



PUPIL BEHAVIOUR AND DISCIPLINE POLICY

DRAFT to be approved by Governors

Aims and Expectations

At St John Fisher we regard every individual as unique and special in God's family. It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring school, whose values are built on trust, respect, love and truthfulness. Our virtues and values are embedded in the way people relate to each other, children and all adults, the curriculum, assessment and our celebration of achievement. These virtues have been developed in partnership with all members of the school community and will continue to evolve and be revisited.

Our 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 and ready to learn. We teach children to be responsible and accountable for themselves in school and in the community. At St John Fisher, we promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

Rewards and Educational Consequences

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

- Teachers congratulate children
- Stickers
- Individual rewards
- Whole class rewards
- We distribute star certificates in assembly to children either for consistent focus as achievement during learning
- Children are mentioned the Rainbow book for good citizenship which is shared fortnightly in our special Rainbow assembly
- Photocopying work to take home to parents
- Show work to Principal /vice principal or another teacher or comments on behaviour
- All classes have an opportunity to take part in an achievement assembly where they are able to show examples of their best work fortnightly to parents
- At St John Fisher we acknowledge all the efforts and achievements of children, both in and out of academy and celebrates these in class and assemblies. The academy Rainbow and Star Awards book holds records of some of these achievements.

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 (eg 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 discussions takes place to see if it need to be uploaded onto CPOMS. The pupil completes a reflection sheet. This might need to be supported.
- 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 physically 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 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.
- 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.

Regular refresher sessions to some of the chapters in Family Links and The ZONES of regulation ensure that strategies to manage difficult times as a whole school are in place and consistent and understood by staff.

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.

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.

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.

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 2021

Date agreed by Academy Committee:

Signed on behalf of the
Academy Committee:

Date for Review: Autumn 2022

Appendix 1 detail

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.

Sanction	Comments	Responsibility
Tactical Ignoring - teacher attends to pupil when on-task, ignoring pupil when not	Praising others for appropriate behaviour also supports this.	Class teacher Teaching assistant
Value reminder - 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
Conduct cards -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 <i>Parents should be informed of any ongoing issues, their advice sought, and the contract shared with them.</i>
Consequences -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
Time Out – 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 <i>Parents should be informed if this occurs more than once.</i>
Times out in 'safe place' Timer is taken out	This is a place identified by the learning mentor and child is a strategy known to parents.	Class teachers Parents Teaching assistants
Time Out -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 in the Sunshine room.	Class teacher. If this is a regular sanction for a pupil support should be requested from the SENCo 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.
Discussion 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.
Discussion 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.
Internal exclusion -pupil moved to another class for a fixed period of time to show willingness to return to class	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>

Fixed Term Exclusion	This is a drastic sanction 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> Committee Representatives may hear appeals against this.
Permanent Exclusion	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.

Teaching staff at St John Fisher have a prompt sheet available in their classrooms, reminding them of the steps in managing choices, consequences and sanctions.

Appendix 2 simplified Pupil behaviour and discipline policy

- **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
- **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
- **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

- **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**