



St Mary's RC Primary School

Behaviour and Discipline Policy

Statement of Principles

At St Marys RC Primary School we desire that all the children should be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day.

To enable this to happen, we believe that all members of the school community, children, all staff, parents and governors, should:

- have high expectations for their own and others' behaviour;
- involve parents in helping children at each stage;
- respect and support each other, demonstrating a responsibility for others;
- show respect for the school environment and equipment;
- consider the safety of everyone;
- help themselves and others learn;
- make a positive contribution and recognise the contribution of others;
- be listened to and listen to others;
- realise the equal value of all and value differences;
- avoid raised voices and aggressive body language;
- treat all in a clear, fair, consistent and calm way;
- expect and help the classroom to be a quiet, ordered place;
- expect the relationship between children, teachers and parents to be one of trust;
- conform to school standards and practices without losing individuality;
- recognise achievements;
- expect good behaviour to be rewarded and poor behaviour to have a consequence.

Whole School Rules

We keep our hands and feet to ourselves.
We listen with respect.
We do not hurt one another with words or actions.
We treat others with kindness, love and respect.
We follow instructions first time we are asked.
We move sensibly and quietly about the school.
We keep the whole school clean, tidy and safe.

Playtime Rules

We only run on the playground or the field.
We play happily without any kind of fighting.
At break times we stay outside unless we have a teacher's permission to come inside.
We take care when we are playing with equipment, like balls or hoops.
Morning playtime is for 'Fresh Air and Fruit'.
We stay where the adults can see us and we don't climb trees or bushes.
We can play football at dinner times with adult supervision.

Our Approach to Rewards

Classroom Approaches:

Rewards do need to be age appropriate. All children should benefit from rewards including regardless of ability and aptitude.
Younger children frequently respond to short-term rewards rather than waiting for half termly or termly recognition.
Rewards will be set out in child-friendly language.
It is essential that boundaries of acceptable behaviour are consistently applied by all staff.
This will be supported through staff meetings.

Rewards through Praise

Public and private praise giving the reason for praise.
Praise good behaviour as well as work.
Show an appreciation of children's contributions.
Praise those doing the right thing to provide an incentive for others to receive praise.

Rewards to Build Success

Use stickers and comments on work to encourage children to respond positively and critically.
Give children responsibilities as a reward.
Use of Class Dojos.

Rewards linked with the School's Assessment Policy.

Provide pupils with opportunities for self-evaluation and therefore recognition of achievement.

Provide a means by which class members can earn points towards a negotiated class reward.

Send home notes on pupils' progress or copies of pieces of great work.

Rewards to Congratulate

Certificates for specific achievements e.g. special events, class competitions, personal breakthrough moments, good attendance.

Friday Celebration Assemblies to be used for the sharing of achievements and awards.

Strategies for Individual Pupils with Special Educational Needs

Behaviour and social targets can be set. Targets should be understood by the child, parent and teacher. Targets should be specific, achievable by the child, and for a timed period.

The child should be aware of the reward to be gained.

Individual target sheets can be used.

Parental support and interest should be enlisted.

Further support is available through the SEN Co-ordinator.

Where a child is presenting persistent significant behavioural difficulties a plan to manage the child and bring about improvements will be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

How do we Manage Unacceptable Behaviour?

The school has a set of sanctions which a child might progress through in a set order as our priority is to address unacceptable behavioural issues in a consistent way.

Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. However, issues should be addressed as soon as possible whilst memories are fresh and evidence available. If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Punishments should be appropriate both in terms of frequency and severity. Staff will need to make their own judgements about the appropriateness of punishments matched to the child's misbehaviour.

Steps in Sorting out Problems in Behaviour

Normally the following steps might provide a framework to address misbehaviour. They are not incremental. A child may experience many Step 1s about a range of minor misbehaviours. Whilst a serious misbehaviour, especially one that hurts another child/adult or causes significant damage to property will be addressed by Step 2 or Step 3.

Step 1

When misbehaviour is identified, an adult will discuss it with the child and an appropriate way forward agreed. An appropriate warning or sanction may be implemented.

Step 2

If a misbehaviour continues Step 1 is repeated. In addition, parents may be informed, an oral target agreed and a review period set. Other adults who interact with the child in the year group will be informed.

Step 3

If little progress is being made to improve the behaviour identified as targets within the time frame agreed, or if additional serious misbehaviours of concern occur, in addition to the previous steps, the Head teacher will become involved and parents will be informed. A target sheet will be issued and behaviour recorded.

Step 4

Should serious misbehaviours continue, a behaviour plan will be written. The Head teacher will again be involved at this stage. Additional appropriate adults within the school will support and monitor behaviour. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed.

In addition the following points provide a framework for staff to work within:

At Step 1 the following actions may be taken:

Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.

They may need to write an account of what happened.

They may be reprimanded.

They may need to apologise, either verbally or in writing.

They may need to make a new agreement as to what they will do in future.

Sanctions

Pupils may be required to:

- Miss their own free time to perform other tasks.
- Have their position in class changed to prevent recurrence and remove temptation.
- Be separated from others for a specific period.
- Lose their break time and have it as a supervised detention.

At Step 2 the additional actions may be taken:

Communication with Parents

Staff will need to inform parents if a worrying pattern develops or a specific incident is serious enough. A worrying pattern of behaviour may include repeated bullying, stealing, defiance, tantrums, swearing or disruption of lessons.

A serious enough specific incident may include hurting another person sufficiently so they need treatment, name calling related to racism or sexuality, damage to school property, leaving the school premises.

Parents may be contacted by telephone, letter or through meeting them at the end of the day.

Normally the initial contact would be to invite them in to discuss the matter.

When a parent is contacted the Head teacher will be informed.

At Step 3 these additional actions may be taken:

Pupils may have their behaviour monitored over a period of time and then reviewed.

Pupils may be required to pay for damages caused.

At Step 4 these additional actions may be taken:

Pupils may be excluded from the school at lunch time.

Pupils may receive a fixed-term exclusion.

Pupils may be permanently excluded.

Partnership with Parents

Parents have responsibilities which contribute towards the good conduct of their children.

These include ensuring:

- regular attendance and punctuality;
- their child has suitable clothing;
- their child has a suitable breakfast.
- their child has with them the correct equipment for work
- that homework is properly completed on time
- they actively encourage and reward progress

Parents should also encourage their child to participate fully and positively in their day to day school work and in the wider life of the school and community.

Parents need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Parents are encouraged to keep in contact with the school beyond the formally organised parents' evenings.

The School Staff have Responsibilities towards Parents

They should provide a welcoming environment for parents.

Good behaviour should be drawn to parents' attention not just poor behaviour.

Staff should respect the difficult role many parents have.

Time should be taken to explain incidents and school procedures.

The school recognises that carers other than a child's natural parents may have parental responsibility e.g. adoptive parents, foster parents, step-parents, guardians. In the case of a Looked After Child the local authority has parental responsibility.

When a serious incident occurs parents should be notified as soon as possible, given an indication of its relative seriousness and offered an early opportunity to discuss the matter.

Such an incident might be vandalism, hurting a child enough for him/her to receive first aid, repeated misbehaviour, known bullying, repeated swearing.

It may be necessary to agree a joint action plan with the parent. This should be recorded in writing. The pupil should be either present or informed of any such action plan.

Teachers and governors should be alert to the difficulties and pressures which can arise from unstable family relationships and the impact of unemployment, homelessness, family bereavement, racial tension and illness. Sometimes family reorganization may result in children having very disrupted lives and moving between different homes or moving out of areas where they had established friendships. For some pupils, the school may temporarily be the only secure, stable environment. It has been shown that, when children have relationships outside the family in which they feel valued and respected, this helps to protect them against adversity within the family. Pupils may nonetheless feel inhibited about discussing changes in their family lives. Some children take primary responsibility for caring for parents who are sick or disabled. This may have an adverse effect on children's emotional and educational development. The school's processes for recording and identifying pupils with problems should be sensitive to possible links between behaviour and other experiences in a child's life. This may lead to the need to involve other agencies or support services in order to assist the pupil's development.

In cases where a child's behaviour at school indicates serious problems at home, schools must be alert to the need to involve social service departments using the correct process.

General Guidance

The Role of the Head teacher

The Head teacher is responsible for the promotion of:

- self-discipline;
- proper regard for authority;
- good behaviour;
- respect for others;
- respect for property.

The Head teacher is also responsible for:

- maintaining acceptable standards of behaviour;
- regulating the conduct of pupils;
- relevant consultations with the local authority;
- exclusions from school.

The Head teacher should act in accordance with governors' statements and have regard for governors' guidance. To fulfil the governors' principles the Head teacher should manage staff, foster a sense of community, take the lead in setting aims and standards, encourage collective responsibility, establish clear communication systems and direct overall curriculum planning.

The Role of the Teacher and TAs

Good behaviour is encouraged by a well-cared for environment and a well ordered positive learning experience.

The teaching staff should therefore:

- provide good quality teaching in lessons;
- set clear expectations of pupil behaviour;
- maintain an orderly classroom and dress smartly each day acting as a role model to their pupils;
- avoid raised voices and aggressive body language;
- make specific constructive, positive comments;
- encourage pupils to set their own goals and maintain a sense of responsibility;
- establish consistent classroom procedures;
- give clear explanations;
- set learning intentions and work requirements out clearly;
- monitor progress carefully;
- mark work frequently and regularly;
- give clear instructions so activities run smoothly;
- handle misbehaviour quickly, fairly and calmly so the pace of the lesson is not lost;
- listen carefully and react appropriately;
- draw to parents' attention children's achievements in work and behaviour;
- provide rewards through comments and commendations for good attitudes and conduct;
- provide a stimulating and orderly curriculum delivery.

Teachers should exercise their own judgement as to the form of their response to disruptive behaviour, bearing in mind the school's principles. In differing circumstances both a public reprimand and a private talk can be appropriate. Teachers should be aware that their aim is to establish good order quickly for the benefit of the learning of other pupils. Teachers should try not to over-react which may provoke unnecessary escalation of an already difficult situation and seriously limit the teacher's subsequent room for manoeuvre.

It is the teachers' role to play their part in securing good behaviour at times and in places where misbehaviour is more likely to occur. Teachers should also participate in break time supervision. Teachers may need to benefit from and should contribute towards support systems for each other.

Staff may turn for advice to any other staff member. The Head teacher can be approached for support by any staff member at any time and in the end is responsible for supporting all staff. Any serious misbehaviour should be promptly reported to the Head teacher.

All teachers should feel they are working within the framework of the school behaviour policy and principles.

The Role of the Governing Body

The governors must agree a written statement of general principles for an overall behaviour and discipline policy. They should periodically review this statement.

The statement should include:

- a) the ethos of the school, offering a clear and defensible set of values and making clear boundaries of acceptable behaviour;
- b) the school's moral code;
- c) positive and constructive rules of conduct; and
- d) the rewards and punishments to be fairly and consistently applied.

Before finalising the statement the governors should consult with parents. Governors should also satisfy themselves about the Head teacher's policies.

Use of Rewards and Punishments

Children normally react well towards rewards and are generally encouraged to behave in a way which earns rewards. For this to happen rewards need to be seen to be achieved. Most rewards are specific praise, pointing out what is good. Other rewards include display of work, stickers, letters home, merit marks and public recognition. Rewards should be fair and consistent.

Staff are right to punish misbehaviour. Punishment should be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils should always be avoided.

Punishment of whole groups for individual acts should normally be avoided.

Any ringleaders should be identified and dealt with separately.

Sanctions may include a range of actions. Normally a straight reprimand is sufficient.

Pupils should always be made to understand what they have done wrong and why they are being punished.

A teacher may reasonably physically restrain a pupil to prevent injury to the pupil, the teacher or another pupil.

Worrying patterns of misbehaviour should be reported to the Head teacher and SEND Coordinator. Individual Education Plans (in POPs) and SEND assessment may be appropriate.

Truancy

These matters are dealt with in a separate policy on attendance and punctuality.

Bullying

Bullying is a serious form of misbehaviour. Bullying is usually characterised by:

- a) dominance of one pupil by another or group of others;
- b) premeditation;
- c) a pattern of behaviour rather than an isolated incident.

Bullying can be unreported, make a pupil's life unhappy, hinder academic progress and lead to problems over school attendance. In extreme cases it can lead to suicide.

In cases of bullying staff must act quickly and carefully. Action must happen and be seen to happen.

Racial and Sexual Harassment

These are both forms of bullying. They are a form of violence.

A working definition of racial harassment which is applicable in all forms of harassment is

"violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism". (Commission for Racial Equality)

Racist incidents are reported to the county and Governors.

Exclusion of a pupil

Exclusion may be for either a fixed term or permanent. It is the Head teacher's responsibility to decide whether a child should be excluded.

Exclusion will only happen in response to a very serious breach, or series of breaches, of the school's Code of Conduct or where the alternative forms of behaviour management have been shown to have failed.

External Support Services

Normally prior to exclusion external support agencies would have been contacted.

Agencies available are:

Educational Psychologist

Social Services

School Nurse

Family Doctor

Police

Child and Family Wellbeing Service

ELSA (in school)

School SENCO

Policy date – May 2022



All are welcome here to walk with Jesus as we love, learn and flourish.