



OUR SCHOOL MOTTO IS:

Growing in Faith and Knowledge

Behaviour and Discipline Policy

Coordinator: Mr D. Hood

This Policy was updated in September 2020

**St Joseph's Preparatory School
Stoke-on-Trent**

Behaviour and Discipline Policy (staff are notified of regular ISI updates)
In line with KCSIE 2020 this policy is part of staff induction process.

This Policy is applicable to all pupils, including those in the E.Y.F.S.

1. Aims and Expectations

- 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 and Discipline 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. In writing this policy the school has taken note of *Behaviour and Discipline in Schools*(January 2016)
- The school has in place a Code of Conduct, 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 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.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat children fairly and apply this Behaviour Policy in a consistent way. We are aware of our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and we are aware of making reasonable adjustments are made for these pupils.
- 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.
- 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. Code of Conduct

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.

- Children are asked to be well-behaved, well-mannered and attentive.
- Children should walk (not run) when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language and unacceptable behaviour i.e. spitting must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and in school colours.

2. Rewards

- A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children including the EYFS children.
- The scheme used at St Joseph's Preparatory School is based on House Points leading to Merits in the Pre-Prep and Prep Departments for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.
- In Success Assembly, children in the Reception and Pre-Prep Department receive a mention in the Golden Book and a certificate and sticker for an individual in each class who has made achievements throughout the week in any area of school life. The names of the children who receive the Golden Certificate each week are displayed on Oswald's Tree. During Tuesday Early Years Assembly Mr Hood may give out success awards to Nursery children.
- The Prep Department children receive a Special Award for individuals who have made achievements in the week in any area of school life and a certificate and sticker is presented to a child in each class. The names of the children who receive the Special Award each week are displayed on Oswald's Tree,
- Children are encouraged to share work with the Headteacher by placing work in "Oswald's Post Box" and they then receive a special sticker from the Headteacher.
- Individual certificates celebrating achievement will be awarded throughout the year e.g. swimming achievements.

- Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.
- Children are encouraged to share their achievements.
- Article 12 of UN Convention on the Rights of the Child allows children who are capable of forming views, the right to express those views.
At St. Joseph's Preparatory School pupils have the opportunity to express their views formally through the School Council, and informally at other times. Discussion during class time will inform the school council.
- Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and where necessary, their behaviour.

3. Sanctions

- Sadly, there will times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour and Discipline Policy must state these boundaries firmly and clearly.
- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.
- Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.
- Normal sanctions include verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home and letters of apology and loss of responsibility.
- Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.
- Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.
- This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Assistant Headteacher who will deal with it severely, particularly if the problem keeps recurring.
- Minor incidents e.g. minor disagreements, will result in the child/children involved being shown a Yellow Card, which is registered.
- More serious incidents e.g. fighting, use of bad language, merits a Red Card, this in turn requires the child/children to be escorted to the Headteacher, who will deal with the incident in accordance to the School's Behaviour Policy. If

during a one-week period, a child receives three Yellow Cards, this will convert to a Red Card.

- All children are aware of the Yellow / Red card system.

3. Cyber Bullying

Advice for children under the age of 13 is that they should not be using Face Book. Social Networking Sites make young children very vulnerable. However, if pupils are allowed to use Social Networking Sites at home and this results in Cyber Bullying affecting life at school this action will be viewed very seriously and result in an immediate 2-day suspension.

4. Care and Control of Children

- At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. In accordance with the law there is no corporal punishment allowed by the school. However, as authorised by the Headteacher, a teacher, or other member of staff may use 'reasonable force' to prevent a child from committing an act that is likely to put themselves or any other member of the school community in danger. The procedure for recording such occasions is to record all details in the Incident log, which is kept in the School Office, this must be done as soon as is practicable and at the latest by the end of the school day. Parents will also be informed on the same day or as soon as reasonably practicable.

For Health and Safety reasons, on some occasions it may be necessary for the teacher to remove other children from the classroom away from potential danger. In this event the "Red Triangle" alert will be put into operation and another member of staff called for.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity.
- Talk to the child – discuss what has happened.
- Discussion in groups or whole class.
- Move the child from the group to work on his/her own.
- Repeat work.
- Miss playtime (but must be supervised).
- Behaviour modification programme – setting targets.
- Remove child from the class – place with Headteacher or in another class.
- Parental involvement.
- Daily report.

- Serious incidents are recorded in the incident book.

5 The Incident Log

- This is used to record:
 - i. Any serious incidents involving a child.
 - ii. Any other incidents or matters of a serious nature.

6. The role of the Class Teacher

- It is the responsibility of the class teacher to ensure that the Code of Conduct is enforced in their class, and that their class behaves in a responsible manner.
- 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.
- 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.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 Headteacher.
- The class teacher liaises with the SENCO and external agencies, as necessary, to support and guide the progress of each child (e.g. Educational Psychologist).
- 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 contact a parent, if there are concerns about the behaviour or welfare of a child.
- **Early Years**
In Nursery and Reception, the staff are responsible for monitoring behaviour issues. Any serious issues may be dealt with by Headteacher or Deputy Headteacher.

7. Lunchtime Supervision

- At lunchtime, supervision is carried out by the Lunchtime Supervisors, the Headteacher and Assistant Headteacher, members of teaching staff and classroom assistants. The Supervisors can refer to the Headteacher or the Assistant Headteacher if necessary. The Supervisors and staff are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to change activity. This usually takes the “heat out” of the situation. The Supervisors and staff keep note of children who continually misbehave, incidents are recorded in the Incident Book following consultation with the Headteacher or Assistant Headteacher.

- The Supervisor and staff must be treated with the respect expected by all adults at St Joseph's Preparatory School. Verbal or physical abuse will not be tolerated.
- Persistent or serious misbehaviour at lunchtime will result in a Red Card and is brought to the attention of the Headteacher or the Assistant Head teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and together the Headteacher, class teacher and parents will consider further sanctions needed and many include the involvement of other agencies e.g. Psychological Services.

8. The Role of the Headteacher

- 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.
- 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.
- The Headteacher keeps records of all reported serious incidents of misbehaviour. This record includes the name of the pupil, form, nature and date of incident and the sanction imposed. This centralised record enables patterns to be identified and acted upon.
- 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 informed.

9. The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the Code of Conduct and the Yellow / Red card system in the 'Information Booklet for New Parents' as well as each pupils' Homework Diary and we expect parents to read these and support them.
- 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.
- 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 Headteacher and

ultimately the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10. The Role of the Governors

- 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 and staff in carrying out these guidelines.
- 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 particularly disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

11. Fixed term and Permanent Exclusions

- Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school in consultation with the Chair of Governors. The Headteacher may exclude a pupil for one or more fixed periods, but the total of such exclusions should not exceed 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.
- If the Headteacher excludes a pupil, she/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 Headteacher informs the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The Governing Body has a Discipline Committee, which is made up of between 3 or 5 members. At least one member of this committee will have no part in the daily management of the school. This committee considers any exclusion appeals on behalf of the Governing Body.
- When an appeal panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated, or some sanction other than exclusion applied.
- If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

12. Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and,

if necessary, makes recommendations for further improvements on an annual basis.

- The School keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime Supervisors give written details of any incident in the Incidents log that is kept in the Secretary's office.
- The Headteacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.
- 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.

13. Review

- The Governing Body reviews this policy on an annual basis. The 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.

**St. Joseph's Preparatory School – EYFS
Stoke-on-Trent**

EYFS BEHAVIOUR AND DISCIPLINE POLICY

This policy is in conjunction with the whole school Behaviour and Discipline Policy.

The Nursery staff will always promote good behaviour appropriate to the child's stage of development and the context of the situation. At all times we will seek to develop and encourage appropriate behaviour through positive strategies including role modeling, gentle encouragement and explanation. We will ensure that children are clearly informed of the expected behaviours and boundaries.

We will work in a way that encourages children to develop a sense of respect for themselves, their peers and their carers. We will also encourage children to adopt good manners such as using 'please' and 'thank you' and to have good table manners.

In spite of our best efforts there will be occasions when a child behaves in an unacceptable way. In this event, the child will be gently reminded of the correct way to behave and apologise if necessary.

Where a child repeatedly behaves in an unacceptable way then s/he will be removed from the situation and constructively occupied under close supervision. In extreme cases a sanction may be imposed such as the withdrawal of specific resources/activities for that child. Serious incidents are recorded in the school incident book.

Where a child's behaviour is a cause for concern we will take action at an early stage. We recognise the input and support of parents is essential and we will work co-operatively with parents.

Rewards for good behaviour

Verbally praise the child

Reward stamper placed on the back of a child's hand and/or on their work

Reward stickers

Share their achievements with the Head Teacher

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

In accordance with the law there is no corporal punishment allowed by the school. However, as authorised by the Headteacher, a teacher, or other member of staff may use 'reasonable force' to prevent a child from committing an act that is likely to put themselves or any other member of the school community in danger. The procedure for recording such occasions is to record all details in the Incident log, which is kept in the School Office, this must be done as soon as is practicable and at the latest by the end of the school day. Parents will also be informed on the same day or as soon as reasonably practicable.

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RED CARD NOTICE

Date: _____

Name of Child: _____

Dear Parents,

_____ has received a Red Card today for the following:

Signed: _____

REPLY SLIP

I have received the information with regard to the Red Card given to:

Name of Child: _____

Please tick as appropriate.

- I am happy for the school to deal with this matter.
- I would like to make an appointment to discuss this matter further.

Signature of Parent / Carer _____ Date: _____

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



YELLOW CARD NOTICE

Date: _____

Name of Child: _____

Dear Parents,

_____ has received a Yellow Card today for the following:

Signed: _____

REPLY SLIP

Name of Child: _____

I have received the information with regard to the Yellow Card and am happy for the school to deal with this matter.

Signature of Parent / Carer: _____ **Date:** _____

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