

St Mary's Catholic Primary School



Behaviour & Discipline Policy

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MISSION STATEMENT

Learning to Live Like Jesus

St Mary's Catholic Primary School values each one of us as a child of God. In our safe, happy and caring community founded on the teachings of the Catholic Church, we are encouraged to achieve our full potential. On this journey, we respond to God's invitation to love Him and one another. God's dream for us is to be educated through the Gospel message of Jesus. We will use our core values:

Respect; Honesty; Friendship; Courage; Forgiveness; Positivity
in all that we do and say and learn.

1. SCHOOL AIMS

- To provide an environment which creates and fosters loving, responsible and creative human beings as identified in our School Values and Mission Statement.
- To provide a safe, secure and structured learning environment
- To expect and develop the highest standards of self-discipline and positive behaviour from all members of the school community.
- To provide children with a positive self image which develops respect and co-operation with others.
- To promote behaviour which is conducive to learning.

1.1 Self-discipline

The ultimate aim of education is to enable people to become informed, independent and responsible members of the society in which they live. Part of this process involves the school in training pupils to accept responsibility for their own actions, providing positive role models of behaviour and supporting them in the exercise of self knowledge and discipline.

2. PRINCIPLES

- This behaviour policy reflects the principles of justice and peace as expressed through the teachings of the Catholic Church.
- All members of the school community, staff, pupils, parents and governors, share an appropriate responsibility for the implementation, management and effectiveness of a positive behaviour policy.

- Adults and pupils in the school community can make a difference to the school's culture and the way in which learning and behaviour take place.
- All staff employed in the school have a communal responsibility for all pupils.
- Pupils respond positively to being actively involved in their own learning.
- Good relationships adult/child, child/child, adult/adult, child/adult are vital in maintaining positive behaviour in the school community.
- Classroom management skills which are positive, consistent and effective will prevent or minimise disruptive behaviour.
- The school provides a framework within its taught curriculum (EPR/PSHCE, RE, Circle time, citizenship, Golden time, PE etc) for the promotion and development of social education.
- Most pupils will display good behaviour when it is made clear what the expectations are and when they are regularly and consistently encouraged to respond.
- Pupils should be encouraged to perceive all the adults working in school to be deserving of the same level of consideration and respect.
- Sanctions used for inappropriate behaviour should not be humiliating, punitive, collective or arbitrary.
- Rewards must be attainable for all pupils and not just for a selected few.
- Rewards will normally be public praise for good behaviour, effort or recognition of quality work. We should promote the concept that, "doing something well" is its own reward.
- Other tangible rewards may also be given when appropriate providing the principle above is firmly established and in practice.
- Rewards will never be taken away from a child
- Sanctions will be delivered in a calm and non-threatening manner
- Sanctions should be designed to help the pupil to make reparation as far as possible
- The inappropriate behaviour of the pupil should be criticised not the pupil
- In order to discourage inappropriate behaviour it is important that sanctions are used as soon as possible after an incident occurs.

<i>EPR</i>	<i>Educational in Personal Relationships</i>
<i>RE</i>	<i>Religious Education</i>
<i>PE</i>	<i>Physical Education</i>
<i>PSHCE</i>	<i>Physical, Social, Health, and Citizenship Education</i>

3. RESPONSIBILITIES

Children are expected to:-

- live out our Core values of Respect; Honesty; Friendship; Courage; Forgiveness; Positivity in all that they do and say and learn.
- behave in an orderly, purposeful and sensible manner at all times
- show courtesy and respect to all members of the school and visitors
- be thoughtful, helpful and understanding to each other at all times
- sign the Home-School agreement

Parents are expected to:-

- be aware of the school's Behaviour and Discipline Policy and actively support it, discussing any problems with the staff, Headteacher or Chair of Governors if necessary;
- support the school in upholding the school's Core values of Respect; Honesty; Friendship; Courage; Forgiveness; Positivity.
- inform the school of any concerns or problems that might affect their child's work or behaviour and inform the School immediately if their child is absent
- support the work of the school in its policies and its guidelines on pupil behaviour
- see that their child attends school regularly and on time and is collected promptly. Pupils are expected to be on the school premises in time for school to start promptly at 8.50am.
- support their child in homework and other opportunities for home learning
- attend Termly Learning Conferences and discussions about their child's progress
- comply with the school's uniform code, ensuring that their child will at all times be in correct school uniform which is marked with his/her name
- sign the Home-School agreement
- expected to live out our Core values as role models to everyone

Staff are expected to:-

- set high standards of social behaviour, be polite, well disciplined and thorough
- listen to children, making it clear through their response that children's comments and reactions matter

- seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them.
- expected to live out the school's Core values as role models to everyone.

Governors are expected to:-

- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary
- Be familiar with the school policy and actively support it
- expected to live out our Core values as role models to everyone.

4. THE MANAGEMENT OF THE SCHOOL DAY

4.1 Start of the School Day

School registration takes place at 8:50 a.m., which is the official start of the school day. The bell will ring at 8:40 a.m., when teachers should be present in class to welcome and receive pupils into class. Children whose classrooms are on the first floor will be collected by their class teachers from the playground and supervised in moving around the school.

4.2 Break-times

Classroom assistants will supervise the pupils on the playground with one teacher. Teachers must ensure that there is adequate adult supervision before sending children out onto the playground.

The bell will ring two minutes before the end of break-time and teachers must be vigilant in making sure that they are back in time to supervise their pupils and ensure that lessons begin promptly and on time whether or not a bell is rung.

Lining up for long lengths of time should be avoided as far as possible since this encourages poor behaviour, particularly if the pupils have to wait for some time.

Play Leader

Trained play leaders support the children when they are on the playground during break and lunch times. All children have the opportunity to take part in various activities, such as football, netball/ basketball, hoops and skipping. All of these activities are supported by a play leader who helps them to follow the rules and work as a team. If a

child has any issues at playtime they can visit the friendship stop where a play leader will help them to have a happier playtime. They can also play imaginatively or spend time in the quiet area.

Peer Mentors

At lunchtimes three times a week Peer Mentors support the play leaders by offering support to children who are upset or feeling lonely. They invite them into 'the hub' where they offer advice and reassurance and engage the children in appropriate activities. They are also able to resolve conflict in some situations.

4.3 Lunchtimes

Class teachers should regularly rehearse with their pupils the rules for lunchtime, i.e.:-

- No moving without permission
- No shouting
- No swapping of food
- Only leaving the classroom/dining room with permission.

When the weather does not permit the pupils to go outside, they will be supervised in their own classroom by a named person who should be briefed by the class teacher on what games/activities are available or permitted in class as well as appropriate behaviour.

The school is organised on two rotas for lunch breaks where KS1 pupils have 45 minutes and KS2 pupils 40 minutes respectively. The internal bell will be rung two minutes before the end of each break when teachers should ensure that they are available to receive their pupils and begin lessons on time.

5. MANAGEMENT OF PUPIL BEHAVIOUR

5.1 On the playground

This is the opportunity where pupils are able to practice and develop their social behaviour outside of their class teacher's control and teaching. In practice this may mean that pupils will make mistakes, which is not a bad thing as such, providing that they learn from them. It is therefore vital that all the adults in school are clear about the theory, practice and procedures for managing the pupils' behaviour. The following principles/systems apply to all pupils or incidents without exception:-

- Class teachers should regularly remind/teach their pupils about appropriate behaviour/expectations on the playground as part of the

taught curriculum

- Lunchtime supervisors must liaise with/inform class teachers of any of their pupils experiencing difficulties on the playground.
- All incidents of violence, aggression or abusive behaviour towards an adult or another pupil must be reported to the class teacher. (If this happens when a supply teacher is taking the class then a member of the Senior Leadership Team or the Headteacher should also be informed.) The child or children involved should be sent off the playground, wearing a "Permission" band, to wait inside the school, supervised by an adult.
- Class teachers must deal with the situation as soon as conveniently possible in order to ascertain whether the matter needs to be taken further.
- Each lunchtime supervisor will have a contact book in which to write brief details regarding pupil(s)/incident(s) which they feel may be relevant.
- If a child is "out of control" or refusing to accept authority then the Headteacher, a member of the Senior Leadership Team or Inclusion team (using the red card system) should be called for. (In exceptional circumstances other teachers are requested to team teach).
- In the case of the above situation a child may only be restrained when following the Governors approved policy which all members of staff have a duty to make themselves aware of. The staff member who is involved should also have attended up to date training for Team teach.
- In the case of a violent or aggressive incident then a letter will be sent by the Headteacher to the parent of the child concerned and the child may be excluded from the playground for a fixed period or internally excluded depending upon where the incident took place.
- In the case of incidents of a non-violent or less serious nature where there is regular concern regarding a child's inappropriate behaviour then the class teacher must contact the parent to inform them and if a meeting takes place the appropriate documentation should be completed. (Teacher/Parent Liaison form)
- If a second violent or aggressive incident takes place then the parent(s) of the child concerned will be called to a meeting with the Headteacher and/or a member of the Senior Leadership Team, class teacher and Special Needs co-ordinator to discuss the situation where agreement can be reached regarding a Behaviour Plan or Pastoral Support programme for the child. The pupil may also be

- excluded from school for a fixed period of time.
- In extreme cases, or where there is no improvement, the pupil may be permanently excluded from the school.
 - In the very rare case when a pupil may need to be excluded very careful arrangements will be made to ensure that any child returning to school afterwards will be helped to behave appropriately.

5.2 In the Classroom

Class teachers are responsible for managing the behaviour of their own children on a day to day basis and may use the school's approach to rewards or sanctions as appropriate. Children displaying inappropriate behaviour during lessons must be dealt with immediately and consistently. Incidents of this nature will be less when there is a desire to prevent this from happening by:-

- Reminding pupils of our code of conduct through use of the behaviour circles
- Noticing good behaviour as it occurs
- Ignoring attention seeking behaviour as far as possible

Sometimes this may not be enough and therefore it may be necessary to deal with persistent misbehaviour by:-

- Separation within the classroom
- Removal from the classroom for a short period of time (maximum 30 minutes in the class of the year group leader.)
- Contact with parents and letter home
- Pupils have a right to be treated fairly and equally, therefore exclusion from the classroom should be only seen as a last resort.

Positive behaviour management, good classroom organisation, stimulating teaching and learning, circle time and golden time should deal with all but the most intractable of cases within class.

Where there is a serious cause for concern or no improvement when the above steps have been taken then a child may be removed from class under the following procedures:-

- The pupil is sent to the classroom of a member of the Senior Leadership Team or to the Headteacher with a brief written statement from the class teacher giving the reason.
- Pupil is invited to make a written response and asked to make suitable reparation.
- Class Teacher contacts parent(s)/carer(s) after school (either

personal contact or by telephone) to discuss their child's behavioural problems.

- Where a number of incidents occur within six weeks, then the aforementioned procedures takes place where the Headteacher and Special Needs Co-ordinator are present and a Behaviour Plan and/or a Pastoral Support programme may be initiated as appropriate. Sometimes a named person (e.g. a Learning Mentor) will be allocated to the child and will support the child in improving behaviour. A referral may also be made to the Behavioural team.
- The parent may also be invited into school to observe their child in the classroom situation if appropriate.

5.3 School Liturgies and Assemblies

- Class teachers will regularly teach and prepare their pupils as to why we are meeting in the hall, and will sensitise them to appreciating spiritual values.
- Pupils will be escorted to the hall by their class teacher
- Pupils will be expected to come in/leave the hall in silence
- Class teachers should exercise active supervision of their own pupils in the school hall
- When a class teacher is unable to reach a pupil who is misbehaving, then it is the duty of the person nearest to them to deal with the situation
- Adults in the hall should set an example and model appropriate behaviour by not holding conversations with each other when the children are expected to be silent.

5.4 Visits, School Journeys and School Transport

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school. All pupils will be involved in the creation of a code of conduct as part of the risk assessment drawn up by staff.

6. STRUCTURES TO ENCOURAGE GOOD BEHAVIOUR AND TO PROMOTE INCLUSION

- 6.1** Class teachers are responsible for managing the behaviour of their own children on a day to day basis and may use the school's approach to rewards or sanctions as appropriate. Children displaying inappropriate

behaviour during lessons must be dealt with immediately and consistently.

6.2 The school's Core Values are Courage; Forgiveness; Friendship; Honesty; Positivity; and Respect.

The school's Learning Skills are Imagination; Independence; Reflection; Resilience; and Team Work;

To encourage good behaviour, teachers and other staff will:-

- Remind pupils of our Code of Conduct

"Always treat others as you would like them to treat you."

Matthew 7:12

- **Key Stage 1**

- Be kind to other children
- Let others play with me
- Listen to other children
- Move around the school safely and quietly
- Keep the school and my classroom tidy
- Do my best work
- Look at and listen to people who are talking to me

- **Key Stage 2**

- Be kind and helpful
 - Look at and listen to people who are talking to me
 - Move around the school safely and quietly
 - Take care of equipment and resources
 - Respect the work of other children
 - Work quietly and sensibly so that I can do my best work
 - Wear the correct uniform and be responsible for finding my missing items
- Notice good behaviour as it occurs
 - Use rewards for good behaviour, such as:-
 - ♦ Happy books
 - ♦ House points and Certificates to acknowledge positive contribution and effort
 - ♦ Golden time
 - ♦ Shining Lights
 - ♦ Public recognition in class and at assembly

- ♦ Marble in the Jar as whole class privilege
- Ignore attention seeking behaviour as far as possible

KS1 and KS2 will have consistent displays.



Silver = Shining light star. If a child earns a star, these will be on the door of the classroom as celebration and the child entered into a weekly draw to receive a 'money can't buy' reward. This will also be acknowledged in the child's Happy Book.



Light blue = You've impressed us.



Purple = Following the Golden Rules. Each child will start on this circle as this is the expectation for every child (they must follow the Golden Rules to be in our school/class as this is what they and their parents have agreed to)



White = Warning. If the behaviour continues then the child loses Golden Time or Break Time and this is recorded in the Golden Time Book. Once the children have lost 5 minutes their name is then put back to the purple circle as it is a fresh start and the expectation is that they are now going to follow the Golden Rules and this is how they earn their time back. If at any point the child is putting it right they can move their name back to the 'Following the Golden Rules' circle.

Children lose Golden Time in 5 minute increments and can only lose 30 minutes before next steps need to be taken.

6.3 Sometimes this will not be enough and therefore it may be necessary to deal with persistent misbehaviour. See **5.2**

7. PERMISSION BANDS

Children who have reason to be away from their class/peers will be expected to wear a "Permission" band.

8. THE HEADTEACHER

Incidents reported to the Headteacher are considered very serious. The Head will interview the children and discuss the matter with the class teacher to decide what sanctions will be applied or if parents

should be informed. If parents are told, they will be invited to discuss the incident with staff, to find an agreed approach to improvement. The Chair of Governors may be informed for the record as well.

9. EXCLUSION

In very serious cases, and in accordance with Local Authority and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body.

10. POLICY REVIEW AND EVALUATION

The Head is the staff member with overall responsibility to ensure that the Behaviour and Discipline Policy is implemented and reviewed. The review will be annual and will involve consultation with staff and School Governors