

# **Mary Immaculate Catholic Primary School**



## **Behaviour & Discipline Policy**

Agreed by the Governing Body

Chair of Gobs \_\_\_\_\_ Date; \_\_\_\_\_

Review Date	Reviewed by

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## 1. Introduction

As a school, Mary Immaculate sees each person as an individual, capable of making the correct choices in their education to develop intellectually, physically and emotionally whilst at our school. Our behavioural policies are designed to enable all to feel safe, to learn in a positive environment and to go forth from our school into the wider community with self-value and awareness of the importance and dignity that each and every person deserves. Our behaviour and discipline policy is therefore centred around three key words **READY, RESPECT, SAFE**. And these values underpin all our behaviour expectations and follow Pembrokeshire's agreed process as outlined in *Pembrokeshire's Approach for Behaviour Management Introduction (primary)* document.

The vision of the school regarding behaviour is "An **inclusive** school, which **inspires** staff and pupils to **improve** and excel within a caring environment". We also incorporate our Catholic Pupil Profile virtues. These emerged from work done by the British Jesuit schools in 2013, trying to answer the question: What kind of people do we hope our pupils are growing to be? We wanted to implement the Catholic vision of education as a time for learning and a time for formation in learning to live a good life.

By simplifying the importance of these values and striving for consistency from staff, a culture change can quickly take effect.

Consistency should be striven for in the following areas:

- Language and responses from teachers
- Follow up from staff and SLT
- Positive reinforcement
- Consequences
- Simple rules and expectations
- Respect from adults
- Emotional control from adults
- Behaviour routines and rituals
- Environment

In order to allow each pupil in Mary Immaculate School to reach their full potential, we believe that appropriate behaviour should be displayed and modelled by all of the adults around them. This is supported by encouraging pupils to be **ready** to learn, **respect** themselves and others and be **safe**.

## 2. Teaching and Learning Strategies to promote positive behaviour

Mary Immaculate is a school where pupils come to learn. When pupils' behaviour and attitude are improved and they are engaged in their learning experiences this will contribute to a positive outcome.

In order to enable teaching and learning to take place, desired behaviour in all aspects of school life is essential. The staff at Mary Immaculate School seek to promote an inclusive

learning environment in the school by the use of a range of strategies, including but not limited to:

- ✓ Giving all pupils the optimum chance to achieve
- ✓ Rewarding pupils when appropriate
- ✓ Promoting high self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ✓ Promoting a culture of praise and encouragement in which all pupils can achieve
- ✓ Allowing pupils the responsibility for their own behaviour
- ✓ Being aware that all pupils are individuals
- ✓ Offering strategies\* to minimise inappropriate behaviour
- ✓ Being consistent across whole school, enabling staff and pupils to maintain clear understanding of expectations while having due regard for any additional learning needs they may have
- ✓ Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in partnership with the school;

\*These will be tailored to the particular needs of the pupil and, where appropriate, be in line with any IDP/IBP or behaviour plan in place for the pupil

In order for this policy to be effective, it is very important that every member of the school community knows and understands it, and is aware of their part in its successful implementation.

## 2.1 Teaching Environment

Within each teaching environment there are expectations which all pupils need to adhere to. When pupils live up to these, it enables the teacher to teach, pupils to concentrate and for all to enjoy the learning experience.

## 2.2 Staff Responsibilities

Staff are also expected to adhere to the values of **READY**, **RESPECT** and **SAFE**<sup>1</sup> and encourage a positive learning environment. It is the responsibility of staff to manage their curriculum area and the behaviour of all pupils. Teaching staff will ensure that all pupils are able to access the curriculum and **MUST** ensure that all reasonable efforts are made to put appropriate strategies in place to enable this.<sup>2</sup> The Pembrokeshire Behaviour Approach<sup>3</sup> systems should be evident throughout the classroom and school. When these values are practised learning improves.

## 3. **READY, RESPECT, SAFE** in the classroom

The School has established expectations for the promotion of positive behaviour (See 2 above). This is reviewed regularly and forms the basis of classroom expectations.

These expectations are communicated to pupils and parents, are non-discriminatory and clear and are based on the principles that everyone at Mary Immaculate School is expected to be **READY** to learn, **RESPECT** each other and to keep themselves and others **SAFE**.

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<sup>1</sup> See Pembrokeshire's Approach for Behaviour Management (primary) document for further details

<sup>2</sup> In accordance with SEN Code of Practice 2002 (1.5) to be replaced with ALNTW Bill 2018 ( section 52)

<sup>3</sup> See Pembrokeshire's Approach for Behaviour Management (primary) document and Appendix A for scripts

Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

The following expectations are also regarded as good practice which are proven to positively influence behaviour within the classroom<sup>3</sup>. The aim of the school would be to embed these strategies in every classroom and with every member of staff so that pupils would have the same expectation in every lesson and be unable to exploit or explore inconsistencies.

- Meet and greet
- Routine for punctuality
- Positives not negatives on the board
- A routine for addressing negative behaviour
- A routine for recognising positive behaviour
- RIP and PIP (reprimand in private, praise in public)
- Reduce the power play
- Consistency of consequences
- Consistent language/Script
- Positive framing – know your pupils
- Consistency on the walls (school displays reflect consistent behaviour strategy)

#### **4. READY, RESPECT, SAFE in the school environment and beyond the gate**

The guidelines for break and lunch times are as follows:

- ✓ When you play, you must respect the right of other pupils to enjoy their leisure time safely
- ✓ Littering in and around the school site is not permitted and pupils who drop litter will face consequences
- ✓ Inappropriate language and behaviour on school premises will result in consequences
- ✓ Pupils are representing the school when they are travelling to or from school or taking part in a school event off site, such as a sporting fixture, a visit or a school journey. In such circumstances, all our usual expectations regarding respect for yourselves, for other people and for the environment apply.

#### **5. Managing Behaviour**

The headteacher and the deputy are responsible for the implementation and day-to-day management of the policy and procedures.

All staff, including teachers, associate staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in creating a high-quality learning environment, teaching positive behaviour for learning and implementing the policy and procedures consistently.

The Governing Body, headteacher and staff must ensure that pupils do not experience direct or indirect discrimination<sup>4</sup> through the implementation of this policy and procedure and must have due regard for any reasonable adjustments that may be required<sup>5</sup>. They will ensure that all concerns of pupils are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the implementation of the policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations, including by use of a child friendly and suitably adapted ALN format of the policy. Pupils will also be encouraged to take responsibility for the school environment making it both safe and enjoyable by reporting all undesirable behaviour.

## **6. Rewarding Positive Behaviour**

Mary Immaculate believes being **Ready** to learn, **Respect** and **Safe** should be an expectation for all. Our school uses a variety of systems to recognise positive behaviour such as weekly merit certificates, reward time, top table, notes in diary and 'caught moments' which are shared with parents in weekly newsletter. However, over and above behaviour is recognised with Mary Immaculate's reward system. This sincere recognition is therefore communicated to the home and is an acknowledgement of outstanding contribution to school life.

## **7. Discipline - Managing Consequences**

### **7.1 Behaviour Management**

If a pupil is judged to be not **Ready** to learn, not **Respectful** or not acting **safely** whilst representing or being in school then the school consequence system is employed.<sup>6</sup>

### **7.2 Consequences and Sanctions**

When a pupil exhibits certain behaviours a range of consequences will result. These behaviours may include:

- B1 Failure to conform to Behaviour Requirements or Classroom Standard Procedure.
- B2 Low level disruption: more than one failure to conform, more than one instance of negative behaviour.
- B3 Disruption of the whole class/lesson.
- B4 Constant disruption or rudeness.

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<sup>4</sup> Equalities Act 2010

<sup>5</sup> SEN Code of Practice 2002 to be replaced by ALNTW Bill 2018- Reasonable adjustments see end of main document for legal definition

<sup>6</sup> Due regard for any reasonable adjustments to this system MUST be considered for any pupil with ALN

B5 Removal from lesson for violence, swearing, offensive or threatening behaviour including offensive or discriminatory language.

Behaviour	Consequence <sup>6</sup>	Staff Action
B1	Verbal warning to pupil.	Where persistent failure - Reason recorded <sup>7</sup>
B2	5 minutes off break time with teacher or designated member of staff	Where persistent failure - Reason recorded along with time, date, staff and location for loss of time. Communicate with parents in home/school diary and/or SeeSaw.
B3	Loss of break-time with teacher or designated member of staff	Reason recorded along with time, date, staff and location for detention. Communicate with parents in home/school diary and/or SeeSaw.
B4	Loss of break-time/lunchtime and other privileges.	Request to meet with parents to discuss their child's behaviour.
B5	Move to another class/HT office so that their own class' progress/learning is not affected.	SMT to remove pupil and escort them to suitable identified location. Request to meet with parents to discuss their child's behaviour.

### 7.3 Truancing

Pupil attendance is extremely important in Mary Immaculate School.

Mary Immaculate school operates an early home contact policy for any absent pupil. If a pupil is truancing from school parents/carers are informed immediately and sanctions are put in place on their return. For safeguarding reasons, pupils at Mary Immaculate School are forbidden to leave the site in the school day without prior consent from their parent/carer. Should a pupil leave school without consent then the school's emergency procedures<sup>7</sup> will be followed.

### 7.4 Offensive Weapons

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person or intended by the person having it with him/her for such use.' This includes 'any article which has a blade or point or is sharply pointed.' We define this further by making it clear that all pocket knives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

Pupils who have an offensive weapon will have the offending article removed from them. This will not be returned to the pupil. The parent/carer will be informed and may request permission to pick the article up from the school. A decision about whether this will be granted will be made in liaison with the police. The pupil will be removed from lessons while the investigation takes place.

<sup>7</sup> See Child Missing from School policy

The pupil may be excluded either for a fixed term or permanently as a result of this act. This decision will be taken when full information is known.  
All of the above also applies to fireworks and other explosive material.

### **7.5 Sharing of offensive material**

This is deemed as unacceptable and inappropriate. Pupil will be isolated until relevant outside agencies have been contacted and advice taken. Where appropriate consequences are imposed.

### **7.6 Drugs, alcohol and illicit substances**

If staff or pupils report a suspicion of any person involved with drugs, alcohol or paraphernalia then the person/s will be interviewed, possibly searched and parents contacted. This situation raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the pupil will receive appropriate consequences. In some circumstances a search may take place without consent this would be carried out within the boundaries set by the Department of Education. (February 2014)

Any item found, will be confiscated. Drugs and paraphernalia will be removed from the school site by the police; alcohol will be destroyed.

Any incident relating to illegal substances will be reported to the linked police officer to the school or via phone contact to 101 or 999 depending upon the seriousness of the incident. In addition to this, appropriate consequences will be considered by the school. The pupil may be excluded either for a fixed term or permanently as a result of the investigation and the seriousness of the incident. The school will also refer pupils to external support agencies. If a pupil is found with tobacco or e-cigarettes, parents will be informed and appropriate sanctions will be issued

### **7.7 Use of Mobile phone**

The use of mobile phones or other personal devices by pupils is not permitted by pupils in Mary Immaculate School.

### **7.8 Smart Watches**

The use of smart watches by pupils is not permitted by pupils in Mary Immaculate School.

### **7.9 Incidence of Racism or Discriminatory Behaviour and Language**

Following an incident, the matter will be investigated by a member of SMT. An informal procedure will be used to address the behaviour where the investigation shows that the racism, discrimination or slur may have been unintentional, and that the perpetrator may not have been aware of the fact that his or her behaviour was offensive or unacceptable. If it is deemed to be a deliberate act of discrimination, then the school's sanction and restorative practice process should be used. If it is further deemed that the behaviour was deliberately



based on any of the protected characteristics<sup>8</sup> then an uplift to the severity of the sanctions should be considered.

All incidents will be reported and logged according to LA policy<sup>9</sup>.

## **8. Fixed Term Exclusions**

The use of Exclusion from school, whether it be for a fixed term or permanently, is always the last resort. 'Exclusions should not be used if alternative solutions are available'<sup>10</sup>. Only the headteacher can exclude a pupil. In their absence the Deputy Head or in their absence the most senior teacher may exercise the power but the parent/carer needs to be informed in the letter sent home that this was in the absence of the headteacher. The headteacher cannot routinely, or on an ad hoc basis, delegate the power to another teacher.

The decision to exclude a pupil is not taken lightly and a thorough investigation into the events that led to this poor behaviour need to be looked at closely. When the headteacher feels that there is no other appropriate sanction for the behaviour displayed they will exclude. However, the headteacher should satisfy themselves that reasonable alternatives to exclusion have been investigated especially for those pupils with ALN or LAC. In the case of pupils with ALN the headteacher must have due regard for the pupil's ALN and must<sup>11</sup> also have considered a range of alternative consequences to address the behaviour. The headteacher must come to the conclusion that it is reasonable and proportionate to exclude the pupil on this occasion. It is good practice for the headteacher to record all of these alternatives that have been considered and the reasons that they deem them to not be sufficient given the nature of the incident and so Exclusion is the only appropriate sanction left for them. Parents/Carers are contacted by school and informed of the decision and an explanation is given to why this action is deemed necessary. We at Mary Immaculate School follow this good practice.

It is good practice for a meeting to be arranged with the Parent/Carer on the pupil's return to school, this is to address the behaviour displayed and also strategies that could be used in future to minimise their unacceptable behaviour. The pupil's IDP/IBP or behaviour plan is updated and reviewed if appropriate or a new Behaviour Plan to aid the successful re-integration of the pupil back into school is considered. Following an exclusion, pupils return to school and will have a debriefing meeting with the headteacher or another suitable member of the SLT, during which the pupil is able to reflect on their behaviour and any additional strategies that have been agreed to help address the pupil's future behaviour are reinforced. This is a time for positivity and ways forward and to ensure the pupil is aware of the school's future expectations.

The governors of the school must be informed of all fixed term exclusions.

## **10. Permanent Exclusion**

A permanent exclusion is the most severe consequence within the school system. This is only considered when all other avenues have been exhausted<sup>12</sup>. The decision to permanently exclude can only be made by the headteacher. The headteacher then raises

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<sup>8</sup> As defined under the Equalities Act 2010

<sup>10</sup> Exclusions from Schools and PRU 171/2015 section 1.5.1

<sup>11</sup> SEN Code of Practice 2002 to be replaced with ALNTW Bill 2018

<sup>12</sup> Exclusions from schools and pupil referral units 171/2015

this with the relevant Governor's committee for them to address the Head teacher's views regarding the pupil. As for fixed term exclusions, headteacher must have due regard to explore all other sanctions including all reasonable adjustments to current policy and practice and have come to the conclusion that a permanent term exclusion is a reasonable and proportionate response to the pupil's actions even given their ALN.

Signatures - Headteacher: .....

Chair of Governors: .....

Responsible Senior Member of staff: .....

Pupil Representative: .....

## Definition of Reasonable Adjustments

### Equalities Act 2010 section 4.13

“Reasonable adjustments and when they have to be made -The duty to make **reasonable adjustments** applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled\* pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties. “

*\*For the purposes of this policy, any pupil with a recognised ALN is deemed to have a disability whether they have an additional defined ‘disability’ or not, and so will be afforded reasonable adjustments*

**Appendix A – Examples of posters to summarise strategies for staff to use (add school logo to each poster):**

**Five Pillars for managing behaviour –non negotiable**

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

**Absolute Consistencies in Adult Behaviour**

There are 5 consistencies that all staff will uphold in all interventions:

1. Model positive behaviours
2. 'Ready, Respectful, Safe' displayed and taught.
3. We will not shout at learners. Praise publicly and reprimand privately.
4. Disruptive learners will be calmly and slowly stepped through sanction steps giving 'take up time', every time.
5. We will personally follow up every time and engage in reflective dialogue with learners.

**Rules**

We have three school rules that we constantly reinforce

- ❖ Ready
- ❖ Respect
- ❖ Safe

**Restorative Questions**

**(Reflective Dialogue)**

1. What's happened?
2. What was each person thinking?
3. Who feels harmed and why?
4. What has each person thought since?
5. What behaviours will each person show next time?
6. Reaffirm your commitment to building a trusting relationship

**30 Second Intervention** (*suggested script*)

Non-threatening, on their level and by their side

I've noticed....

It is the rule...

I need you to...

You have chosen...

Do you remember...

That is the behaviour I need to see today...

Thank you for...

### Appendix B Example behaviours

<b>Behaviour</b>	<b>Consequence/Sanction<sup>13</sup></b>
In class failing to complete work as a form of disruptive or defiant behaviour	B2 or B3 Detention If continues SLT
Swearing – in conversation but not at a member of staff	Appropriate intervention by teacher Consider detention if continues
Swearing at a member of staff	Internal exclusion and immediate contact with parent Consider fixed term exclusion, subject to circumstance and severity
Theft of school's or other's property	For low value item that can be returned – B1 /B2 for first incident Increase sanction up to and including possible exclusion depending on value of item and repeated nature of behaviour Where behaviour is repeated parent/carer to be contacted
Deliberate damage to school's or other's property	For low value item to be replaced or repaired if possible– B1 /B2 for first incident Increase sanction up to and including possible exclusion depending on value of item and repeated nature of behaviour Where behaviour is repeated parent/care to be contacted
Open defiance/Gross disobedience	Following investigation of context could result in Exclusion Letter home
Fighting/aggressive behaviour towards pupil	Following investigation could result in Internal Exclusion, or possible Exclusion from school. Phone home Breaks and lunchtime supervisions
Deliberate aggressive behaviour towards staff	Following investigation could result in Internal Exclusion, or possible Exclusion from school. – expectation of uplift to sanction (compared with against another child) in recognition of seriousness of attack on an adult. Phone home Breaks and lunchtime supervisions
Misbehaviour at break/ lunchtime/change of lessons – boisterous/shouting/running in the crowded corridors	Supervised breaks and lunchtimes
Failure to behave in the dinner hall	Move to sit next to other children for a fixed term. May consider break and lunchtime supervision.

<sup>13</sup> **Must** always have due consideration for reasonable adjustment to sanctions for pupils with ALN