



# St John Fisher Catholic Primary School

## Part of the Pope Francis Academy

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# PUPIL BEHAVIOUR AND DISCIPLINE POLICY

## Aims and Expectations

At St John Fisher, we aim to follow our school values of Truth, Trust, Love and Respect.

<p><b>In class</b>            Arrive on time and ready to learn.            Face forward and listen attentively.            Focus on my own learning and not distract others.            Work to the best of my ability.</p>	<p><b>At all times</b>            Physically peaceful at all times. Speaking with good manners and politeness to all.            Using only positive language.            Using equipment in a sensible manner.            Listen to instruction.</p>	<p><b>At Play</b>            Be kind and inclusive.            Stop and line up quickly and quietly.            Remain outside unless given specific permission.            Be safe.</p>
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At St John Fisher, we promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation. **The Family links** nurture programme for schools underpins our teaching and learning behaviour in school and we promote choices and consequences with regard to conduct in our school, enabling us to provide a predictable and safe learning environment. We also teach **The Zones of Regulation** as a whole school curriculum, which promotes accountability for ourselves when we are learning and supports our resilience. We believe in setting the emotional environment in the classroom to enable learning and the feeling of

being safe. We use scripts to help build relationships to help to shape the behaviour that we want to see. We believe that the de-escalation of behaviour and a gradual approach will enable children to make changes independently so that the children can begin to self sooth and regulate their emotions

In our school we reward excellent behaviour by:

Using a house system linked to Holy orders

Using electronic app Dojo to specify the behaviours that we want to see.

Positive, public praise to those who are actively following the school rules

Messages to parents to highlight good behaviour

Rainbow Book: Two children selected from each class to be rewarded in assembly for an example of great work or behaviour each week, in KS2 this will be accompanied by a message home and on school website.

Class based rewards – Teachers are free to set up class-based rewards systems such as table points with appropriate reward.

A house system operates across the school and children can earn individual dojo points towards this.

As part of our family links positive approach to behaviour, sometimes consequences need to be put in place:

- We use the colours of the zones to explain what is expected with regards to good learning behaviour. Children are familiar and understand the red, blue, green and yellow zones – this forms a universal language across the school.
- Children are expected to focus during learning time and stay in the 'green zone'. If they choose not to do this, they will be given a choice, to stop or a consequence will be put in place (e.g moving places, staying in to complete work)
- The class values are developed at the beginning of the year and referred to as needed throughout the year. These are used to reinforce positive behaviour.
- Should a child's behaviour endanger the safety of others, the class teacher requests that the child/children sits out/go to another class/sunshine room. When appropriate, the teacher discusses the behaviour with the child. A consultation with SLT is had to determine the next step and preventative measures to avoid a repeat of the unwanted behaviour. The class teacher records the incident and files it in the Incident folder held in the classroom, then a discussion takes place to see if it need to be uploaded onto CPOMS. The pupil completes a reflection sheet. This might need to be supported.
- Resolutions take place and an incident sheet is completed by the child (with support, as needed) This can be a process which is guided by the class teacher or teaching assistant. There is time to say sorry and shake hands to show forgiveness. This is modelled by the adults in the school,
- Should a child threaten, hurt or upset another pupil or member of staff, the child will be removed from the situation through encouragement and guidance to separate them from the incident. SLT will be sought and informed as will parents, The Staff who observed the incident will write this up on an incident form (from the blue behaviour file in classes) and CPOMS on the same day.
- Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.
- Any incidents of bullying are regarded as unacceptable and are dealt with according to St John Fisher's Anti-Bullying policy and recorded on CPOMS

- Some children may require a conduct card, which helps them work towards specific targets and to find strategies to regulate their behaviour at difficult times throughout the day. This is updated with parents and shared with staff so that all can contribute in a positive way. The Boxhall Profile is used to analyse learning behaviour and emotional behaviour to support the child.
- Some children who have recognised difficulties with managing their social and emotional and mental health (SEMH) are offered individual support sessions from our learning mentor and external services such as Mental Health Support Teams or Child and Adolescent Mental health Service.

## **The Role of the Staff**

**It is the responsibility of the class teacher and teaching assistants to ensure that the behaviour policy is delivered consistently in their class, and that their class behaves in a responsible manner during lesson times and throughout the day.** The staff 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. Staff treat all children in school with respect, dignity and understanding, using knowledge and individual pupil targets to inform responses to specific children who require specialised emotional support. Training takes place to ensure that staff are confident to manage behaviour effectively across the team.

Refresher sessions to some of the chapters in Family Links and The ZONES of regulation take place and are revisited to ensure that strategies to manage difficult times as a whole school are in place and consistent.

Staff liaise with the SENCO, Learning Mentor and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Local Authority behaviour support service. Staff liaise regularly with parents so that behaviour can be addressed quickly and solutions found.

Staff keep a clear record of children leaving the class room to continue their learning (in class) This records the time, behaviour that was seen and the date. This helps to recognise patterns of recurring behaviour so that they can be anticipated and prevented next time. This is maintained and monitored by SLT and the family link worker.

Lunch time supervisors must ensure that they record in writing any incidents that occur at lunch time and pass them onto the lunch time supervisor so that the can be passed onto staff.

## **The Role of the Principal**

The Principal has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour. The Principal and the Governors may permanently exclude a child. Both these actions are only taken after the academy Committee Representatives have been notified.

## **The Role of Parents**

St John Fisher works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parent training events are offered throughout the year to refresh strategies to support behaviour and learning at home.

We 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. We use Structured Conversations as a tool to enable discussions between staff and parents.

Should 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 Principal. If these discussions cannot resolve the problem, the Chair of Governors should be contacted.

Our family links worker is a trained parent workshop provider and can offer behaviour courses to support the consistency of behaviour between home and school.

### **The Role of Committee Representatives**

The Academy Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Committee Representatives support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the academy behaviour and discipline policy, but Committee Representatives may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

Only the Principal (or the acting Principal) and governors have the power to exclude a pupil from academy. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one academy year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The Principal informs the parents how to make any such appeal.

The Principal informs the PF MAC, Local Authority and the Academy Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Committee itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The Academy Committee has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Committee Representatives.

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.

If the Committee Representatives' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

### **Monitoring**

The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the Academy Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a variety of records of incidents of misbehaviour on CPOMS or in a class file. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him/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 to teaching staff. All staff are expected to upload incidents onto CPOMS platform so that this can be easily monitored by SLT and learning mentor.

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

It is the responsibility of the Academy Committee to monitor the rate of suspensions and exclusions, and to ensure that the academy policy is administered fairly and consistently.

## **Review**

The Academy Committee reviews this policy every year. They Committee Representatives may, however, review the policy earlier than this, if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.

Date: September 2023

Date for Review: Autumn Term 2024

## Appendix A detail

### This document should be read alongside the school safeguarding policy Choice and Educational Consequences

St John Fisher Primary School supports a positive approach to behaviour management where the pupil is respected at all times. This positive approach has a 'least to most intrusive' approach which means that staff begin with small sanctions and gradually progress to more serious consequences if the situation escalates. Choices and consequences are used as a first step.

- At the start of each academic year each class will have discussed the **school values** that keep us safe and help us to do our best
- Pupils will have drawn up a classroom code which is displayed on the classroom wall. This should be referred to regularly for positive affirmation of behaviour.
- Prompts are displayed in classrooms such as :good looking, good listening to encourage good learning behaviour.
- **Physical handling of children is not permitted, unless in case of an emergency.**
- A number of staff are team teach trained. This is only deemed permissible, should all other options have been put in place.
- **Change of Face** strategy is used consistently to diffuse a situation where a child is refusing to comply with an adult request

Sanction	Comments	Responsibility
<b>Tactical Ignoring-</b> teacher attends to pupil when on-task, ignoring pupil when not	Praising others for appropriate behaviour also supports this.	Class teacher Teaching assistant
<b>Value reminder-</b> teacher briefly remind pupil of the rule You have a choice ....	Use code on the wall to support this. Be upbeat and positive. The Nurture Group Family Links programme	Class teacher Teaching Assistant
<b>Conduct cards-</b> teacher discusses the issue with the pupil and together they draw up a contract for the good behaviour	Pupil is aware of what they need to achieve, and this is broken down into small components to make it achievable	Class teacher Teaching Assistant Learning mentor <i>Parents should be informed of any ongoing issues, their advice sought, and the contract shared with them.</i>
<b>Consequences-</b> teacher makes clear the consequence of continued disruption. If... then you'll have to...	Includes finishing work in break or at home, tidying up and generally making reparation. Consequence must be relevant, respectful and take a reasonable amount of time.	Class teacher Teaching assistant
<b>Time Out</b> – in class, short and supervised	Pupil moved to teacher's desk or spare place. Time set at the start and teacher explains what is expected of the child.	Class teacher Teaching assistant Learning mentor <i>Parents should be informed if this occurs more than once.</i>
<b>Times out in 'safe place'</b> <b>Timer is taken out</b>	This is a place identified by the learning mentor and child is a strategy known to parents.	Class teachers Parents Teaching assistants

<b>Time Out</b> -away from class, short and supervised	Must be agreed with other teacher and relevant work should be provided. Yellow slip completed and filed. Pupil to complete reflection sheet. This could take place I the Sunshine room.	Class teacher. If this is a regular sanction for a pupil support should be requested from the SENCo and learning mentor and outside agencies if necessary. <i>Parents should be involved.</i> Should pupils be asked to work in a different class for longer than 10 minutes, a yellow slip will be completed and filed and the incident shared with SLT.Parent will be informed at the end of the day , by person or by telephone.
<b>Discussion</b> with senior leadership team	Pupil has a meeting with the KS Manager to discuss behaviour, positive strategies and consequences. Negative behaviour is clearly identified and the difficulties this causes are highlighted.	Class teacher <i>Parents should be aware and may be invited to join the meeting.</i> Outcome should be shared with the teacher and SENCo.
<b>Discussion</b> with Principal	Pupil has a meeting with the Head to discuss behaviour, positive strategies and consequences. Negative behaviour is clearly identified and the difficulties this causes are highlighted.	Class teacher <i>Parents should be aware and may be invited to join the meeting.</i> Outcome should be shared with the teacher and SENCo.
<b>Internal exclusion</b> -pupil moved to another class for a fixed period of time to show willingness to return to class, due to damage to school property or hurting others	Independent work must be provided for the pupil and they should know what they need to achieve to earn their way back to the class. Reflection sheet completed.	Class teacher after discussion with Head and SENCo. <i>Parents should be informed before the exclusion starts.</i>
<b>Fixed Term Exclusion</b>	This sanction is when pupil behaviour is so aggressive or disruptive that they are a risk to themselves or others.	Head <i>Parents should be contacted immediately.</i> <i>Chair of Governors is informed immediately</i> Committee Representatives may hear appeals against this.
<b>Permanent Exclusion</b>	This would only be used as a last sanction when all support and strategies had failed to provide the pupil with the stability and structure that they needed to fit into the academy community.	Head <i>Parents should be contacted immediately.</i> Committee Representatives may hear appeals against this.

## Appendix 2 simplified Pupil behaviour and discipline

- **Positive behaviour management is used consistently as part of the universal offer** This includes, stickers, thumbs up, table points, class reward points
- **Tactical Ignoring-** teacher attends to pupil when on-task, ignoring pupil when not conforming
- **Choices are offered, XXXX, You have a choice...**
- **Value reminder-** teacher briefly remind pupil of the value
- **Consequences-**teacher makes clear the consequence of continued disruption.  
Should you choose not to .....
- **Time Out** – in class, short and supervised complete reflection sheet
- **Time Out-**away from class, short and supervised complete yellow incident slip and reflection slip
- **Safe place** – designated area devised by Principal, SENDCO and learning mentor, known to child and parents
- **Conversation with child. parent and teacher takes place and uploaded onto Cpoms**
- **Discussion** with Senior leadership Team ( SLT) and learning mentor should behaviour persist/repeat and strategies to discuss and share 0 eg positive handing plan
- **Conduct cards are created for repeated learning behaviours-**teacher discusses the issue with the pupil and together they draw up a conduct card for the good behaviour. These are known to parents and children and shared with all staff. SENDCo and learning mentor to support
- **Discussion** with Principal
- **Internal exclusion-**pupil moved to another class for a fixed period of time to show willingness to return to class and improved behaviour for learning by teacher and update CPOMS.
- Should a child display unsafe behaviours, e.g physical hurt towards another child. **Internal exclusion** out of class organised by SLT update CPOMS
- **Fixed Term Exclusion** issued by the Principal, recorded meeting



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- **Consequences-**teacher makes clear the consequence of continued disruption.

Should you choose not to .....

- **Conduct cards are created for repeated learning behaviours-**teacher discusses the issue with the pupil and together they draw up a conduct card for the good behaviour. These are known to parents and children and shared with all staff
- **Should a child, not respond to an adult request, a 'change of face' can be requested.** This will help to diffuse the situation
- **Time Out - in class, short and supervised** complete reflection sheet
- **Time Out-away from class, short and supervised** complete yellow incident slip and reflection slip
- **Safe place** - designated area devised by Principal, SENDCO and learning mentor, known to child and parents
- **Discussion** with Key Stage Manager or member of SLT
- **Discussion** with Principal
- **Internal exclusion-**pupil moved to another class for a fixed period of time to show willingness to return to class
- **Fixed Term Exclusion**