

St. Peter's R.C. Primary School

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Growing together in Christ.

"We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ."

Behaviour and discipline policy Code of conduct

To help us fulfil our Mission Statement and our role in the education of children in our care we have developed this Code of Conduct.

Respect the 4 O's

- Ourselves
- Others
- Our Faith
- Our School

To help everyone remember the code, the children will discuss it and the reasons for it with class teachers.

Each class displays their own set of rules for classroom behaviour.

School discipline must be consistent and the shared responsibility of all members of our school community.

1 Aims and expectations

- 1.1 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 and well. We are a caring community, whose 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 primary aim of the behaviour policy 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.
- 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 misbehaviour.
- 1.7 Implicit within the school's framework of discipline is a spirit of reconciliation.
Teachers and all staff at St Peter's are always willing to follow the path of reconciliation in a spirit of forgiveness and friendship.

2 Rewards and Sanctions

2.1 At St. Peter's we praise and reward children for positive attitude to work and behaviour in a variety of ways:

- teachers congratulate children orally or write a comment on their work.
- teachers give children house points and the school is separated into 4 team houses – Matthew, Mark, Luke and John;
- every Thursday and Friday we have a special Achievement Assembly in which we distribute Achievement Certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; parents are invited to these assemblies
- for exceptional work, the children are sent to the Headteacher for a special reward;
- postcards home to parents/child from the Headteacher for a huge improvement in behaviour, work or any aspect of school life;
- at the end of every term, two children from each class are chosen to receive a special award

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school:

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

We employ appropriate sanctions to each individual situation and pupil:

- verbal reminders
- time out – in class, little group room, walk with TA
- loss of playtime
- loss of privileges e.g. monitor
- child sent to work in another classroom if necessary
- teacher record on CPOMS
- teacher to contact parent/carer to discuss behaviour/work
- work to be completed at home
- child sent to Key Stage Leader
- child sent to Assistant Heads
- child sent to the Deputy Head
- child sent to the Headteacher and record made
- child is appointed a Behaviour Mentor which is reviewed weekly
- child sent to the Headteacher and parents/carers contacted.
- child on formal report with Head teacher with class teacher monitoring each session.
- exclusion.

2.4 The class teacher regularly discusses the school rules with each class. These rules are displayed in each class and in prominent

places around the school. 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.

2.5 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. 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. An adult should always request assistance.

3 The role of the class teacher:

3.1 It is the responsibility of the class teacher at St. Peter's 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 teacher may use rewards incentives within their own class.

- 3.2 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.
- 3.3 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.
- 3.4 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 Key-Stage Leader, Assistant Heads, Deputy Head and ultimately the Headteacher.
- 3.5 The class teacher reports to parents about the progress of each child in their class, in line with this policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.6 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or
damaging property and to maintain good order and discipline within the classroom and school grounds.

4 The role of the Headteacher:

4.1 It is the responsibility of the Headteacher of St. Peter's school, 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.

4.2 The Headteacher supports the staff in implementing the policy, by setting the standards of behaviour.

4.3 The school will consider using sanctions on pupils whose behaviour outside school causes concern when;

- 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 St. Peter's

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

The school will consider removing the opportunity for a child to take part in activities outside of school if behaviour is deemed to
be of a level which would cause concern, this includes educational visits.

4.4 The Headteacher keeps records of all reported serious incidents of misbehaviour. When a serious offence occurs such as bullying, bad language, vandalism, unruly behaviour in school, parents will be contacted and invited into school to discuss the situation. The invitation into school for a parent to discuss their child's behaviour is done in a spirit of developing mutual co-operation to benefit the needs of their child and those of other children which is part of the school's policy of working closely with parents.

4.5 The Headteacher has the responsibility for giving fixed-term exclusions 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.

4.6 The Headteacher has the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or
damaging property and to maintain good order and discipline within the classroom and school grounds.

5 The role of Teaching assistants and support staff:

5.1 When working with groups or individuals it is the Teaching Assistants responsibility to ensure that the school rules and the school code of conduct are enforced and that the children behave in a responsible manner.

- 5.2 Teaching Assistants have high expectations of the children's behaviour and they must ensure that all children work to the best of their ability.
- 5.3 In the first instance Teaching Assistants should deal with the incidents themselves but if misbehaviour continues, the class teacher should be involved. Teaching Assistants should always inform the class teacher of any misbehaviour or lack of respect.
- 5.4 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline within the classroom and school grounds.
- 5.5 Due to the high expectations behaviour is excellent and a positive approach to desired behaviour is very effective. Therefore these are some rewards used by our Teaching Assistants:
- house points for good behaviour and work
 - children can be given stickers at any time. These are also encouraged for children who have healthy lunchboxes and those who eat all their dinner
 - Teaching Assistants who take classes for PPA should also have a whole class reward system which can build up to rewards for the whole class e.g. 5 minutes extra break, extended games lessons, indoor games to play at wet break

Playtimes and Lunchtimes:

The following system will be adopted for any incidents of unacceptable behaviour.

- verbal warning
- if behaviour is repeated, a time out at a designated area for 5 minutes will take place
- if there is a continuation of unacceptable behaviour, the class teacher should be informed

For more serious, High Level Behaviour, the children will be sent to SLT.

- the behaviour will be logged on school's online system - CPOMS
- SLT will follow through with the high level graduated response and Headteacher, if not already informed, will take action

6 The role of parents:

- 6.5 At St. Peter's we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.6 We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 6.7 We expect parents to support their child's learning, and to co-operate with the school.
- 6.8 If the school has to use reasonable sanctions against 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. If these discussions cannot resolve the problem, parents may wish to involve the Chair of Governors.

7 The role of governors:

- 7.5 The governing body of St. Peter's 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.
- 7.6 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.

8 Social Media:

- 8.1 The school will take action in line with this policy if pupils send abusive emails, instant messages or create posts which enable

others to make offensive remarks about others. This causes arguments and ill feeling to spill into school presenting additional disciplinary concerns.

If a pupil is named on an abusive message board or website they are encouraged to let the school know and we will give information on how to report the incident.

In extreme cases sending abuse by email or posting online can be viewed as harassment and if this occurs parents or carers are encouraged to make a complaint to the police.

Our Online safety policy outlines Rules for Responsible computer and internet use in school.

8.2 Mobile phones or other personal hand held devices are considered an inappropriate item during the school day and should not be

brought into school. If parents think that their child needs to have their mobile phone for securing their personal safety before and after school they should complete a 'mobile phone in school request'. If accepted, mobile phones and personally owned devices should be handed in to the main office when they are brought into school.

The school accepts no responsibility for any loss or damage whilst the device is on school premises.

8.3 If a pupil breaches the school policy then the phone or device will be confiscated and will be held in a secure place in the school

office. Mobile phones and devices will be released at the end of the school day. If a pupil needs to contact their parents, they will be contacted by the school office.

9 Fixed-term and permanent exclusions:

9.1 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.

9.2 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.

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

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

9.5 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.

9.6 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 LA, and consider whether the pupil should be reinstated.

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

9.8 On return to school from a fixed term exclusion the Headteacher, the pupil and their parents will have a reintegration meeting which will explain how the pupil is reintegrated into their class and school routines.

10 Monitoring:

10.1 The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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

10.3 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.

11 Special Education Needs:

11.1 Although persistent unacceptable behaviour cannot be tolerated procedures must be put in place to support pupils who have behaviour problems. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

Where there are concerns there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, mental health issues or difficulties at home, including those pupils who are on the CIN/CP register.

11.2 Pupils who are on the SEN register WILL NEED to be treated appropriately to their differing and unique needs.

11.3 All adults in class need to be informed of specific pupil's needs if covering or on supply.

12 Peer on peer abuse:

If we identify that a pupil has experienced peer on peer sexual abuse or there are concerns that a child may be displaying harmful sexual behaviours, we will take child protection action inline with our Child Protection and Safeguarding Policy.

13 Review

13.1 The governing body reviews this policy every three years. They 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.

Behaviour consequences chart

| <u>Behaviour</u> | <u>Consequence</u> |
|--|---|
| <u>Low Level</u> <ul style="list-style-type: none">• Constant chatting• Fiddling | <ul style="list-style-type: none">• Verbal reminders• Formal warning |

| | |
|---|---|
| <ul style="list-style-type: none"> • Distracting others • Shouting out/ interrupting others • Inappropriate comments • Inappropriate noises • Invading others personal space • Name calling • Answering back • Getting out of seat • Not completing enough work • Running in school • Not listening | <ul style="list-style-type: none"> • Time out in class • 2/5/10 minutes off break (in class) • Whole of break missed supported by SLT |
| <p><u>Medium Level</u></p> <ul style="list-style-type: none"> • Telling lies • Continuous answering back • Hurting other pupils on purpose or through careless actions • Ignoring staff instructions • Damaging other people's work/property • Threatening other pupils including name calling/insulting others • Throwing objects at people • Leaving class without permission • Refusing to take consequences of previous behaviour • Continual low level behaviours | <ul style="list-style-type: none"> • Loss of playtime • Loss of privileges • Child sent to work in another classroom if necessary • Teacher to contact parent/carer to discuss behaviour/work • Work to be completed at home • Reported on CPOMS • Consequence time – loss of lunchtimes |
| <p><u>High Level</u></p> <ul style="list-style-type: none"> • Bullying including racist or homophobic language • Swearing • Stealing • Biting and spitting • Physical assault on another pupil, including fighting • Threatening an adult • Physical aggression towards an adult • Leaving school without permission • Entering out of bounds areas without permission • Messing around outside, ie, coming back from church endangering self and others • Continual medium level behaviours | <ul style="list-style-type: none"> • Full consequence time – week no playtimes/lunchtimes – parents informed by DHT/HT • Behaviour review process begins – Behaviour Mentor appointed • Isolation period for 1 session • Isolation for ½ day – parents informed • Isolation for full day – parents informed and meeting arrange • Behaviour report to HT – daily • Exclusion |

Consequences do not need to be carried out in order and an adult and child might agree to move to the end of a list for a particular circumstance.

All reports of medium and high level behaviours must be reported using CPOMS.