



**St. Mary's College**  
Preparatory School

**Behaviour and Discipline Policy**

**Date Written: August 2016**  
**Reviewed: April 2021**

## **St Mary's College Preparatory School – The Prep**

### **Behaviour and Discipline Policy (This policy includes EYFS Reception, KS1 and KS2)**

This policy has been written in consultation with staff and governors of The Prep and with due regard to the school's mission statement:

**Our Mission is to provide an independent Catholic education for boys and girls of all faiths aged 0-18; to provide individual challenge towards holistic and balanced development, service and achievement for life and beyond; and to try to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.**

#### **1 Aims and objectives**

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 mutual trust and respect for all. The school's 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 in which everyone feels happy, safe and secure.

In keeping with the DfE guidelines on '**Behaviour and discipline in schools' (2016)**, our policy outlines our code of conduct as well as the use of sanctions and rewards to ensure our high standards are maintained.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. Teachers have authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way whilst having due regard for the age and level of development of all the children in our care.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **2 Rewards and sanctions**

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

- Teachers congratulate children.
- Teachers give children house points.
- Each week a child is awarded House Point Champion medal for each class.
- The house that is leading with points is announced each week.
- The winning house captains collect the House Cup at Prize Giving.

- Each week, we nominate a child from each class to be 'star of the week'.
- Each 'star of the week' receives a certificate in the school assembly.
- Each week we nominate pupils to receive 'Musician', 'Singer' and 'Sports Person' of the week
- Pupils are awarded Bronze, Silver and Gold stars leading to the School Ambassador Award presented in the school assembly.
- The Head sends personalised cards to families highlighting achievement across the curriculum.

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident by advising the Headmaster in writing and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during an appropriate time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-Bullying Policy)

Corporal punishment is not used or threatened by any member of staff at The Prep. 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. The actions that we take are in line with government guidelines on the restraint of children.

The current guidelines in DfE **Use of Reasonable Force (July 2013)** state that a school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Should the occasion arise that reasonable force has been used then the school will inform the child's parents on the same day or as soon as is reasonably practicable.

All instances of use of reasonable force are recorded by the Headmaster and kept on file by him. The member of staff involved will provide full details of the incident to the Headmaster as soon as is practicable.

### **3 The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher may put in place their own system for managing class behaviour. This will be done with the consent of the Headmaster.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the Class Behaviour Log. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior member of staff.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The role of the Headmaster**

The Headmaster is the named person for managing behaviour in the school, and reports to governors, when requested, on the effectiveness of this policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headmaster keeps records of all reported serious incidents of misbehaviour in the Central Behaviour Log.

The Headmaster 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 Headmaster may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **5 The role of parents**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning and to cooperate with the school, as set out in the 'Form of Acceptance' document. We try to build a supportive dialogue between the home and the school and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

Should the school have to put in place reasonable sanctions as a result of a child's behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 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 Headmaster in adhering to these guidelines.

The Headmaster has the day-to-day authority to implement the school's policy on behaviour and discipline but governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

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

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard DfE guidance called **Exclusion from Maintained School, Academies and Pupil Referral Units (2017)**.

Only the Headmaster (or the acting Headmaster) has the power to exclude a child from school. The Headmaster may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances or where a child's persistent disruptive behaviour is judged to be acting against the interests of the school community as a whole, the Headmaster may exclude a child permanently. It is also possible for the Headmaster to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Where permanent exclusion is being contemplated either generally or where a fixed term exclusion has been issued with a view to possible permanent exclusion, the child and parents will normally have been warned that this is within the range of options being considered.

If the Headmaster excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. Parents will normally, unless an exclusion is deferred, be requested to remove the child from school premises immediately and not allow them to be in a public place in school hours for the first five days of any exclusion. In carrying out an exclusion the school will consider the interests and health and safety of the child concerned and the wider school community as a whole. At the same time, the Headmaster makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headmaster informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmaster.

When the governing body meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.

If the governors' appeals panel (the governing body delegates the authority to the appeals panel) decides that a child should be reinstated, the Headmaster must comply with this ruling.

The Headmaster must take account of his statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the **SEND Code of Practice 2014 0-25 years (2015)**.

## **8 Monitoring and review**

The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports 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 concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmaster records those incidents in which a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Headmaster 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. The governing body will pay particular attention to matters of racial equality. Under the **Equality Act 2010** schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

## **9 The Equality Act 2010**

In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **Reference should be made to:**

Statutory Framework for Early Years and Foundation Stage (2017)

Anti-Bullying Policy

SEND and Inclusion Policy

Curriculum Policy

Equal Opportunities Policy

Safeguarding and Child Protection Policy

Safer Guidance for Adults Working with Children and Young Adults (2015)

Staff Code of Conduct

Equality Act 2010

SEND Code of Practice 2014 0-25 years (2015)

DfE Exclusion from maintained schools, academies and pupil referral units (2017)

DfE Use of Reasonable Force (2013)