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**ST CHARLES’ CATHOLIC PRIMARY SCHOOL**

**BEHAVIOUR AND DISCIPLINE POLICY**

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| **BEHAVIOUR AND DISCIPLINE POLICY** | | |
| AGREED:  OCTOBER 2020 | REVIEWED:  OCTOBER 2022 | NEXT REVIEW:  OCTOBER 2023 |

**Our Mission at St Charles’ Catholic Primary School is to…**

**LOVE, LEARN, GROW TOGETHER**

**ST. CHARLES’ CATHOLIC PRIMARY SCHOOL**

**BEHAVIOUR AND DISCIPLINE POLICY AND PROCEDURE**

**Legislative Context**

Sections 89 - 90,94 of the Education and Inspections Act 2006

Equality Act 2010

Schools (Specification and disposal of Articles) Regulations 2012

Coronavirus Act 2020

**Guidance**

Behaviour and Discipline in schools. Advice for Head teachers and school staff. January 2016 and associated guides.

This behaviour policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

**Our Belief**

St Charles’ Catholic Primary School is a caring community. We aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes in line with the St Charles’ Code of Conduct:

**Be Ready, Be Respectful, Be Safe**

Our Christian values of respect, compassion, trust, truthfulness, forgiveness and friendship need to be at the heart of our policy. Every member of the school community needs to feel valued, respected and in turn show due care and consideration for others. The policy promotes good relationships between everyone in the school community.

Parents are encouraged to work in partnership with the school to support their child’s good behaviour.

All staff should have high expectations of pupils in terms of behaviour and must encourage pupils to learn to the best of their ability. All staff should model expectations and be consistent and patient.

Children are also encouraged to show respect and understanding. Positive behaviour management is designed to help children to self-regulate and make sensible choices.

**Aims**

We aim to:

* Respect and value each child as an individual
* Provide a safe, nurturing and stimulating environment for learning
* Foster positive, caring attitudes to all, where achievements at all levels are celebrated and valued
* Provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others
* Ensure a consistent approach to promoting positive behaviour
* Be good role models and model calm responses to situations
* Ensure a consistent and fair reward system that acknowledges and celebrates good behaviour
* Establish a consistent and fair approach to unacceptable or disruptive behaviour
* Focus on self -esteem and teach positive behaviour through the curriculum and school values
* Ensure that pupils with identified behavioural needs are regularly reviewed with staff and parents

**Roles and Responsibilities**

*‘The culture is set by the way the adults behave*.’ Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy.

**Strategies to Promote Good Behaviour**

We follow the St Charles’ Code of Conduct

**Be Ready**

* We wear our uniform with pride
* We arrive at school on time, every time
* We are ready for lessons on time
* We make sure we have the right equipment for all lessons
* We complete all our homework, every time
* We have the right clothes for PE and playing outside
* We take part fully in lessons, work hard and show resilience.

**Be Respectful**

* We always listen when an adult is talking
* We show good manners to everyone
* We are polite, kind, truthful and a good friend
* We respect difference and know we are all equal
* We look after our equipment and school property
* We look after our environment and keep it tidy
* We are sensible and respectful in the dining hall and always tidy up

**Be Safe**

* We look after each other and school property
* We follow instructions – first time, every time
* We stand up to bullying of any kind
* We walk sensibly around school
* We know who to go to for help and support
* We stay safe online and outside school

**Positive Reinforcement Strategies**

* Model good behaviour and responses
* Praise in public (PIP) and reward, if appropriate
* Encourage children to make good choices: You can choose to…or you can choose to…
* Share with the pupils the consequences for good behaviour: If you choose to…then you will be able to continue playing/learning…
* Hold restorative conversations: ‘What led to this happening? What could you have done differently?’
* Employ ‘Tactical Ignoring’: ignore the ‘target pupil’ but praise a nearby pupil, if the ‘target pupil’ changes their behaviour, praise and thank them.
* Separate the behaviour from the child: ‘I like you, but not the way you are behaving at the moment’
* Reprimand in Private (RIP)

**Rewards:**

Recognition of good behaviour, achievement and attainment come in a variety of different forms and are given by all members of our school staff. The first and foremost form of recognition is through positive praise and recognition, with feedback.

There are also a number of other school rewards systems including -

* Dojo class rewards
* House points with end of term rewards – these may vary in each class
* Pupil of the Week

**Actions to address inappropriate behaviour:**

All sanctions must be reasonable and relevant to the behaviour and age of the child. Sanctions must be proportionate to the circumstances and must take into account any special educational needs or disability the child may have and any religious requirements affecting them.

**Actions include:**

* Verbal reminder of the expected behaviour/ school code of conduct
* ‘Why do you think I need to talk to you?’
* ‘What would be the best outcome now?’

**An Apology**

In some cases, pupils may need to make an appropriate form of apology.

They should:

* Show an understanding of what they are apologising for
* Discuss the best outcomes and what they and others may need to do to make that happen
* Be praised for their efforts in trying to resolve the situation – apologies are not easy for some pupils

**Time Out**

If poor behaviour occurs in the classroom or on the playground a teacher may choose to select ‘time out’ to discuss the behaviour and how it may be improved.

A number of other school sanctions may be used including -

* Removal of Dojo class rewards
* Removal of House points with end of term rewards – these may vary in each class

If poor behaviour persists and it is impacting on the learning in the classroom, the teacher may choose to select ‘time out’ in another classroom. This is a process of reflection about their behaviour and it may be appropriate for them to have something to do to help them with this, for example, drawing/writing paper and a pencil. A phone call advising parent of the time out should be made by the teacher and logged on CPOMS.

If unacceptable/ disruptive behaviour continues, the advice of the headteacher may be sought and the following may be used:

* Time out working away from class for a period of time
* Meeting or phone call with parent arranged and logged.
* Subsequent meetings may follow

**Further Action**

There is a focus on supporting the pupil to change unacceptable behaviour and working in partnership with parents/carers.

The class teacher may use the following:

* Individual plan put in place to support and reward appropriate behaviour
* An ABC chart to establish any patterns or triggers
* Inclusion in a supporting intervention or therapy

**Detention - time for reflection**

The school uses within the school day (break-time) detention as part of its system of sanctions. All paid members of staff have the power to place a child in detention. Parental consent is not required for detention. Detentions at break-times will allow a reasonable time for the pupil to eat, drink and use the toilet.

The school uses out of school day detention if a child is regularly in detention within the school day. Parental consent is required.

**Legal rights and responsibilities**

The governing body have a statutory duty to ensure school functions are carried out with a view to safeguarding and promoting the welfare of children. Teachers have a statutory duty to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. This power also applies to all paid staff with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits and in some instances when misbehaviour occurs outside of school. A strong Behaviour Policy supports staff in managing behaviour, through both rewards and sanctions. The school has legal duties also under the Equality Act 2010 and with respect to pupils with Special Educational Needs. Corporal punishment is illegal in all circumstances.

**SEND**

In some instances, children may be dealt with outside of the Behaviour Policy in their own personalised ‘Individual Behaviour Plan’ – this may be if the child has certain special educational needs.

**Exclusion of Pupils**

Exclusions are a last resort and parents will be informed as early as is practicable if this situation arises/ is deemed likely to arise. In this school only the Head teacher has the power to exclude, or in his/her absence the Deputy Head teacher. Further details are available in the schools’ exclusion procedure document.

The Head teacher can exclude on the following grounds:

* a serious breach, or persistent breaches, of the school's behaviour policy;
* where a pupil’s behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

The head teacher will act in accordance with Local Authority’s Exclusion Guidelines

**Reasonable force**

The legal provisions on school discipline also provide members of staff with 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 in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Please Note: Parental consent is not required to restrain a pupil.

**What is reasonable force?**

• The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

• Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

• ‘Reasonable in the circumstances’ means using no more force than is needed.

• As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

• Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

• School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

• All members of school staff have a legal power to use reasonable force.

• This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

**When can reasonable force be used?**

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

offence or cause harm. Force cannot be used to search for items banned under the school rules.

**Power to search without consent**

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Deputy Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

**Confiscation of items**

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

**Volunteers**

Volunteers are encouraged to utilise the rewards available when working with children in school. Volunteers should not routinely utilise the sanctions, but refer this decision to a paid member of staff. However, the head teacher has extended the power to sanction to volunteers who attend school visits, in order to ensure all situations remain calm and orderly.

Student teachers – use the Behaviour Policy under the guidance of the teacher.

**Behaviour outside of school**

The school has been given the legal power to sanction children for unacceptable conduct outside of school. In this school, for non-criminal bad behaviour that is witnessed/reported, the school may apply sanctions when the incident:

* occurred when travelling to or from school
* could upset the smooth daily running of the school
* involved the pupil wearing the school uniform
* poses a threat to another pupil/person
* could adversely affect the reputation of the school

**Malicious accusations against school staff**

In line with DfE guidelines, pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Counselling or pastoral support maybe required in some circumstances for the pupil concerned. If an allegation is determined to be unfounded or malicious, the local authority designated officer (LADO) will be informed and the matter may be referred to local the authority children's social care services.

Staff maliciously accused will be supported through the school’s health and well being pastoral system.

**The role of the Governing Body**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Guidance used to formulate this policy:

Equality Act, 2010

*Behaviour and Discipline in Schools*, January 2016

*Exclusion from Maintained Schools, Academies and Pupil Referral Units*, September 2017 *SEND Code of Practice,* 2014

This policy must be taken in conjunction with school policies on:

Anti-Bullying

Equality

SEND

Inclusion

PSHE

Collective Worship

Moral Development

Spirituality Development

Safeguarding

**Appendix 1**

Behaviour at Playtime and Lunchtime

The children follow the ‘Playtime and Lunchtime Rules’. High expectations of behaviour exist at all times. It is important that all staff highlight and reward positive behaviour when on duty by praising children for playing sensibly. Rough games involving play fighting, wrestling, tripping, kicking, pulling of clothes etc. are not permitted.

Poor behaviour can lead to the sanctions outlined:

* Stage 1 - Verbal warning from the adult on duty
* Stage 2 - Time out for 2-3 minutes to reflect. Incident recorded in playground behaviour book.
* Stage 3 – If poor behaviour persists, seek support from the class teacher first then the Deputy Headteacher or Headteacher

**We follow the Playground Golden Rules**

* We know and keep the playground safety rules
* We respect everyone’s games
* We are gentle when we play
* We are kind, helpful and respectful towards others
* We are truthful with everyone
* We look after the playground equipment

**We follow the Dining Hall Rules**

* We are polite and respectful to everyone
* We line up calmly
* We walk carefully in the hall
* We sit sensibly
* We speak quietly to those around us
* We keep our table clean
* We use good table manners