

## **Margaret Roper Catholic Primary School**

Russell Hill Road, Purley, Surrey, CR8 2XP  
Telephone: 020 8660 0115 Fax: 020 8660 9656  
Email: [office@margaretroper.croydon.sch.uk](mailto:office@margaretroper.croydon.sch.uk)

**Head Teacher: D. J Mooney**  
Assistant Head Teachers: C. Garcia, E. Holloway

**‘Caring, Learning  
and achieving together as part of  
God’s Family’.**

# **Behaviour & Discipline Policy & Statement of Behaviour Principles**

Responsible: Ethos Committee

Created: 2014

Last Revision: June 2018 (Full revision)

Date last reviewed: June 2018 (next review, June 2020)

# Contents

1. Aims .....	2
2. Legislation and statutory requirements .....	2
3. Definitions .....	3
4. Bullying .....	3
5. Roles and responsibilities .....	4
6. Pupil code of conduct .....	5
7. Rewards and sanctions .....	6
8. Behaviour management .....	6
9. Pupil transition.....	7
10. Training .....	8
11. Monitoring arrangements.....	8
12. Links with other policies.....	8
Appendix 1: written statement of behaviour principles.....	9
Appendix 2: staff training log .....	10
Appendix 3: behaviour log.....	21
Appendix 4: letters to parents about pupil behaviour – templates.....	22

.....  
.....

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

Margaret Roper is a Catholic School and the actions of all members of the community must be rooted in Gospel values. These values as they relate to school are defined in our statement of Behaviour Principles, which is appended to this policy.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, including answering back to any adult
- Incorrect uniform
- Refusal to comply with a request from a member of staff

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

## 5. Roles and responsibilities

### 5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Ethos Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Ethos Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

**“Love one another as I have loved you”**



As children of Margaret Roper School we must show **CARE, COURTESY** and **CONCERN**.

### **CARE:**

for others as we would like to be cared for ourselves.  
for our school buildings, gardens and equipment.  
for all things as God gave them to us.  
for ourselves and how we look.  
for our work and how we present it.

### **COURTESY:**

to all people at all times, with a smile.  
to each other, in and around school.  
to all adults in school.  
to visitors to our school, a welcoming smile and greeting.

### **CONCERN:**

that each classroom is a welcoming place to be.  
that our school is a happy place for everyone.  
for all living things in our school, people, animals, plants, flowers.  
for those who need our help, are hurt, sad or lonely.  
for those less fortunate than ourselves.

Therefore, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- St Teresa Award

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on 'Headteacher's report'

**See Appendix 2 – Behaviour procedures**

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption

- Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

While any member of staff may use physical intervention if they believe that it is reasonable in the circumstances to do so, instances when it will be used will normally follow recourse to a member of the senior leadership, who will have had specific training.

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Our online pastoral management system (CPOMS) will keep a record of incidents. Staff are responsible for logging these incidents on CPOMS.

## **10. Training**

Our staff are provided with training on managing behaviour, including, where appropriate training on using physical intervention.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Ethos and Pupil Discipline Committee every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Early Help and Safeguarding policy
- Anti-Bullying Policy



- Appendix 1:

# School Statement on Behaviour Principles

## Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Margaret Roper Catholic Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Margaret Roper Catholic Primary School, though he must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

## Principles:

- As a Catholic Voluntary Aided School, Margaret Roper Catholic Primary School will apply Gospel Values to application of its policies, including behaviour. This will be modelled by and expected of all members of the school community.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- Margaret Roper Catholic Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

## Appendix 2: Behaviour procedures

### IN-CLASS

#### Stage One:

- ❖ Within class positive discipline strategies (assertive discipline) are applied.
- ❖ Each class will have Class rules which have been agreed and Class teachers may have their own reward systems for good behaviour. These may include, in addition to positive comments from adults, stickers, certificates, notes home.

#### Stage Two

If a problem persists the following strategies may be applied

➤ **Loss of break**

This should only be for a few minutes at the beginning of break and must be supervised by an adult.

➤ **Time-out**

This can operate at different levels

Level 1: within the classroom for about 5 minutes

*No paper work is needed for this action*

Level 2: with a partner class for about 10 minutes

- Partner Classes – Y1 & Y2 / Y3 & Y4 / Y5 & Y6

NB If a partner class is not in their room (e.g. at PE) then the pupil may be sent to another class.

- This must be recorded on the appropriate form (yellow form A) by the Class teacher and a copy given to a member of the headship team
- A receiving teacher will only accept a pupil if they bring a yellow form with them.
- The pupil should either be sent with current work or a Reading Book

➤ **Loss of Golden Time**

#### Stage Three

If Level 2 of Time –out occurs more than twice in a week the child will be referred to a member of the headship team with a written account of why this is necessary

#### Stage Four:

If the child is referred to a member of the headship team more than twice in a half-term the parents will be contacted and invited to a meeting to discuss the behaviours.

At this stage the Head teacher may also be involved and chair the meeting alongside the parents, class teacher and Assistant Head Teacher. A record of the meeting will be retained by the Head teacher. (Form C) and will be placed on the school information management system (CPOMS)

## **Stage Five:**

If following this meeting the child is again referred to a member of the Headship Team, the pupil will be placed on 'Head teacher's report' (Form D) and the parent informed in writing. 'Head teacher's report' will initially be for one week with each session monitored by the Class teacher and a member of the headship team at the end of the morning and afternoon sessions.

## **Stage Six:**

If this is not successful then it will be necessary to consider whether the child should be placed on the SEN Register for behaviour.

## **Stage Seven:**

If after all these stages the behaviour persists a meeting will be arranged with the child, parents, Class teacher, Head teacher and a member of the headship team in order to set up a PSP (Pastoral Support programme)

Advice may be sought from the Local Authority Pupil Referral Team.

## **Incidents of particular seriousness**

If an incident occurs which could place a pupil or others at risk then a temporary or permanent exclusion will be considered.

## Behaviour Stage 2

## TIME-OUT (LEVEL 2)

<b>NAME</b>	<b>CLASS:</b>
<b>DATE:</b>	<b>TIME:</b>
<b>REASON FOR REFERRAL</b> <ul style="list-style-type: none"><li>▪ Persistent talking</li><li>▪ Distracting others</li><li>▪ Refusal to follow instructions</li><li>▪ Avoiding work</li><li>▪ Other :</li></ul>	
<b>COMMENTS</b>	
<b>SIGNED (CT/Supply teacher / TA)</b>	

Behaviour Stage 3

REFERRAL TO HEADSHIP TEAM

<b>NAME</b>	
<b>CLASS:</b>	<b>DATE:</b>
<b>REASON FOR REFERRAL</b>	
<b>REFERRED BY:</b>	
<b>COMMENTS by Deputy Head Teacher</b>	
<b>Signed:</b>	

Behaviour Stage 4

Meeting with Parents/Carers

Name:

Class:

Date:

Present:

Chaired By:

Background:

Agreed Actions:

Review date:

**MARGARET ROPER SCHOOL**  
**Behaviour Stage 5 Sample Headteacher's Report**

**Form D (KS2)**

<b>Name:</b>	<b>Class:</b>
	<b>Date:</b>

**Target agreed:**

Date	TARGET ACHIEVED			
	Comments		Headteacher/Deputy Headteacher	Y/N
	morning	afternoon		
Monday	<b>Pupil:</b>	<b>Pupil:</b>		
	<b>Class teacher:</b>	<b>Class teacher:</b>		

<b>Tuesday</b>	<b>Pupil:</b>	<b>Pupil:</b>		
	<b>Class teacher:</b>	<b>Class teacher:</b>		

Date	TARGET ACHIEVED			
	Comments		Headteacher/Deputy Headteacher	Y/N
	morning	afternoon		
<b>Wednesday</b>	<b>Pupil:</b>	<b>Pupil:</b>		
	<b>Class teacher:</b>	<b>Class teacher:</b>		
<b>Thursday</b>	<b>Pupil:</b>	<b>Pupil:</b>		
	<b>Class teacher:</b>	<b>Class teacher:</b>		



Friday	<b>Pupil:</b>	<b>Pupil:</b>		
	<b>Class teacher:</b>	<b>Class teacher:</b>		

**MARGARET ROPER SCHOOL**





**Form D (EY/KS1)**


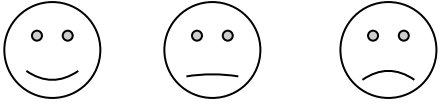


**Behaviour Stage 5 Headteacher's Report**



<b>Name:</b>	<b>Class:</b>
	<b>Date:</b>

<b>Target agreed:</b>
-----------------------

Date	TARGET ACHIEVED		
	Comments		Headteacher/Deputy Headteacher
	Y/N		
	morning	afternoon	

<b>Monday</b>	<b>Pupil:</b> 	<b>Pupil:</b> 		
	<b>Class teacher:</b>	<b>Class teacher:</b>		
<b>Tuesday</b>	<b>Pupil:</b> 	<b>Pupil:</b> 		
	<b>Class teacher:</b>	<b>Class teacher:</b>		

Date	TARGET ACHIEVED			
	Comments		Headteacher/Deputy Headteacher	Y/N
	morning	afternoon		
Wednesday	<b>Pupil:</b> 	<b>Pupil:</b> 		
	<b>Class teacher:</b>	<b>Class teacher:</b>		
Thursday	<b>Pupil:</b> 	<b>Pupil:</b> 		

	<b>Class teacher:</b>	<b>Class teacher:</b>		
<b>Friday</b>	<b>Pupil:</b>  	<b>Pupil:</b>  		
	<b>Class teacher:</b>	<b>Class teacher:</b>		

### Appendix 3: behaviour log

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

## Appendix 4: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_