



# St Luke's Catholic Primary School



This policy will be reviewed regularly and re-presented to The Governing Body as appropriate if significant changes are made.

**Policy reviewed: April 2017**  
**To be reviewed : July 2019**

Reviewed by:

Date:

Signature:

Date:

Chair/Vice of Governors Signature:

Date:



## **BEHAVIOUR & DISCIPLINE POLICY**

### ***Aims and Expectations***

At St Luke's Catholic Primary School, we believe that all children have the right to be able to feel happy and secure, in order to make the most of their abilities. We want all our pupils to feel valued, respected and safe, in a happy learning environment where self-discipline is promoted and good behaviour is the norm. These aims are integral to our mission as a Catholic School and our mission statement to; "Live love and learn together as we follow in the footsteps of Jesus." We are proud to say that the overwhelming majority of St Luke's pupils behave very well the vast majority of the time. This policy aims to provide a structure and a support framework for teachers caring for the "whole child" and not something which prevents individual teacher initiatives.

We believe that it is important to have clear standards which are expected from all members of school community, who should all show respect and courtesy towards, each other. <sup>1</sup> We expect our parents to support the school in this aim and to support to the school's authority to discipline our pupils. We will ask all new parents to sign a Home School Agreement. <sup>2</sup>

To foster these aims we need all pupils, staff, parents and Governors to support our school's principals and systems set out in this policy. It is also our duty under the School Standards and Framework Act 1998.

### ***Safeguarding***

An overriding principle with regards to all aspects of this policy is that safeguarding issues must take precedence, particularly with regard to contacting families where there are concerns. If there are concerns about a Safeguarding issue, relating to discipline the Head Teacher should be consulted. This should not mean that internal efforts to improve the child's behaviour will not be made.

### ***Meeting Children's Educational Needs***

When assessing persistent behaviour problems with individual children, teachers should have regard to whether a child's educational needs are being met. i.e. is work of an appropriate and engaging level.

### ***Expectations /School Rules***

- We should all be polite and well mannered to each other.
- We should all respect other people and their property, taking pride in our school
- We should all try our best in everything we do.
- We should all be honest and truthful

---

<sup>1</sup> This is also expected in "Ensuring good behaviour in schools" DfE 2012

<sup>2</sup> As 1



## **Rewards & Praise**

In St Luke's we aim to recognise, acknowledge and celebrate good behaviour, effort and achievement, regardless of ability.

All positive contributions to school life are praised; progress, improvement, team work, sustained effort, or helping others, are all rewarded along with academic achievement.

We also have some standard rewards across the school which are embedded in our school life;

- teachers give children house points;
- each week we nominate a child from each class to receive a 'Pupil of the week' certificate in the school assembly;
- we distribute merit prizes each term to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Each class has a Golden Time session at the end of each week. <sup>3</sup>

Each teacher has the flexibility to employ an individual system of rewards and sanctions, within the broader framework of the whole school organisation, and to use as wide a range of rewards as possible to motivate children in order to manage behaviour within the classroom.

## **Sanctions**

### **Principles**

When applying sanctions, it is important that we know our children and their family circumstances. This does not mean that we excuse poor behaviour, but that we are better placed to support each child who needs help to improve their own.

We should not allow any child to be dealt with unfairly because of a reputation for previously poor behaviour.

Children should clearly understand why the sanction has been given.

There should be no need for confrontation.

Pupils should understand that they do not have the right to answer back or argue.

***(This does not mean that children can not genuinely and politely try to explain themselves if there has been a misunderstanding. We should give children this opportunity.)***

It is essential that children are allowed to start each lesson with "a clean slate." (However this does not mean that any strategy put in place to improve behaviour will be ignored.)



# St. Luke's Catholic Primary School



The following is intended to support and empower school staff, not to be a rigid constraint. Staff are expected to exercise discretion and utilise their knowledge of a pupil's personal circumstances, whilst maintaining a broad level of consistency. It is hoped that no child will reach the more serious stages, but families should be aware of these.

*At all stages dialogue and effort to develop positive relationships are fundamental to the principles that we value highly at St Luke's. The principle aim of these sanctions is to work in synthesis with our rewards systems to encourage good behaviour; not to provide a "fast track" to exclusion. Remember everyone is created in the image and likeness of God.*

|   |   |   |
|---|---|---|
| 1 |   | <p><b>Teacher Sanctions</b></p> <p>Teachers may use a range of strategies including</p> <p>Verbal warnings,</p> <p>Writing a child's name on the board.</p> <p>Putting a tick against it for a repeated offence.</p> <p>Moving a child within the class.</p> <p>"Time out" away from the group, but in classroom working alone to prevent disruption.</p> <p>Loss of privileges e.g. Loss of part or whole playtime or <i>Golden Time</i>.</p> <p>Speak to parents.</p> |
| 2 | Class teacher to liaise with L.M. Referral to Learning Mentor & SENCo for 1:1 or group work. I.B.P. put in place at any point here. | If a pupil repeatedly fails to respond positively to teacher sanctions and parents / teacher dialogue then the teacher will meet the parents again, more formally. A "Teacher Report Card" will be issued.  |
| 3 |   | 1-2 weeks of no improvement on Teacher Report Card. Child to report to Deputy Head on a daily basis to discuss behaviour. If no improvement after a week then deputy will meet with parents and class teacher.<br>(Deputy Report / Senior Teacher Card to be signed by Teacher, D.H. & Parents.)  |
| 4 |   | 1-2 weeks of no improvement on Deputy Report Card. Child to report to Head to discuss behaviour. If no improvement after a week then Head will meet with parents and class teacher.<br>(Head Teacher Report Card to be signed by Teacher, Head. & Parents.)   |
| 5 |   | Fixed Term Suspension   |
| 6 |   | Agreed move or permanent exclusion.   |
| 7 |   | Parents have the right of appeal to the Governors.  |

## Parents and Carers.

Our first port of call when trying to seek support for managing pupil behaviour should be to work in partnership with parents. If it is necessary for pupils to move on to or up the discipline ladder then parents should be informed. (Due regard to Safeguarding must be given.)

## Bullying

Bullying is the persistent or systematic causing of hurt to others and can be verbal, mental or physical. At St Luke's we do not tolerate bullying of any kind. Children are encouraged to tell a teacher, parent or friend of



bullying that they experience or witness. All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

Pupils who are found to have been bullying will be immediately placed on to a report card, with particular note taken of behaviour outside of the classroom. All bullying incidents and outcomes should be recorded with the Learning Mentor. Please refer to our anti bullying policy.

### ***Racist Behaviour***

We pride ourselves in St Luke's on the excellent relationships, which our children from all ethnic backgrounds have with each other. Incidents of a racist nature are rare. However, any which arise are treated very seriously. All racist incidents and outcomes should be recorded with the Learning Mentor, and reported to the L.A. on a termly basis. Please refer to our anti racism policy.

### ***Transition Meetings.***

During July teachers will meet with the class teacher for the following year to pass on information about each class. This should include information about academic achievement, personal backgrounds, medical information and where necessary successful behaviour management strategies.

### ***Annual Review of Policy by Staff.***

The Head Teacher will designate one staff meeting a year, (prior to the governor's sub-committee.) to allow staff to discuss discipline matters and the degree to which the discipline policy is working effectively.

### ***Outside Agencies***

St Luke's will liaise with outside agencies, (such as behavioural support teachers, the Police or C.S.O.'s) when necessary, to support the improvement of pupil behaviour.

### ***Staff Authority***

All staff within our school, not just those with a teaching role have the authority to correct pupils and support good discipline within our school. Those members of staff who do not usually work alongside pupils will pass information on to class teachers to apply sanctions, if they do not get an appropriate response from the pupils.

### ***Authority outside of the school premises.***

There are times when we may need to discipline a pupil for inappropriate behaviour away from the school premises. The law allows the teachers to discipline a pupil for misbehaviour when the child is; taking part in any school-organised or school-related activity ; travelling to or from school; wearing school uniform or in some other way identifiable as a pupil at the school. Furthermore school's have legal authority to take action regarding misbehaviour outside school, that; could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. In these circumstances the Head Teacher should be informed



## **Appendix 1 Roles and Responsibilities**

### ***The Role of Staff***

We expect staff to;

- act as role models to our children, and to lead their pupils in developing their understanding of the expectations we have of them and their responsibilities within our school.
- Encourage children in positive language as often as possible rather than highlighting negatives.
- endeavour to discourage and correct poor behaviour in the least intrusive way so that respect and dignity can be kept intact.
- use their knowledge of their pupils and school routines to anticipate where problems may arise and do their best to prevent them. i.e. arrive punctually on the playground, or at their classrooms.
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- apply all rewards and sanctions fairly and consistently;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem

At the start of academic year each class will compile its own classroom code, which is agreed and signed by all the children and the teacher and displayed on the wall of the classroom.

From time to time if there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time

### ***The Role of Parents***

Parents/carers are encouraged to:

- support school rules and sanctions in line with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;

School rules are explained in the school prospectus, and are available on the school website. We expect parents to read these and support them.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, or the Head Teacher. If parents are still dissatisfied with the school's action they may ask for a copy of the school's complaints procedures. This will also be available on the school's Website.

### ***The Role of the Policy Co-ordinator***

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;



- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- organise a 'Buddy System';
- analyse the concerns from the 'Worry Boxes';
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

## ***The School Council***

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governing Body

## ***The Role of Governors***

The Governing Body has:

- responsibility for the effective implementation, monitoring and evaluation of this policy
- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;

## ***The Role of the Nominated Governor***

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy



**Appendix 2 Fixed-term and permanent exclusions**

A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards.

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 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 in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.