

# *Sacred Heart RC Primary School*



*'Where Every Heart is Sacred'*



## *OUR MISSION STATEMENT*

*'Where Every Heart is Sacred'*

*Our school community of Sacred Heart  
reflects the love that Jesus has for us.  
This creates a successful learning environment  
where we welcome people  
so they feel happy, settled and included.  
We honour each other and our school with pride.*

# *Policy on Behaviour and Discipline*

Next review date September 2017

## **Aims and objectives**

**Our behaviour policy's main objective is to provide the foundation for our children to grow into respectful, moral confident citizens. Our children will grow in the belief that they can contribute to society in a meaningful and productive way.**

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. 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 in which everyone feels happy, safe and secure.

Our school policy is fundamentally a means of promoting good relationships; so that people can work together with the common purpose of helping everyone to learn and thrive.

The school encourages every member of the school community to behave in a considerate way towards others and to develop a strong, moral code of conduct.

The school aims to address behavioural issues in a calm, supportive and respectful manner

This policy aims to help children grow into confident, morally active members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness, cooperation and civility.

## **Whole School Rules**

In order that everybody feels safe, teachers are able to teach and pupils are able to learn, we expect children to follow these rules;

- Respect each one another.
- Take turns to listen to our teachers and friends.
- Attend school every day.
- Be good role models for others.
- Take pride in our work and school.

These rules are displayed around the school and in every class.

## **Rewards, incentives and consequences**

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

- All staff acknowledge good behaviour.
- Teachers give children individual and class team points.
- Incentive charts are offered to pupils who have individual behaviour targets.
- Lunchtime stickers and VIP table is available for children who show good manners and good behaviour at dinner times.
- Every Friday assembly, we distribute certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each half term, children in every class who have remained on green or gold throughout the half term will receive a reward such as; a visit to the Community cafe, or a letter home to parents as acknowledgment of good behaviour.

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

### **The Traffic Light System**

To ensure a safe and positive learning environment all staff and pupils follow the 'traffic light system' promoting a consistent code of conduct.

- Green for go - all the children start here
- Amber - children move down to amber and a verbal warning poor behaviour if the initial verbal warning has no effect; this warning alerts children to think about their behaviour.
- Red – if children continues to misbehave they move further down to red and receive detention
- Gold - a child moves up to gold for outstanding behaviour or for outstanding work

Children who experience significant difficulty with behaviour will be provided with a specific personalised behaviour plan. The plan will be a tool to support the teacher with their inclusive practice and the child with their social and emotional development.

### **Sanctions In and Around School**

Children will be required to attend detention if they reach 'red' of the Traffic Light System. The time set for detention is reduced according to the age or maturity of the child, for example, a year 1 child may have 5 minutes detention at play time, a year 6 child may have 15 minutes detention at play time.

- A behaviour log and detention log is kept and stored in classrooms
- If a child receives one detention, the class teacher will inform parents verbally.
- If a child receives two detentions in one week, the class teacher will meet with the parents after school to discuss the concerns.
- If a child receives 3 detentions in one half term, the teacher will inform parents **in writing** and arrange a meeting with the parent, class teacher, the member of staff allocating the detention and a member of the SLT (see appendix a, model letter). At this meeting it may be decided that the child's behaviour over the

following term be logged and reported to a designated Senior Leader daily.

### **Lunch and Break Times**

Children and staff follow the school rules whilst on the yard.

- The whistle is blown twice; on the first whistle the children stand still and on the second whistle the children walk in line and stand in class order.
- Teachers on duty are to be on the yard to greet parents and children before school begins at 8.50am.
- The Traffic Light System is used during playtimes and lunchtimes.
- Any concerns of behaviour or behaviour incidents are written into the class behaviour log.

### **Sanctions on the Playground**

If a child doesn't follow the school rules whilst playing outside, the following system is in place;

- Verbal warning.
- Children take time out for up to 5 minutes in a designated area to consider action.
- Children will take further time out for up to 5 minutes in a designated area to consider action. Class teacher will be informed.
- Children will work in the shared area for the rest of playtime/lunchtime and incidents will be reported to SLO or person on duty who will establish the details of the situation, inform class teacher and log in behaviour book.
- If a child is allocated more than 3 lots of time out in one week the SLO or person on duty will inform the class teacher who will arrange a meeting with the parents and SLO to inform them of concerns.

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

It is the responsibility of class teachers to ensure that the school rules are followed.

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

Class teachers will respond to any patterns of poor behaviour occurring within the classroom or outside of the classroom by identifying suitable action; for example, specific circle times, whole class lessons using relevant SEAL resources.

The class teacher will discuss with teaching assistants and lunchtime organisers pupils' behaviour and wellbeing before and after lunchtime.

The class teacher liaises with SLT and with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents and carers 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.

Teachers should be on the playground ready to collect their class when the whistle goes. All classes are to be supervised when navigating the school.

### **The role of the head teacher**

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.

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.

The head teacher monitors class behaviour record books to ensure appropriate action is taken and also to identify reoccurring patterns of behaviour. If this is identified the head teacher will plan suitable whole school action.

The head teacher keeps records of all reported serious incidents of misbehaviour.

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 anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified and PSP have been implemented.

### **The role of parents and carers**

The school collaborates actively with parents and carers, so that 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 and carers to read them and support them.

We expect parents and carers 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 and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions where behaviour has not been acceptable, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about such sanctions, they should initially contact the class teacher. If the concern remains, they should contact the school governors. 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 head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

The governors request that an evaluation of behaviour is provided in the Headteacher's report to governors.

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

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion (see appendix b), and the standard guidance, called 'Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units' (DfES, September 2008).

The school may decide to issue an 'In House Exclusion' if this can be accommodated on the premises. This is an exclusion when a child is segregated from others and works in a private area with supervision.

Any child at risk of exclusion must have a Pastoral Support Programme in place. This should ensure that every possible action has been taken to avoid the exclusion of the child.

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, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The head teacher informs the LA 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 child or extend the exclusion period made by the head teacher.

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

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

## **Restraint**

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.

## **Monitoring and review**

The head teacher and the SLT monitors the effectiveness of this policy on a regular basis. The SLT scrutinise the behaviour log books to identify and reoccurring patterns. If this is noted, action is planned and monitored by the SLT. The head teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records concerning incidents of misbehaviour. Incident books are kept in each classroom.

Lunchtime incidents are also recorded in this book.

The head teacher keeps a record of any child 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. 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.

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.