



### 1 Aims and objectives

- 1.1 It is a primary aim of all the schools within the Anfield Organisation that every member of the school community feels valued and respected, and that each person is treated fairly and in line with the school's vision, mission and goals. We are a caring, Catholic community, whose family-centred values are built on mutual trust and respect for all. Our behaviour policy promotes members of the school living and working together in a supportive manner. It aims to foster an environment in which everyone feels happy, safe and secure, with a strong emphasis on working with parents and carers through highly valued home/school partnerships.
- 1.2 Our school uses a range of strategies to promote positive behaviour eg. agreed class rules. These are 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.
- 1.3 Our school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 Our 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.

### 2 Rewards

- 2.1 We praise and reward children for good behaviour in a variety of ways.

#### ***House Points***

Each child is allocated to a "House" on their admission to the school. House points are awarded by school staff during the school day, for both good conduct and academic achievement.

During a term, the house points are totalled weekly. The House that has gained the most house points during the week becomes "House of the Week" and this is recognised and celebrated at assembly on Friday with the award of the house mascot.

At the end of the term, house points are totalled to give a "Termly House Winner", which is celebrated in the end of term assembly. At the end of the year, the House with the most points overall, receives the award of a trophy, engraved with the House name, which is then kept in the Hall.

On an individual student level, when a child reaches 50, 100, or 150 house points, they receive either a Bronze, Silver or Gold Certificate as a reward.

### **Star of the Week**

Each week, usually, one child is chosen to receive a “Star of the Week” certificate in each class. These are awarded for a range of positive aspects as teaching staff feel appropriate in line with our vision, mission and goals:

For example: Close co-operation, enthusiasm and endeavour, tolerance and respect for others, good behaviour. Children will also be rewarded for academic achievement.

In order to give these a high profile, certificates are awarded in the Friday assembly. Students are encouraged to take them home to parents.

### **Golden Time**

Each Friday afternoon, the children have Golden Time, a special time where they can choose from a range of activities. The length of golden time a child can have depends on the number of golden time minutes they have gained.

- 2.2 Our school acknowledges all the efforts and achievements of children, both in and out of school eg. success in community competitions, activities and projects.
- 2.3 Our school employs a number of staged sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Stage 1 – Verbal warning	Child to be issued with a verbal warning.
Stage 2 – Visual warning	Child to be issued with a visual warning. This is to be class based (colours, pictures etc.).
Step 3 – Consequence	Removal of golden time, letter of apology etc.
If unacceptable behaviour continues (reaching step 3, 3 times in a week), the following steps will be followed:	
Step 4 – Contact parent	Teacher contacts parent via email, phone call or at school in the morning or afternoon. All communication to be recorded and placed in the child’s file.
If inappropriate behaviour persists:	
Step 5 – Child to be sent to Key Stage Leader	Child to be sent to relevant Key Stage Leader to discuss their behaviour and be warned of the consequences of continued unacceptable behaviour.
If inappropriate behaviour persists:	
Step 6 – Parent meeting with Teacher and Key Stage Leader and behaviour report issued.	Parent to be called into school for a meeting with child, class teacher and relevant Key Stage Leader. Child to be put on a behaviour report (up to 4 weeks) with daily/weekly targets. All staff will be informed and help to monitor the child’s behaviour. If the report results in a positive turnaround, another meeting will be held with all parties, to formally take the child off the Behaviour Report and praise their efforts.
Step 7 - Parent meeting with teacher & Vice Principal/Principal	If the child’s behaviour has not improved, the parent will be called into school for a meeting with child, class teacher and Vice Principal/Principal to discuss next steps.
Step 8 – Internal exclusion	Child to be removed from class and work in isolation with the Vice Principal/Principal/SENCo supervising the child.

<p>Step 9 - Expulsion</p>	<p>After repeated serious misbehaviour, and especially where a student repeatedly fails to co-operate with the School, the Principal may make the decision that the student should leave the School.</p> <p>The Principal will make an appointment with parents to explain the situation face-to-face.</p> <p>The Principal will give due consideration to mitigating factors and to comments by parents. Where possible, the Principal will consult the Chairman of the Board before making a decision. Parents may ask for reconsideration of the decision by writing to the Chairman of the Board, who will set up a sub-committee to carry out a review. At the conclusion of the review, the sub-committee will either support the Principal's decision or refer the case back to him/her for reconsideration in the light of factors raised during the review.</p> <p>Generally the Principal's aim is to combine a necessary firmness of discipline with compassion for human error and an understanding of the temptations among which young people have to live. He/she is therefore reluctant to use the penalty of expulsion from the School except in the most serious cases, but he/she is at the same time determined to protect the School and its community.</p>
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### **Individual Incidents of Serious Misbehaviour**

Incidents of serious misbehavior, which threaten the child's own safety or that of other students, are referred to the Principal immediately. Parents will be informed and asked to attend a meeting with the Principal and class teacher to discuss the matter and agree appropriate action.

### **Suspension**

Suspension for a period of time may also be imposed for serious offences e.g. harm of any kind to others, physical or mental abuse, drugs or alcohol offences, and other offences judged by the Principal to be of similar seriousness. Actions which lead to suspension are a breach of that covenant of consent and trust on which the life of the school is based.

When the decision is taken to suspend a student, the Principal will speak to the parents, explain the offence and the decision and make arrangements for the student's immediate departure. Class teachers will arrange for work to be done at home.

The student will be expected to show repentance by appropriate letters of apology and by hard work at home. A period of reflection at home often helps to recover perspective. The support of parents for the school's action is essential and much valued.

- 2.4 Our school ethos is communicated to students through assemblies and daily interactions. In addition, each class also has its own classroom code of conduct, 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.
- 2.5 Our school does not tolerate bullying of any kind (refer to anti-bullying policy).
- 2.6 Staff in our school do not physically punish children. Staff members only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself (see *Appendix 1*). Anfield does not sanction the administration of corporal punishment by any

adult to enforce discipline in the school.

2.7 Food is not used as a reward for desirable behaviour.

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

3.1 It is the responsibility of class teachers to ensure that the school ethos is enforced in their classes, and that the children behave in a responsible manner.

3.2 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.

3.3 The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding, regardless of faith, ethnicity or gender. No member of staff will ever humiliate a child.

3.4 If a child consistently has difficulty in adhering to school expectations, the class teacher will deal with these incidents him/herself in the normal manner. However, if the challenging behaviour continues, the class teacher will seek help and advice from the Principal, Vice Principal and/or SENCo, in order that an Individual Behaviour Plan can be put in place.

3.5 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 Principal**

4.1 It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to the Board, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

4.2 The Principal supports the staff in the whole school implementation of the policy, by setting the expected standards of behaviour, and by monitoring.

4.3 The Principal keeps records of all reported serious incidents of misbehaviour.

4.4 The Principal 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 Principal may permanently exclude a child. These actions are taken only after the school Board has been notified.

### **5 The role of parents and carers**

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

5.2 We explain the school ethos in the school prospectus, and we expect parents and carers to endorse this.

5.3 In the Primary School, parents commit to a home–school agreement, which states that the parents and carers will support their child's learning, and cooperate with the school. As an organisation, 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.

5.4 If the school has to apply sanctions, 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 appropriate Senior Manager.

## **6 The role of the Board**

- 6.1 The Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Board members support the Principal in adhering to these guidelines.
- 6.2 The Principal has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Board may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

## **7 Expulsion**

- 7.1 We do not wish to expel any child from school. However, sometimes this may be necessary on Health and Safety grounds, or where there are concerns regarding the school's ability to meet an individual student's needs.
- 7.2 Only the Principal (or the acting Principal) has the authority to expel a child from school. (Refer to the staged sanctions table above, Step 9).

## **8 Monitoring and review**

- 8.1 The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents in which a child is sent to him/her on account of repeated undesirable behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- 8.3 The Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- 8.5 The Board reviews this policy annually.

## ***Appendix 1***

On occasion there may be a need to physically intervene when there is an obvious risk to the safety of our children, staff, or property. Such intervention or restraint is termed *Positive Handling*. Positive Handling is only likely to be needed if a child appears to be unable to exercise self-control of emotions or behaviour. It uses the minimum degree of force necessary for the shortest period of time until the child is calm.