

Larmenier & Sacred Heart Catholic Primary School

BEHAVIOUR & DISCIPLINE POLICY

Date: September 2022
Next Review: September 2023
Responsibility: Headteacher

1. Introduction

*Jesus taught his disciples the greatest commandment by word and example:
'Love one another; just as I have loved you'. (John 13: 34)*

1.1 The values imparted to the pupils at Larmenier & Sacred Heart Catholic Primary School are based on this *Gospel of Love*. This whole-school approach to the management of behaviour and discipline is part of the school's pastoral care system that is based on Christ's ministry as Shepherd. This ministry is threefold – affirming, strengthening and healing – and is concerned with the individual needs of unique persons. Pupils are praised and encouraged as often as possible; they are listened to and consulted and are reassured that mistakes do happen and that to try again is both necessary and commendable.

2. Aims & Expectations

2.1 It is a primary aim of the school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school is a caring community, whose values are built on mutual trust and respect for all. The School Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a respectful way.

2.2 The school has a number of school rules (see Appendix 1), but the primary aim of the Behaviour and Discipline Policy is not a system to enforce rules. It is a means of promoting good relationships, so that the school community can work together with the common purpose of helping all pupils to learn to the best of their ability.

2.3 This policy aims to help pupils to grow in a safe and secure environment, and to become caring, responsible and increasingly independent members of the school community.

2.4 The school rewards good behaviour, as it believes that this will develop a shared ethos of kindness and cooperation. However, ultimately this policy is intended to develop intrinsically motivated positive behaviour, where doing the right thing is a reward in itself.

3. Strategy

3.1 Encouraging pupils to reflect on the right way to behave towards others is an important part of every whole school or group activity. The school has clear expectations on standards of behaviour which are made explicit to pupils in the school rules. These rules are displayed prominently around the school and in classrooms.

3.2 At the start of each academic year, class teachers and pupils agree and establish rules for their individual class – a class code of conduct. These are displayed in the classroom.

3.3 Throughout the year staff make constant reference to the school rules and class code of conduct using positive reinforcement and supportive feedback. This empowers pupils to make informed decisions and choices about how they behave, and to take responsibility for their behaviour.

3.4 Teachers use a range of behaviour management techniques and strategies, adopting them as necessary to promote self-control and independence of learners.

3.5 Pupils learn that it is rewarding to behave well and that there are consequences associated with negative behaviour choices and staff employ a series of rewards and sanctions to reinforce this learning.

4. Praise and Rewards

4.1 The school works to acknowledge and celebrate the efforts and achievements of all pupils, both in and out of school.

4.2 Whole school systems rewarding pupils for positive behaviour are as follows:

- The school encourages a culture of verbal feedback, where members of staff give regular praise and positive acknowledgement, of effort and achievement.
- Staff reward pupils using House Points (Fire, Earth, Water and Air). Each week House Point totals are announced at the Award Assembly by the Head Boy and the Head Girl.
- Each week, two pupils per class are nominated for a Merit Card which is presented at the Award Assembly. This is for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Pupils earn the privilege of a short period of 'Golden Time' weekly for positive behaviour and good effort.
- Individual names and class names are recorded in the 'Acts of Kindness Book' leading to the award of the cup to the winning class. The winning class is announced at the weekly Award Assembly.

4.3 Teachers also use praise that suits their style of teaching and their class, fostering the self-esteem of each child. Teachers and pupils may agree on additional reward systems within each classroom that are in keeping with the school's ethos and approach.

5. Sanctions

5.1 The school actively promotes positive behaviour but realises that sometimes pupils may, for a variety of reasons, make negative behaviour choices. In all disciplinary actions it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person.

5.2 The school has agreed sanctions in order for pupils to learn that negative behaviour choices have consequences; this supports them in becoming positive members of both the school community and wider society.

5.3 The school deploys a range of sanctions to enforce established expectations, and to ensure a safe and positive learning environment. Sanctions assigned appropriately to each individual situation. It is important that these reflect a sense of justice and forgiveness with due regard to all.

5.4 The school expects pupils to try their best in order to maximise on all learning opportunities. If pupils do not do so, staff will give them a verbal warning and reinforce agreed expectations. At Key Stages 1 and 2 low level disruptive behaviour, e.g. being off task or not giving the teacher their full attention, is managed through the use of a visual 'traffic light' system. At Key Stage 1 and Key Stage 2 an age appropriate sanction linked to each traffic light colour is given at the end of that session. A simplified version is used in the EYFS. The criteria for these sanctions is discussed and clearly understood by all pupils.

5.5 If a child repeatedly disrupts their own or others' learning within a lesson they will be given 'time out' in another class (within their key stage) for a set period of time. This is recorded on a 'pink slip' (see Appendix 2) which is sent with the child to the receiving teacher.

5.6 Significant behaviour incidents that happen in the classroom, around the school or in the playground are recorded in the class Behaviour Book. If a child's name is recorded in the book the class teacher informs the child's parents/carers of the incident at the end of the school day.

5.7 Individual cases of particularly challenging behaviour (for example, hurting another child, use of inappropriate language, damaging school property, racial incidents etc) may warrant a child being sent directly to the Deputy Head or the Headteacher. Appropriate sanctions will be set and discussed with the individuals concerned. All cases of such behaviour are logged.

5.8 The safety of pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff in charge will stop an activity and prevent the child from taking part until they are able to engage appropriately.

5.9 The strategies outlined above allow pupils to reflect on their actions, attitude and behaviour.

6 Meeting Individual Needs and Equal Opportunities

6.1 Individual pupils with additional needs may have their own system for rewards and sanctions; this may be recorded on a Behaviour Plan or Individual Education Plan (IEP).

6.2 Class teachers, in conjunction with the Special Educational Needs Coordinator (SENCo) or Senior Leaders, will liaise with external agencies as appropriate to support and guide the progress and wellbeing of individual pupils.

6.3 This policy conforms with the 2010 Equality Act to take account of all protected characteristics referred to within the Act.

7 Effective Home-School Communication

7.1 The school puts great emphasis on ensuring pupils are fully prepared for school in order to maximise on learning opportunities. At KS2, class teachers communicate with parents/carers through the use of a 'green slip' (see Appendix 3) if:

- Their child's homework is not handed in on time or is completed to an unsatisfactory standard
- Their child is not wearing full school uniform or does not have their full PE kit in school.

At EYFS and KS1 teachers liaise directly with parents/carers, as appropriate, through their daily contact.

7.2 In all cases green slips are sent home for parents/carers to read and sign, and should be returned to the class teacher the following day. Class teachers keep a record of the green slips that have been issued to pupils and will meet with parents/carers in order to support a child being issued with these on a regular basis.

7.3 Each term class teacher's report to parents/carers about the progress of their child, in line with whole school policy. The class teacher will contact a parent/carer if there are concerns about the behaviour or welfare of a child.

7.4 Parents/Carers are encouraged to arrange a time to meet with their child's class teacher, or relevant member of staff, if they have any concerns regarding their child's behaviour or wellbeing.

8. The Role of Staff

8.1 Great importance is attached to ensuring that the school is a calm and productive environment.

8.2 It is the responsibility of all school staff to ensure that the school rules underpin the behaviour of all pupils, whether they are in the classroom, around the school, in the playground or out on an educational visit.

8.3 Members of staff have high expectations of pupils in terms of behaviour and they strive to ensure that all pupils work to the best of their ability. Teachers and support staff are expected to treat each pupil fairly, with respect and understanding, and to apply this policy consistently.

8.4 All members of staff are expected to be positive role models by showing respect for each other and the children. The school has a Staff Code of Conduct which all staff are required to adhere to at all times.

9. The Role of School Leaders

9.1 Key Stage Leaders and other senior staff work to ensure the consistent implementation of this policy.

9.2 Leaders actively advise and support staff in developing strategies to positively manage the behaviour of individuals/whole classes and review the impact of these approaches over time.

9.3 Key Stage Leaders monitor class Behaviour Books fortnightly to look for patterns and identify trends. They support pupils through discussion and positive reinforcement. If there is no improvement in behaviour and a child's name continues to appear in a class Behaviour Book, the Deputy Head will be informed.

9.4 A member of the Senior Leadership Team will meet with the child and put an individual plan in place to support and monitor the child's behaviour. This will be done in association with the class teacher and parents/carers. Advice will be sought from the SENCo, as appropriate.

10. The Role of the Headteacher

10.1 It is the responsibility of the Headteacher to set out measures in the Behaviour and Discipline Policy which aim to: promote good behaviour; self-discipline and respect; prevent bullying; and ensure that pupils complete assigned work. In determining what these measures should be, the Headteacher must take account of the Governing Board Statement of Behaviour Principles.

10.2 The Headteacher applies the policy consistently and supports staff in its implementation; ensuring that the full written policy is made available to all staff.

10.3 The Headteacher ensures that behaviour management forms part of staff continuing professional development, as appropriate, and forms an important part of staff induction.

10.4 The Headteacher takes steps to bring the policy to the attention of all pupils, parents/carers and school staff. The Behaviour and Discipline Policy is published on the school website.

10.5 The Headteacher keeps records of reported serious incidents of misbehaviour. Parents/Carers are contacted and informed, as appropriate.

10.6 The Headteacher decides whether to exclude a pupil, for a fixed-period or permanently, as detailed **in section 12** of this policy.

11. The Role of Parents/Carers

11.1 Parents/Carers are prime role models of behaviour for children. In line with the school's Mission Statement and the Partnership Agreement, the school places great value on parental support. The school has a Parent/Carer Code of Conduct which all parents/carers are expected to adhere to at all times. This is available to view on the school website.

11.2 The school works collaboratively with parents/carers, so pupils receive consistent messages about how to behave at school.

11.3 The school expects parents/carers to support their child's learning and to cooperate with the school, as set out in the Partnership Agreement. The school endeavours to build a supportive dialogue between the home and the school, and staff will inform parents/carers if there is a concern about their child's behaviour. Parents/Carers will be offered opportunities to discuss the situation and how they can work with the school to encourage positive behaviour.

11.4 If the school has to use reasonable sanctions to reprimand a pupil, parents/carers are expected to support the actions of the school.

11.5 If a parent/carer has any concern about the implementation of the Behaviour and Discipline Policy and the way that their child has been treated, they should initially contact the class teacher. If a concern remains, parents/carers should contact the Headteacher or Deputy Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in line with the school's Complaints Procedure.

11.6 It is school policy that parents/carers do not approach other parents/carers or pupils regarding a concern or issue relating to the school. They should approach the school directly.

12. The Role of Governors

12.1 The Governing Board has the responsibility of setting down general guidelines on standards of discipline and behaviour through the Governor's Statement of Behaviour Principals.

12.2 Governors are required to review the overall effectiveness of the Behaviour and Discipline Policy.

13. Anti-Bullying

13.1 The school does not tolerate bullying of any kind. Pupils are taught that bullying in all its forms (including Cyber-Bullying) is not tolerated in school and that it is important that a member of staff is told when bullying occurs.

13.2 If the school discovers that an act of bullying has taken place, it is investigated in line with the Anti-Bullying Policy.

14. Exclusions

14.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from the school and this must be on disciplinary grounds. The Headteacher will always deliberate on the seriousness of an incident when considering exclusion. The school will refer to the latest Department for Education (DfE) guidance in any decision to exclude a pupil.

14.2 The Headteacher may exclude a pupil for one or more fixed periods (up to maximum of 45 days per academic year), or permanently. However, permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour and Discipline Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

14.3 A serious incident which takes place during school hours or while going to or from school includes (but is not restricted to):

- being abusive to or making malicious accusations against any member of staff;
- persistent bullying whether verbal, physical or online;
- being in possession of or taking drugs / solvents or any illegal substances on school premises;
- being in possession of or taking knives, guns, replica guns or any illegal or dangerous item on school premises;
- assault on a member of the school community (pupil or staff) or a member of the public;
- arson;
- inappropriate sexual behaviour; or
- history of or a serious incident concerning the misappropriation of property.

14.4 The school works to ensure early intervention is undertaken to support pupils in addressing underlying causes of disruptive behaviour. For example, this may be through implementing a Behaviour Support Plan or by seeking additional support through working with outside agencies. The school has the power to direct a pupil off-site for education to improve their behaviour.

14.5 A pupil can transfer as part of a managed move to another school where this occurs with the consent of the parties involved, including the parents/carers and the admission authority of the school. However, the threat of exclusion will not be used to influence parents/carers to remove their child from the school.

14.6 Whenever the Headteacher excludes a pupil they will, without delay, notify parents/carers of the period of the exclusion and the reason(s) for it. In addition, without delay, they will provide parents/carers with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents'/carers' right to make representations about the exclusion to the Governing Board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Governing Board to consider the exclusion, that parents/carers have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

14.7 The Headteacher will immediately inform the Governing Board and the Local Authority (LA) of:

- a permanent exclusion;
- exclusions resulting in a pupil being excluded for more than five school days in a term; or
- any exclusion that would mean a pupil missing a national curriculum test.

14.8 The Headteacher keeps a formal record of any exclusion. All other exclusions are reported to the Governing Board once a term and termly exclusion census data is submitted to the LA in order to fulfil DfE requirements.

14.9 The Governing Board has a Pupil Discipline Committee. This is made up of at least three governors. This committee considers any exclusion appeals on behalf of the Governing Board. The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

14.10 When the Pupil Discipline Committee meets to consider an exclusion, it reviews the circumstances in which the pupil was excluded, considers any representation by parents/carers and the LA, and considers whether the pupil may be reinstated. The Pupil Discipline Committee will communicate its decision in writing to the parents/carers, the Headteacher and the LA. If the Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

14.11 If the Committee upholds the Headteacher's decision and declines to reinstate a pupil, the Governing Board will draw the attention of parents/carers to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information will be included in the letter notifying parents/carers of a decision to uphold an exclusion.

14.12 Further guidance on exclusions can be found on the Hammersmith and Fulham website via the following link, <https://www.lbhf.gov.uk/children-and-young-people/education-support-services/exclusions>.

15. Monitoring

15.1 The Headteacher also reports to the Governing Board on the effectiveness of the policy.

15.2 It is the responsibility of the Governing Board to monitor the rate of exclusions and to ensure the school's policy is administered fairly and consistently.

16 Review

16.1 The Headteacher will review this policy annually, unless changes at national or local level necessitate an exceptional review.

School Rules



*“In our school we learn and love, we pray and play,
following in the footsteps of Jesus Christ.”*

- Treat everyone with respect and care for the school environment.
- Look smart and tidy by wearing the full school uniform, with pride.
- Settle arguments using kind words and helpful gestures.
- Follow instructions as soon as they are given, from all adults in the school.
- Help your learning by being on time for school, completing homework and being an independent learner.

School Safety Rules

- Stay safe by being in the right place at the right time.
- When travelling around the building, walk quietly on the left-hand side.
- Use school equipment and resources responsibly.
- Help others enjoy lunch time by behaving sensibly in the dining hall and using good manners.

Pink Slips

PINK SLIP	
Name of child:	Date:
Class:	Teacher:
Class sent to:	
Length of stay in class:	
Reason why child has been sent out:	
 Signed (by receiving teacher):	
<i>Pink Slip to be attached to the class Behaviour Book.</i>	

PINK SLIP	
Name of child:	Date:
Class:	Teacher:
Class sent to:	
Length of stay in class:	
Reason why child has been sent out:	
 Signed (by receiving teacher):	
<i>Pink Slip to be attached to the class Behaviour Book.</i>	

Green Slips



Communication Slip: Homework

Name: _____ Class: _____

Your child's homework did not meet our expectations for the following reasons:

- No homework was completed
- Handed in late
- Poor presentation
- Lower quality/quantity of work than expected
- Daily reading not undertaken
- Spelling/Times tables test result lower than expected

Signed _____ Date _____

Parent/Carer to sign and return to school:

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Communication Slip: School Uniform

Name: _____ Class: _____

Your child's was not wearing the correct school uniform today:

- School cardigan/jumper
- Tie
- Shoes (black shoes – trainers are not permitted)
- Coat/Jacket (Plain navy blue or black coat only)
- Jewellery is not permitted (plain stud earrings only)
- Appropriate coloured hairbands (navy, black or white only)

Signed _____ Date _____

Parent/Carer to sign and return to school:

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Communication Slip: PE Kit

Name: _____ Class: _____

Your child's was not wearing the school PE kit today. The following item(s) need to be worn:

- White T-shirt (with school logo)
- Navy PE shorts
- Plimsolls or in Years 5 & 6 black trainers
- Navy tracksuit (winter months only)

Signed _____ Date _____

Parent/Carer to sign and return to school:

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