



## St Alban's RC Primary School

### Pupil Behaviour and Discipline

Date	Review Date	School Lead	Nominated Governor
September 2020	September 2021	Martin Smith	Carolyn Close

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

At St. Alban's, we are proud to celebrate each individual for all that they are. We are a caring community, enjoying and excelling in the presence of God. We promote good behavior by creating a happy school environment where everyone feels respected, secure and free from all forms of anti-social behaviour.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school. We promote positive behavior, rooted in Gospel values.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We recognise the importance of reconciliation. When conflicts arise, we teach pupils to show that they are sorry and to be willing to forgive.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation,



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and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.
- To support staff and parents by agreeing a clear escalation route to deal with inappropriate behavior.



## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- 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;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated link governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit school regularly to liaise with Head Teacher and report to the Governing Body.

### **Role of the Headteacher**

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work hard to make everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;



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- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel and governors
  - the number of fixed-period and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- Annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- apply all rewards and sanctions fairly and consistently;
- display class rules;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**



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Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;

### Role of Parents/Carers

Parents/carers are encouraged to:

- comply 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;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### Escalation route and Consequences of mis behaviour

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Class teacher/Lead adult	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others, squabbles.	Reminder of school rules. Verbal warning given in a positive way. Warning card in class chart as a visual reminder.



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2	Class teacher/Lead adult	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles	<p><b>Yellow card in class chart as a visual reminder</b></p> <p>Class teacher to implement reduction in child's playtime.</p> <p>At the end of the day, yellow card removed and return to green. If a yellow card is issued more than once in a week, parents informed of behavior and this is recorded on CPOMS. If there is a third incident within this week, this would escalate to level 3=red card.</p>
3	Class Teacher/SLT	Repeated incidents of level 2 or offensive language to peers or low level unsafe behaviour eg not following instructions in class, pushing or pulling in the playground.	<p><b>Red Card Issued</b></p> <p>To report to the HT and work outside their "bubble" in the family room. Reintegration when appropriate.</p> <p>Teacher to notify parents notified that the child has not been following school rules. Record of incident and conversation with parent to be put on CPOMS.</p>
4	Headteacher	Violent or aggressive behaviour / verbal disrespect to staff or pupils including racist/ sexist remarks.	<p><b>Red Card Issued</b></p> <p>HT/AHT immediately remove pupil from their "bubble" to work in the family room.</p> <p>HT will make an appointment to see the parents.</p> <p>Discuss decisions made by school including exclusion, if required.</p> <p><b>Recorded on CPOMS</b></p>



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5	Headteacher	<b>Extreme or persistent</b> Unhygienic behaviour such as spitting, refusing to wash hands violent or aggressive behaviour	<b>Red Card Issued</b>  HT/AHT immediately remove pupil from their "bubble" to work in the family room.  Phone call to collect child. Letter explaining exclusion. Meeting arranged for interview before returning to school.
<ul style="list-style-type: none"><li>• Good to be Green class charts still to be used as a visual resource.</li><li>• If a reduction of playtime is issued, this needs to be communicated to the members of staff on the yard.</li><li>• HT/SLT do not need to be involved unless the behavior requires a red card.</li><li>• Children who are required to work outside of their bubble will need to be accompanied to the family room via the HT with appropriate work to complete.</li><li>• If parents need to be informed of behavior, this must be done through a phone call by the end of the working day.</li><li>• Behaviour expectations will be in reading journals and the amended school rules to be displayed in classrooms.</li></ul>			

### Communication with parents

1. We shall share our new policy with parents at the earliest opportunity.
2. Parents are expected to support the school in this new approach.
3. If a child is presenting extremely challenging behaviour, we will assess the risk the child poses to themselves and others in school, agree a plan to improve behaviour. Agree a review period.
4. If physical restraint has been used to prevent a pupil hurting themselves or others, as far as reasonably practicable, the parent of the pupil involved must be contacted immediately.

### Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

### Pupil Support

Pupil support systems are in place and have been reviewed so that they can be effective in promoting good behaviour. Visual charts and resources in all classrooms to remind children of behavior expectations. All school personnel work hard to ensure that these systems run smoothly.



## **Celebration of Good Behaviour**

Good behaviour is celebrated and regular praise and encouragement is part of the school ethos.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- school health nurse
- Parent support advisor
- CYPS

## **Incidents**

- Some incidents of behaviour are recorded on CPoms.(see chart above)
- The teacher involved will thoroughly investigate all incidents and report to the Headteacher.
- Parents of the children involved will be informed.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

## **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Maintaining good order and discipline
  - Safeguarding pupils
  - The use of reasonable force
  - Dealing with bullying
  - Pupil support programmes





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- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### Linked Policies

- Anti-Bullying
- Health and Safety
- Positive Handling (Restraint of Pupils)
- Safeguarding and Child Protection

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	