

St William of York Catholic Primary School



Behaviour & Discipline Policy

Signed _____ Chair of Governors

_____ Head Teacher

Date: 3rd April 2025

Review date: April 2027



OUR MISSION STATEMENT

Together Everyone Achieves More.

To go forward in Christ, to respect our neighbour and to always give our best.

Our Aims

Aim 1

We aim to go forward in Christ by becoming independent learners in a climate of joy, freedom, respect, challenge, cooperation and celebration; enriching the lives of all pupils through their intellectual, physical, spiritual, moral, social and emotional development and preparing our children to flourish in an ever-changing world.

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

- Value Christ at the centre of our lives
- Follow Christ's example through setting an example for others.
- Through the teaching of the Come and See Programme, educate our pupils in the traditions of the Church and give them an understanding and knowledge of the life and teachings of Jesus Christ.

Aim 2

We aim to respect our neighbour by creating strong links with home, parish, neighbouring communities and High Schools, providing an education which promotes the dignity, self-esteem and full development of each person and by promoting British Values through social justice, global awareness and concern for others, creating a culture of tolerance where people of diverse identities are welcome, respected and cherished.

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

- Follow Christ's example through setting an example for others.
- Create an environment where everybody feels secure, valued and respected through our own personal behaviour
- Be a Catholic school that values and celebrates the contributions and commitment made by all members of the community including pupils, parents, carers, professional staff, volunteers and members of the wider community.

Aim 3

We aim to always give our best by ensuring access for all pupils to a broad, balanced and differentiated curriculum, whilst encouraging every child's unique talents and spiritual growth and by creating an environment which is both inspirational and harmonious; allowing children to thrive and reach their full potential.

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

- Follow Christ's example through setting an example for others.
- Provide experiences and opportunities for our pupils beyond the curriculum to develop their interests and enhance their enjoyment.
- Provide trained, qualified, enthusiastic, caring staff who will work with pupils in a safe, stimulating environment using appropriate, high quality resources.
- Provide a balanced curriculum which fully meets all statutory requirements
- Regularly review and evaluate the work of the school in order to maintain the high standards we expect of ourselves.

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 school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It 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 anti-social behaviour.

2 Rewards and consequences

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers and support staff congratulate children;
- Teachers and support staff recognise good work and behaviour; Nursery use the Helping Hands Reward Scheme while Reception have Star of the Week, KS1 and KS2 use Class Dojos.
- The headteacher identifies individual pupils, small groups or whole classes for praise at his weekly assembly. In addition to the Class Dojo`s the teachers can give out Golden Tickets to those children who they feel have made big improvements to develop their behaviour /or to those children who consistently display excellent behaviour. Children who receive a Golden Ticket are invited to a Film afternoon in school at the end of that term.
- Displaying children's work

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates such achievements during assemblies.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Consequences will be applied after a full consideration of a child's individual ability to understand. The most appropriate consequences for each child will be used.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to 'have a good go' in all activities. If they do not do so, we may ask them to redo a task.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. There may be a loss of minutes from playtime and use of that time to complete work with supervision.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for a period of time.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is spoken to about appropriate behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to implementing strategies to improve the behaviour of the child. In such instances the child will be given an Individual Behaviour Plan which is shared with the parents and child, highlighting the difficulties arising as a result of the child's actions as well as assessing ways to monitor their behaviour.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are 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. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti Bullying Policy)

2.6 All members of staff are aware of the regulations regarding the use of force. All staff have been trained up in Positive Handling.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are implemented in their 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. Class teachers keep a daily log of any incidents which are then analysed and passed on to the headteacher every half-term.

3.3 The class teacher treats each child fairly and implements the classroom code consistently. The teacher treats all children in their class with respect and understanding, regardless of race, gender and religion.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. 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 deputy headteacher or the headteacher and, where appropriate the pupil is placed on a behaviour diary which involves daily reporting behaviour to the pupil's parents/carers. This is intended as a positive reinforcement of good behaviour.

3.5 The class teacher liaises with the headteacher, the deputy headteacher and external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also liaise with a parent if there are concerns about the behaviour or welfare of a child and may place the pupil on a behaviour diary which involves daily reporting behaviour to the pupil's parents/carers. The pupil remains on a behaviour diary until behaviour improves.

** Foundation Stage employ a time out behaviour system. If a child behaves inappropriately they are seated away from the class to reflect on their behaviour. Time out ranges from 2 – 5 minutes based upon the age of the child.*

4 The role of the headteacher

4.1 It is the responsibility of the headteacher, 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 by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour on CPOMS.

4.4 The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the school has to use reasonable sanctions to punish 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 Deputy Headteacher or Headteacher. Should the concern not be resolved, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body 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.

6.2 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.

7 Fixed-term and permanent exclusions

7.1 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.

7.2 If the headteacher excludes a pupil, 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.

7.3 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.

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

7.5 The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.

7.6 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.

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

8 Monitoring

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

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents with a summary passed to the head at the end of each half-term. The headteacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class teachers who then record these in the class behaviour logs.

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

8.4 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.

Appendix 1: Statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All staff set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and the processes involved in permanent and fixed-term exclusions are outlined in the Behaviour Policy
- Pupils are helped to take responsibility for their actions
- Parents are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the full governing body every two years