

# ST. CATHARINE'S CATHOLIC PRIMARY SCHOOL

## Behaviour, Discipline & Exclusion Policy



*Let your light shine*

### School Mission Statement

St Catharine's Primary School provides a Catholic education expressing love of and trust in Jesus Christ.

We aim to: -

- \* Build a Christian community in which there is a true understanding of the teaching of the Catholic Church.
- \* Help each pupil to fulfil their potential and do their best in all that they do.
- \* Ensure that every pupil is valued and encouraged to become generous, confident and responsible.
- \* Welcome involvement with parents, parish and the wider community to enrich all our lives.

## **Introduction**

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

This policy is promoted by the School's Mission Statement where we provide a Catholic education expressing love of and trust in Jesus Christ. We believe that we promote good behaviour by creating caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

## **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 work with other schools to share good practice in order to improve this policy.

## **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 head teacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the head teacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a Pastoral Lead for behaviour & discipline to work with the head teacher;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support 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;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

## **Role of the Head teacher**

The head teacher 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 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;
- ensure the health, safety and welfare of all pupils in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

## **Role of the Pastoral Lead**

The Pastoral Lead will:

- work closely with the Head teacher to lead the development of this policy throughout the school;
- 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;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through My Plans;
- 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.

## **Role of School Personnel**

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently - *See Appendix 1*
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- 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 where appropriate;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.

## **Role of Pupils**

Pupils should:

- be ready to listen to all adults who look after you;
- speak nicely to other pupils;
- look after other pupils' property;
- share with other pupils;
- show respect for others by not doing anything that would make them unhappy;
- behave towards others as you would wish others to behave towards you;
- befriend pupils who may be on their own and let them join in your games;
- look after new pupils;
- let other pupils get on with their work in class;
- look after all school property.

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their pupils understand and value the meaning of good behaviour;
- support school rules and sanctions- See Appendix 1, particularly in the completion and return of 'THINK' sheets;
- contribute to periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## **Role of 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.

## Celebration of Good Behaviour

Good behaviour is celebrated at the weekly 'Let Your Light Shine' assembly. Regular praise and encouragement is part of the school ethos. Pupils are rewarded with house points, stickers and 'Golden Time', if appropriate.

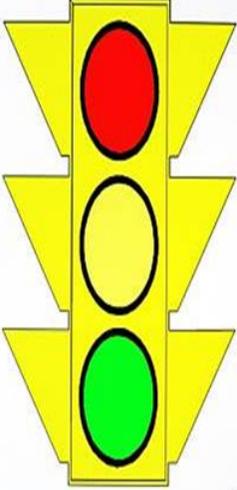
## Sanctions

Sanctions which must be applied fairly and consistently have been devised:

- by the School Council, Staff and the Governing Body;
- not to be degrading or humiliating to any pupil.

## Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Key Stage One	Stages of the behaviour system	Key Stage Two
	1) Classes agree on a set of rules to live and work by at school.	
	2) Every pupil starts each day with his or her name in the sun (KS1) or in the green light (KS2.)	
	3) If a pupil has to be reminded of inappropriate behaviour, a warning is given and the pupil's name stays in the sun or green light.	
	4) If a pupil behaves inappropriately for a second time that day, the pupil's name moves to the cloud (KS1) or amber light (KS2.)	
	5) If behaviour improves by the end of the session, the pupil's name moves back in to the sun (KS1) or green light (KS2.)	
	6) If a pupil has to be reminded that behaviour is inappropriate for a third time during the same day, the pupil's name is moved into the rain (KS1) or red light (KS2) and a 'THINK' sheet will be sent home for pupils to complete with the help of a parent.	
	7) In cases where behaviour is simply unacceptable, for example if another pupil is purposefully hurt, a pupil could move from the sun straight to thunder (KS1) or black traffic light pole (KS2.) In this instance, the head teacher will notify parents of the incident, and pupils will need to complete a 'THINK' sheet. After receiving 3 THINK sheets a pupil's parents will be required to meet with the head teacher.	

	8) Pupils will be rewarded for the time they spend consistently in the sunshine or in the green light. For example, 'Ashbee Class' have 25 minutes of 'Golden Time' on a Friday.	
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When behaviour issues are serious and/or frequent, the partnership between the school and home is even more crucial. The school will then agree with the parents a course of action that will be followed together.

The agreement may well include the following:

- an examination of possible causes for the problems e.g. diet, sleeping problems, peer problems, problems outside school, lack of challenge in the work the pupil is being set.
- an agreement as to what is regarded as acceptable behaviour in school and at home;
- a more detailed system for monitoring behaviour in school and, if thought necessary, home;
- date and time for review meeting;
- an agreement as to suitable sanctions for bad behaviour and rewards for good behaviour at school and at home.

## Exclusion

The Governing Body has decided that in exceptional circumstances, exclusion will be used as a sanction for either a fixed term or as a permanent exclusion.

'Exceptional circumstances' equates to, but is not limited to, both serious individual incidents and/or persistent breaches of the school's Behaviour Policy and/or the 'Role of the Pupil' as set out above.

When sanctions have failed to bring about the desired change in behaviour, an internal exclusion, away from the class may be used by the school to make clear that behaviour must change and that the flow of lessons and learning will not be allowed to be affected. It is the desire of the school to reintegrate pupils as soon as is practicable. Where pupils are placed in internal exclusion, parents will be informed. **Where there is a need to use external exclusion, the school will follow the guidance issued by Gloucestershire Local Authority.**

## Outside Agencies

The school seeks advice from specialist external agencies when necessary e.g.:

- educational psychologist
- school health nurse

## Recording of Incidents

Bad/Negative behaviour results in pupils completing a 'THINK' sheet. These are stored by class teachers.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website;
- 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 head teacher reports to the Governing Body.

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Pastoral Lead, head teacher and the Governing Body.