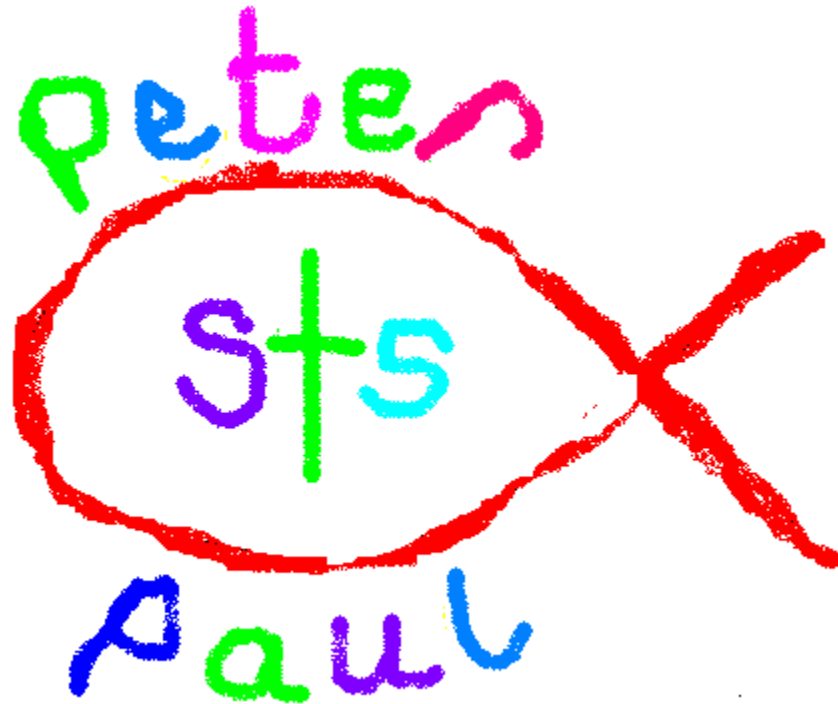


Ss Peter and Paul Catholic Academies



Learning to Value

Learning to Give

Learning to Achieve

Growing together in the Peace of Christ

Care and Concern Policy

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Aims and objectives

It is a primary aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We aim to be a caring community, whose values are built on mutual trust and respect for all and who try to live out Gospel values.

The schools' care and concern policy is therefore designed to support the way in which all members of the schools can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure with Christ at the centre of all we do.

The schools have developed some simple golden rules that are decided upon and agreed upon as school communities. These are reviewed by staff and children and they direct that these are agreed rules that apply to both children and adults. These golden rules are reviewed each year by the whole school community.

This policy supports the school communities in aiming to allow everyone to work together in an effective and considerate way where everyone feels valued. It aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

The schools reward good behaviour, as they believe that this will develop an ethos of kindness and cooperation. Of paramount importance in the application of this policy is that at all times the dignity of the child be safeguarded.

Positive Reinforcement

We offer a positive approach to encouraging good behaviour, through praise and reward for good behaviour in a variety of ways:

- Teachers regularly congratulate children.
- Teachers give certificates and stickers to individual children or as part of whole class reward systems.
- We distribute such merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Whole school reflective prayer sessions focus on and highlight positive behaviours displayed by individuals or classes throughout the week.

The schools acknowledge all the efforts and achievements of children, both in and out of school. Regarding children's achievement out of school, e.g. music or swimming certificates, these occasions are complimented upon in whole school gatherings

The schools use the Agreed Golden Rules as a basis for discussion on the occasions where pupils have not adhered to these rules in order to ensure a safe and positive learning environment.

Ss Peter & Paul's Golden Rules

As people who try to do what Jesus taught us we will:

Be kind, helpful and gentle.

Look after and care for ourselves, other people and the world around us.

Treat other people the way we would like to be treated.

Always do our best.

Always tell the truth.

Some classes may agree codes such as rules for talk in their own classrooms. In this way, every child in the school knows what the expectations of them are. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during class time.

We act immediately to stop any incidents of bullying in order to prevent further occurrences of such behaviour. We investigate reports of bullying and do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Concern or Restrain Pupils. Teachers in our school do not hit, push or slap children. 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.

Maintaining care and concern

In the creation of an environment in which all staff and pupils try to live out Gospel values it is with shared responsibility that the school rules are encouraged to be adhered to.

The class teachers in our schools 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 treats each child fairly, and manages the classroom code consistently. The teachers treat all children in their classes with respect and understanding and according to their age and level of understanding.

Where children find it difficult to apply the agreed golden rules, staff will attempt to address any difficulties with the child in person and if necessary may enrol the support of the parents.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's SEND support service.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the schools' care and concern 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 headteacher 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 their implementation of the policy.

The headteacher keeps records of all reported serious incidents.

The headteacher 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. These actions are taken only after the schools' governors have been notified.

The role of parents

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

We explain the schools' rules to parents and carers, and we ask parents, school and pupils to read and sign a 'home-school agreement'.

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

If parents 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 headteacher and then the schools' governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The local governing body has the responsibility of setting down these general guidelines on standards of care and concern, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the schools' policy on care and concern, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The schools have therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

Only the headteacher (or the acting headteacher) can exclude a child from school. The headteacher 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, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

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

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

The local governing body has a discipline panel which is made up of between three and five members. This panel considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any

representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher will comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker in accordance with the Schools' Supporting Medical Needs Policy.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance may receive a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher 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; it will seek to ensure that the schools abide by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. 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.

Ss Peter & Paul's Catholic Academies

Home School Agreement 2016

Together in partnership we will:

- Support our children and help them to develop their full potential within a Catholic environment of Faith and Love.
- Try to keep the agreed Ss Peter & Paul's Golden Rules:

As people who try to do what Jesus taught us we will:

Be kind, helpful and gentle.

Look after and care for ourselves, other people and the world around us.

Treat other people the way we would like to be treated.

Always do our best.

Always tell the truth.

- Meet any additional need which may occur that prevents any child from learning.

The Family will try to:

- Make sure our child is punctual and attends school regularly. We will notify school as early as possible on the day of absence.
- Support the Catholic nature of our schools, and all of the schools' policies
- Attend Consultation Evenings to discuss our child's progress, as arranged.
- Encourage a positive attitude to school life in general and homework in particular. Encourage our child to read, and be aware of current affairs.

Signature of Parent/ Guardian:..... Date:.....