 If the Headteacher excludes a pupil, she 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 Board of Trustees. The school informs the parents how to make such an appeal.**
- 7.3 If an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents or school and consider whether the pupil should be reinstated. The Headteacher and school must comply with this ruling.**

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8 Monitoring

- 8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Trust on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.**
- 8.2 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 her on account of bad behaviour. We also have verbal feedback of any incidents that occur at break or lunchtimes: written details of any relevant incident are recorded in the incident book, which is kept in the Headteacher's room.**

9 Review

- 9.1 The Headteacher and staff review this policy every two years. The Headteacher in liaison with the Trustees may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.**