



ST MARIA GORETTI CATHOLIC ACADEMY

A Policy for Discipline and Behaviour

In accordance with our Mission statement, at St. Maria Goretti we strive to secure a shared vision for all associated with our school community. Fundamentally, we aim to provide a safe and happy environment:

'where excellent pupil/staff/parent relationships support a caring community;'
'where discipline and respect for each-other exists;'
'where everyone is valued.'

School Mission Statement.

In order to achieve this successfully, we are firmly committed to the following objectives:

- To promote the Gospel values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To model, positive, respectful attitudes and behaviour in accordance with the '*Code of Conduct for Adults in School.*'
- To maintain a safe, harmonious environment which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others;
- To establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

At St. Maria Goretti the expectation of high standards of behaviour for all pupils is fundamental to securing these objectives.

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God
Respect for other people.
Respect for other people's property
Respect yourself.

Rules, Expectations and Standards

All adults are expected to model and foster positive, respectful attitudes and behaviour towards other at all times. The '*Code of Conduct for Adults in School*' is displayed prominently and applies to all staff, families and visitors to our school. Within the above framework, a set of clear rules and expectations have

been negotiated with governors, staff, pupils and parents in order to establish an agreed code of behaviour. Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. Similarly, an agreed code of behaviour in the dining hall has been established with midday supervisors and **all** pupils. The following list contains some examples of school rules and guidelines for children:

- Always show respect and courtesy towards others.
- Wear correct uniform – be smart and tidy.
- Show reverence when talking and praying to God.
- Speak quietly and politely, using good manners at all times.
- Offer to help others, where possible.
- Walk at all times, when inside the school building and off-site.

Uniform

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. All staff are expected to share in the responsibility of this policy by ensuring children are encouraged to take pride in wearing appropriate uniform, including PE kit.

Hair should be cut and well-groomed, at an appropriate length, ie. not shave, or 'lines' in hair. Shoulder-length hair should be tied back at all times.

Jewellery

Girls may wear small stud earrings. Pupils may wear a wrist-watch. In the interests of health and safety, all jewellery must be removed before any pupil participates in physical activities. Children in Foundation Stage access physical activities throughout the day, as part of the early Years Foundation Stage curriculum; on this basis, children are not permitted to wear any items of jewellery including earrings, or items on clothes, around their neck or wrists, which may be perceived to cause injury during physical activity.

Roles and Responsibilities

It remains the overall responsibility of the headteacher and deputy headteacher to ensure that high standards of discipline are maintained on a daily basis. However, at St. Gregory's **we emphasise that it is the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.**

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in maintaining high standards of behaviour, highlighting the positive aspects of individual and group behaviour, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

Pupils are acknowledged to have an important role in contributing to all aspects of school life. Pupils in Year 6 are allocated duties and responsibilities, including assisting staff in the supervision of younger pupils. The roles of our head boy and head girl, supported by deputies and monitors, are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

School Council

The head boy, head girl and representatives from each class in Years 2 - 6 meet fortnightly with the assistant headteacher and learning mentor, to discuss any issues relating to school life. Minutes of the meetings are recorded and forwarded to the headteacher for future reference at staff meetings, where appropriate. Representatives from the School council are expected to provide immediate feedback to their peer group. The involvement of the school council in selecting

appropriate equipment for the playground has proved to be particularly successful and we look forward to many more positive ideas from our children.

Current Practice and Procedures

Rewarding Achievements and Behaviour

The school strongly promotes the adoption of positive behaviour management strategies to reinforce good behaviour. The following methods will be used by adults to reward positive behaviour, good work or demonstration of personal values mentioned previously:

- Positive acknowledgement or comments to individuals or groups.
- Visual prompts within classrooms to highlight individuals for good behaviour, eg. badges, stickers.
- The use of stickers or team housepoints on class and individual record cards. Pupils receive a class prize on completion of a card.
- Special person/helper of the day award.
- Headteacher awards, for exceptional work, improvement or good behaviour.
- Celebration assemblies to publicly acknowledge pupils' achievements in all areas of learning, both within and beyond the school day.
- Carer of the week award - for one pupil in every class.
- Pupils are awarded 'Top table team' gold cards which are distributed by midday supervisors.
- Certificates for consistent modelling of good behaviour in the dining hall.
- Letters to parents of pupils commended for improved attendance, effort, progress or attainment (termly).
- Attendance awards, including a trophy presented weekly for the class with best overall attendance.
- Gold, silver and bronze certificates for attendance, awarded on a termly basis.
- Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment, progress, effort, care and class prize in every year group.
- The presentation of subject prizes for exceptional achievement in core subjects and creativity, to pupils in Year 6.
- A variety of individual trophies presented to individuals who have demonstrated generosity of spirit and contributed overall to most aspects of school life during their time at St Gregory's.

Celebration assemblies are scheduled every half-term, in celebration of our pupils' successes and achievements, within and beyond the school day.

A variety of awards are presented for a range of successes and achievements, including those listed above. A housepoint shield is awarded to the team collecting the highest number of housepoints each week. House captains collect and place the shield on the star board, on behalf of their team.

Allegations Against Staff

All employees and temporary staff, eg. on supply, or placement, are expected to observe the school's behaviour policy at all times. Any member of staff who has concerns regarding individual management of pupil behaviour, or inappropriate conduct, should follow the school's 'Whistle-Blowing Policy' and report these directly to the headteacher. Any concern relating to the conduct of the headteacher,

concerning management of pupils, should be reported to the Chair of Governors. Further information is available in the school ¹Whistle-Blowing Policy. All allegations towards staff will be managed in accordance with Local Authority guidelines. Where necessary, the headteacher will consult the Local Area Designated Officer (LADO). Following a full investigation, the governors reserve the right to exclude any pupil who is found to have made false allegations against any member of staff.

Sanctions for Inappropriate Behaviour

The right of every child to fully access a broad, balanced curriculum through quality learning and teaching experiences, is fundamental in ensuring the highest standards of behaviour are maintained within every classroom. Procedures for minimising disruptive behaviour include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve. Staff are entrusted to manage inappropriate behaviour promptly and effectively, in accordance with school policy. Should a child exhibiting low level inappropriate behaviour (e.g. not conforming, disrupting other children, stopping others from working etc) the following will occur:

- The child will receive a warning from the relevant member of staff.
- If a pupil continues then a further warning will be issued, with a clear and firm explanation of the consequences
- If the child continues to misbehave then he/she will be referred to a member of the senior leadership team. This may result in a child being asked to carry out tasks during breaktime or, in more serious instances, a referral to the headteacher. In serious instances the child's name will be recorded in the 'Discipline Book.' Parents will be informed by the class teacher.
If a child's name is recorded in the Discipline Book on three separate occasions, parents will be contacted to discuss the matter with the headteacher.

Safeguarding and Restraint

On rare occasions, when a child becomes physically aggressive towards others, or is perceived by staff to endanger him/herself, staff are expected to take appropriate action to secure the safety of the pupil and others in the vicinity. It may be necessary to remove other children from the room, to ensure their safety. ***Staff should observe the school's policy on positive restraint when preventing a pupil from causing further harm.*** In extreme cases it may be necessary to remove a child from an area within school. Under these circumstances, staff should alert a member of the school leadership team before making any attempt to remove a pupil.

'Time Out'

Children behaving inappropriately may require a short period of time to calm down, or consider their actions. **It is crucial that the use of 'time out,' from either lessons or playtimes, is constructive,** that children fully understand the reason for the withdrawal, and are encouraged to reflect and take responsibility for their actions.

In more serious instances, it may be necessary for a child to miss break-time periods. During these times, children should be given specific tasks around school, or in cases involving disruption in class, they may be required to complete work from lessons. Children should not be instructed to stand in corridors at any time.

During outdoor breaks or lessons, 'time out' periods should not be excessive. Staff should take account of the circumstances surrounding the incident, and consider the age and needs of the child before deciding on an appropriate 'time out' period; **on no account should this extend beyond ten minutes of each session.**

Learning Mentor

On occasions it may be necessary for some children to be supervised by an experienced adult during 'time out' sessions. These children may already be attending mentoring sessions, have difficulties with controlling their own behaviour, or have an emotional behavioural difficulty which requires adult support.

During these instances, the school Learning Mentor may be deployed to supervise a child, under the direction of the Headteacher or senior staff.

Seclusion and Exclusion

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to the deputy headteacher or assistant headteacher in another classroom. Parents will be informed of the seclusion on the specific day.

It may be necessary to refer children to the headteacher. **Under no circumstances should children be made to stand outside classrooms, or in corridors without supervision.**

In cases of persistent negative behaviour during lunch-times, parents may be asked to remove children from the school premises during lunch break periods for a fixed period. The Chair of governors and Local Authority will be informed of the exclusion.

Any incidents involving violence, racism or bullying will not be tolerated in school. Incidents of violence will be dealt with seriously and may result in children being excluded from school for a fixed period.

Fixed-term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort.

On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the pupil during the period of exclusion. It is expected that parents will support the school by ensuring tasks are completed. Every effort will be made to support and communicate regularly with parents. The headteacher will promptly complete the formal documentation and forward this to the local authority.

Racism

It remains the responsibility of all staff to report any incidents of racism to the headteacher, who will provide a termly report to governors. It is a requirement that **all** racist incidents, involving adults or children, occurring in school are officially reported to the LA.

Special Educational Needs

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of an Individual Behaviour Plan (IBP). In these cases, children will be identified as being placed at School Action or, if further advice is sought, at School Action Plus. In some cases it may be necessary for the school to apply for a statutory assessment on a pupil. In all

circumstances, parents will be fully consulted and informed of procedures and outcomes.

Equality and Diversity

The school population is enriched by pupils from varied cultures and traditions. School staff and pupils are expected to demonstrate due respect and regard for pupils of every race, culture, age, ability and gender. Whilst staff are expected to implement the Behaviour Policy, there must also be an understanding and awareness of the beliefs and attitudes of other cultures when managing behaviour. *For example, maintaining eye contact with an adult whilst being reprimanded is perceived as offensive in some cultures.* Similarly, whilst the age and understanding of individuals should be considered, there should be no distinction between expectations of boys and girls.

Where necessary, reasonable adjustments will be made for pupils with disabilities; for example, ensuring the quality of provision is sustained if a child is secluded.

Arrival and Departure from School

Pupils entering or leaving the school premises should behave in an appropriate manner. Whilst it remains the overall responsibility of parents to supervise their children before and after school whilst on the school site, children are expected to continue to observe the school rules at all times whilst on the premises.

Children are reminded that, when wearing school uniform, they are ambassadors for the school and are expected to behave in a positive manner, both on and off the school site.

Educational Visits

Staff and pupils are expected to implement the school behaviour policy during all off-site visits.

Lunch-time Procedures

Foundation Stage and Key Stage 1:

Children in Reception and Key Stage 1 are taken to the toilet and wash hands in preparation for lunch. After lunch children are supervised outdoors by midday supervisors and should not re-enter the school buildings without permission.

Towards the end of lunch-time, pupils are given time to store equipment before being escorted into classrooms. Staff are expected to be in classes in preparation for a prompt start to afternoon lessons.

Children will walk directly and sensibly into class, following instruction by the member of staff on duty.

Children are encouraged to demonstrate manners and courtesy in the dining hall. A code of behaviour has been agreed by staff and pupils and this is permanently displayed as a reminder to children. Children are expected to remain seated whilst eating and speak quietly at the table. Older pupils are encouraged to model good behaviour and are involved in supporting younger children during lunch-times.

Playground Equipment, Games and Activities

Outdoor playtimes provide invaluable opportunities for pupils to extend social and physical skills and abilities beyond the parameters of the classroom. Without appropriate supervision, planning and guidance, we recognise the potential for adverse effects upon pupils' behaviour. High profile is given to the role of midday supervisors during lunch-times and an agreed code of behaviour has been agreed by staff. Children receive stickers and awards for good behaviour. Incidents of inappropriate behaviour should not be seen as acceptable at any time and should be dealt with appropriately by staff. If in any doubt, incidents should be reported to the class teacher.

Incidents of violence or bullying are not tolerated in school and should be reported immediately to the headteacher or deputy.

During playtimes and lunch-breaks children are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. Any instances of inappropriate use of equipment should be dealt with immediately by the appropriate members of staff on duty.

Under the leadership of the PE Manager, playground leaders have been trained to organise games and activities. Midday supervisors are also encouraged to seek opportunities to develop pupils' social skills through participation in activities, supporting and teaching pupils, as required.

All children are encouraged to participate in the 'ten minutes per day' exercise, led by staff.

During wet lunch-time periods it remains the responsibility of midday supervisors to observe the school behaviour policy at all times. Any instances of inappropriate behaviour should be immediately reported to the Senior Supervisor and class teacher.

Procedures for Wet Playtimes

During wet playtimes children are expected to remain in their classrooms under the supervision of the duty teachers. Pupils in Nursery and Reception will remain under the supervision of staff in the Foundation Stage. Year 6 pupils will assist in the supervision of younger pupils.

Every classroom should contain a wet –playtime box, which should be used solely during wet break-time and lunch-time periods. This should contain a range of suitable games and activities to occupy children during these times. The boxes should be clearly labelled and accessible to children.

Voluntary-Helpers

St. Maria Goretti welcomes and values voluntary assistance from parents in classrooms. As part of our safeguarding children procedures, all adult helpers working regularly in school enhanced CRB checks. As part of the school Induction Policy, adult volunteers/helpers meet with a member of the school's Senior Leadership Team to clarify any concerns and sign confidentiality agreements.

Communication with Parents and Carers

We recognise the value in developing effective systems of communication with parents. In order to preserve a happy, secure environment for our children, we strive to maintain high standards of behaviour at all times. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff or headteacher, it may not always be appropriate to address concerns immediately, eg. in front of pupils or parents, or in class.

On such occasions parents are requested to make an appointment to discuss any issues and can be assured that all concerns will be addressed promptly.

This policy has been agreed by staff on _____

This policy has been approved by governors on _____

Signed

Chair of Governors



Code of Conduct for Adults in School

At St. Maria Goretti we recognise and value each individual, made in the likeness of God, and strive to apply the Gospel values of respect, justice and tolerance in our daily interaction with children, colleagues and visitors to the school.

In order to achieve this we have negotiated and agreed this code of conduct to which we aspire, in order to fulfil our daily mission in maintaining a happy, harmonious and successful learning community.

Be a positive role-model for children, colleagues and parents.

- Listen to and value each individual.
- Acknowledge the feelings and anxieties of others.
- Wear smart, appropriate clothing which reflect professional duties
- Maintain confidentiality at all times, including out of school hours.
- Never enter into discussion about individual children in public. Observe school protocol and refer any concerns to the appropriate member of staff.
- All complaints should be dealt with in the appropriate manner, either in private or within a formal meeting. Avoid public displays of negative attitudes or behaviour, particularly in front of children.
- Praise and encourage children for their behaviour, efforts and achievements.
- The school operates a 'whistle-blowing' policy to ensure consistency of practice in behaviour management, safeguarding all pupils, and preserving the positive well-being and relationships of staff.

Respect the right of every child to privacy.

- **Never** discuss individual or groups of children in view or hearing of other pupils or adults. Show discretion and sensitivity.
- It is school policy that any incidents involving children, or family, of members of staff are dealt with by other colleagues.
- Staff should address colleagues formally and professionally within the public domain.

Communication and Social Networking

Staff are not permitted to use social networking sites or online blogs to make comments on anything related to the school, its activities, its pupils, parents, partners, governors or colleagues.

In discussing issues or concerns with staff in school, it is expected that parents follow the school ethos of respecting the dignity of other adults and children. Use of social network sites to make public or personal comments, or disclose sensitive information. Is strongly discouraged. Parents can be assured that school staff will listen courteously, investigate and address any issues promptly, or refer the matter to the Executive Headteacher or senior leaders.

The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children. Serious matters involving confrontation, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school governors, who reserve the right to ban those responsible from the school premises.

Any incidents involving racism, threatening behaviour or aggression towards members of staff, parents - or any other persons on the school premises - are formally recorded and forwarded to the Local Authority and Chair of Governors.

