St. Anne Line Catholic Junior School

Discipline and Behaviour Policy

Reviewed : September 2024

ST. ANNE LINE CATHOLIC JUNIOR SCHOOL

Wickhay, Basildon
Essex. SS15 5AF

Discipline and Behaviour Policy

Date of Policy:	September 2024
Date last review adopted by Governing Body:	September 2021
Date of next review:	September 2027

With Jesus, through the St Anne Line Way,
We Love, We Learn, We Share, We Pray.

Together, we grow Our School each day

Beliefs and Values
At St. Anne Line Catholic Junior School, we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment. Our Mission Statement seeks to create a climate of valuing the whole child and these principles direct all school policy.

Purpose:
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 the Christian principles of 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.

The school uses the St. Anne Line Way as a guide to maintain these values; however, the rationale of the behaviour policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Child Protection Statement:
At St. Anne line Catholic Junior School, there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. For this reason we regard the need for Safeguarding Children from all harm as vitally important. Section 175 of the Education ACT 2002 also gives schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. Therefore, this school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged.
We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including

volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care as stated in our Mission Statement. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy, if concerns raise a referral, must be made to the child protection officer in addition to appropriate agencies in order to safeguard the child's welfare.

Aims:
At St. Anne Line Junior School we aim to foster:

- A Christian community built on the values of Jesus
- A respect and tolerance for each other as individuals within the school
- A regard for the safety and well-being of all members of the school community
- A respect for other people's property and for the fabric and equipment of the school
- A positive attitude towards work
- Self-discipline

Key Principles:

Role of Adults and Staff within the School
The school believes that children need to know exactly what is and is not required of them regarding socially acceptable behaviour. We recognise that children have individual needs and that wayward behaviour may be the result of a far deeper problem, the cause of which may need to be addressed. This is a key feature of the role of the Learning Mentor, who works with children to make these improvements to their behaviour and attitude.

The school believes that good relationships foster positive behaviour so all staff endeavour to value each individual child. It is important that all adults working in the school uphold the values advocated within the school's aims. As a staff we aim to value each other, be polite and show respect for both people and property. The school aims to ensure that its high expectations of work and behaviour are adhered to as this provides a positive framework within which good behaviour can flourish.

It is recognised that some children may present continuing problems. It is the responsibility of all staff to give support to their colleagues over such issues.

Encouraging Good Behaviour
The school wishes to encourage:

- A respect and tolerance for each other as individuals with the school
- A regard for the safety and wellbeing of all members of the school community
- A respect for other people's property and for the fabric and equipment of the school
- A positive attitude towards work
- Self-discipline

The school views praise, and having a Growth Mindset as being an integral part of this process. Strategies vary from class to class depend on the age and needs of the pupils. By using a selection of the following strategies the school seeks to develop a framework for positive behaviour:

- Verbal praise
- Writing positive comments
- Stickers/stars for good work, caring attitude, helpfulness etc.
- Reading work to class with child's permission
- Celebrating mistakes which help us learn
- Displaying children's work
- Showing work to other staff or to the Headteacher
- A note or oral communion to the child's parents/carers
- Team Points
- Golden time
- Celebration assemblies
- Politeness and Courtesy Cup

It is important that everyone within the school is aware of the rights and responsibilities of each other.

Levels of Wrong Choices
The school has three categories for wrong choices, examples are as follows:

YELLOW Behaviour:

- Interrupting the lesson
- Not on task/not listening
- Distracting others
- Unsafe movement around the classroom
- Dropping litter
- Not allowing to join in games
- Calling/shouting out
- Climbing trees, bins and playing with branches
- Pushing and pulling
- Answering back/making inappropriate comments to adults
- Inappropriate noises
- Being unkind e.g. name calling
- Pushing in line/not lining up properly
- Not ignoring inappropriate behaviour
- Running in school
- Ignoring staff instructions
- Disrespectful language to another child or adult
- Disrespectful language to another child
- Bullying type behaviour (first instance reported)
- Spreading hurtful rumours about another child

ORANGE Behaviour:

Persistent Yellow Behaviour

RED Behaviour:

- Telling lies

- Refusing to work
- Refusing to take consequences
- Vandalism/ Damaging /destroying school property
- Throwing object at people
- Threatening other children
- Swearing
- Stealing
- Leaving the classroom without permission
- Verbal abuse to staff
- Physical violence
- Significant deliberate damage to another child's or school property
- Physical violence resulting in actual physical harm
- Racist behaviour

Dealing with Behaviour Problems

At all times the adult should:

- Be sensitive to the child
- Listen to conflicting reports of the incident
- Take relevant factors into account
- Be vigilant for deterioration in work, behaviour or physical appearance, and discuss any problems with the child
- Focus on the act rather than the child e.g. 'I like you, but I don't like your behaviour'
- Follow the School's Behaviour System and Restorative Justice approach

Consequences are displayed on the School's Behaviour Chart, and formed in discussion with children during sessions in September to establish class rules and consequences.

Consequences may include:

- Rule reminder
- Loss of privileges
- Time out in class
- Lunchtime Reflection
- Letter to parents
- Meeting with parents
- Inclusion
- Exclusion

For more serious behaviours, the Senior Leadership Team will deal with the matter.

Although every effort will be made to follow this whole school policy, there may be specific complex situations where this is not deemed to be the most effective course of action. If this is the case, the course of action to be followed will be discussed and agreed with the pupils and parents concerned.

Physical Intervention

In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils), or restraint (physically holding in order to bring a pupil under control). It should only be used as a last resort after other methods to de-escalate the situation have failed and after a verbal warning has been issued that unless the behaviour stops physical intervention will be used.

The use of force as an integral part of a child's daily physical management care is always defined by a specific individualised programme.

The School's policy on The Use of Force to Control or Restrain Pupils contains further details and should be read in conjunction with the Behaviour and Discipline Policy.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the School Code of Conduct is enforced in their class, and that their pupils behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that each child works to the best of their ability. The class teacher treats each child fairly and enforces the agreed classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance the class teacher deals with incidents him/herself in the normal way but if misbehaviour continues the teacher seeks advice and help from the Head Teacher or the Senior Leadership Team.

The class teacher may also contact a parent if there is a concern about the behaviour or welfare of a child, having first liaised with the Headteacher and any other involved adults.

The Role of the Head Teacher and the Senior Leadership Team

It is the responsibility of the Headteacher and the Senior Leadership Team to implement the School's 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 Head Teacher and the Senior Leadership Team 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 Head Teacher and the Senior Leadership Team keeps a record of all reported serious incidents of misbehaviour.

The Head Teacher 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.

The Role of Learning Mentors and Counsellors

In some circumstances, where a child's behaviour may be a barrier to their learning and making progress academically or socially, the Head Teacher, informed by class teachers and Senior Leaders may make referrals to the Learning mentors. The Mentors work closely with these children to provide support for their behaviour, working one to one and in small groups to overcome their difficulties. In more serious situations, where a child shows more extreme needs in their behaviour, the school employs a play therapist to provide a deeper level of support. Referrals are made through the Head teacher.

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 School Behaviour Expectations in the Home-School Agreement, and we expect parents to be supportive.

We expect parents to support the child's learning, and to co-operate with the school as set out in the home-school agreement, making use of My Learning to keep up to date with homework and information from class. We try to build a dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour, and strongly encourage parents to discuss any changes in home behaviour with the class teacher, the Senior Leadership Team or Head Teacher.

If the school has to use reasonable consequences, 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 after discussions with the class teacher and the Head Teacher, they should then contact the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of 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 in carrying out these guidelines.

The Head Teacher 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 Head Teacher must take this into account when making decisions about matters of behaviour.

Suspension and Exclusion Procedures
See separate Suspensions and Exclusions Policy (Procedures only.)

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis and report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records persistent minor classroom incidents. The Senior Leadership Team and the Head Teacher records incidents where

a child is sent to him/her on account of serious bad behaviour. The Head Teacher keeps a record of any child 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

Associated Policies:

- Exclusion Policy
- Mentoring Policy
- Counselling Policy

St. Anne Line Catholic Junior School **For every action there is a consequence……**

The children at St. Anne Line Catholic Junior School are generally polite, well behaved and eager to learn and succeed. However, a pupil may choose to behave inappropriately. In order to support the rights of other members of the school community these actions will have consequences.

The identified actions and suitable consequences were then put into three progressive stages, and are a guide for staff to use.

At St. Anne Line Catholic Junior School, we recognise that our partnership with parents and carers is a vitally important factor in the success of our work with the children. We endeavour to encourage this positive partnership, responding swiftly to parents' enquiries and concerns regarding behaviour and would expect parents to respond promptly to any concerns raised by the school regarding their child's behaviour. Pupils will take responsibility for their own actions and are aware of the School's expectations and the consequences of any inappropriate behaviour.

Positive attitudes and behaviour are encouraged, demonstrated and taught by all staff. Pupils have regular learning opportunities to ensure they understand their rights and responsibilities within our school community.

Children know that their parents will be notified regarding inappropriate behaviour, with the expectation that the behaviour will improved. Follow up meetings will also be part of standard practice in order to monitor the pupil's behaviour in school. All inappropriate behaviour is recorded and monitored by the Senior Leadership Team and the Head Teacher. The Senior Leadership Team and the Head Teacher reserve the right to use these consequences as they see fit, i.e. without following the above order, depending upon the severity of the behaviour.

Saint Anne Line Catholic Junior School is a level one Rights' Respecting school. At the heart of our school is the Convention for the Rights of the Child (CRC). This is evident in our planning, policies, practice and ethos.

- **Standard A: Rights-respecting values underpin leadership and management**
  The best interests of Saint Anne Line pupils are a top priority in all actions. The values and principles of the CRC at the heart of this policy.
- **Standard B: The whole school community learns about the CRC**
  The Convention is made known to children and adults. They use this shared understanding to work for global justice and sustainable living.
- **Standard C: The school has a rights-respecting ethos**
  Children and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.
- **Standard D: Children are empowered to become active citizens and learners**
  Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Saint Anne Line pupils develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

We are all following the St Anne Line Way

- Interrupting the lesson
- Not on task/not listening
- Distracting others
- Unsafe movement around the classroom
- Dropping litter
- Not allowing to join in games
- Calling/shouting out
- Climbing trees, bins and playing with branches
- Pushing and pulling
- Answering back/making inappropriate comments to adults
- Inappropriate noises
- Being unkind e.g. name calling
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- Persistent Yellow Behaviour

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