

ST THOMAS MORE R.C PRIMARY



BEHAVIOUR & DISCIPLINE POLICY

St Thomas More R C Primary School Behaviour and Discipline Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

Introduction

This policy has been written to incorporate the principles of Section 89 of the Education and Inspections Act.

In planning our strategies for behaviour management, we have addressed:

- Each child’s entitlement to appropriate learning opportunities
- Everybody’s right to be ‘welcomed and respected as unique persons created in the image and likeness of God’,
- Everybody’s need to be respected within the communal life of our school

while involving every member of the school family in determining the school’s self-image and in protecting its aims and ethos at all times.

In line with our Mission Statement, “Live as God calls you,” which was created by staff, governors, pupils and parents, it is expected that the behaviour of every member of our community is integral to its success and well being. Our Mission Statement is rooted in the teachings of Christ and the Gospel values of Love, Justice, Peace, Respect and Forgiveness and reflects our calling to follow in the footsteps of Jesus.

Our policy aims to promote and reward good behaviour and ensure that inappropriate, unacceptable behaviour is dealt with swiftly in a fair but firm, consistent manner that enables children to clearly understand the difference between right and wrong. Behavioural expectations are reflected in our whole school “Golden Rules” which were drawn up by pupils and staff and are displayed throughout school and referred to on a regular basis in order to ensure that they are fully understood and owned by every member of our school community.

Staff are committed to ensuring that pupils feel safe and are able to work in an environment that encourages peace, reconciliation, security and freedom. Developing the social, moral, spiritual and cultural growth of each and every child is at the heart of everything we do

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught, consistently modeled and supported by parents.
- Pupils’ behaviour can change and that we as teachers must take responsibility for effectively managing pupils’ behaviour in order to give them the skills they need to cope and learn
- A pupil with behavioural difficulties needs to be understood and supported collectively by every member of staff, not just their teacher

Aims

- For staff to lead by example, as Christ did, and be the best role models, co-operating and supporting one another, and treating everyone involved within the life of the school with courtesy, consideration and respect at all times.
- For staff to have high standards of expectation in all aspects of pupils’ work and raise the levels of pupils’ self-esteem, build their self belief and resilience

- For staff to consistently promote a happy working atmosphere in school by ensuring appropriate pastoral care of children, with staff giving the necessary support and guidance to individual children, as needed
- For staff to consistently and fairly implement reward and sanctions systems in line with school policy
- To encourage high levels of parental partnership and ensure that “hard to reach” parents are understood and supported.
- To ensure that the “Home School” agreement is used effectively to support pupils at all times
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.

The Teacher’s Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive positive encouragement as means of motivation. They need to be taught to manage their own behaviour and make good choices which includes taking responsibility for the consequences of their actions when things go wrong and learning from their mistakes.

Teacher’s need to recognise that effective conditions for learning: (planning, pitch, differentiation, pace, participation, voice tone, etc.) will impact positively on general classroom behaviour.

Assertive Mentoring

‘Attitude’ is carefully tracked termly and data is shared with parents at Parents Evening. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary. **(Refer to Appendix 1)**

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Our Golden Rules set out the Code of Conduct we expect both pupils and adults to follow.

The Golden Rules are displayed in all classrooms, the main hall and corridors and are regularly referred to on a daily basis: They are understood and owned by pupils. They include:

- Do be honest
(Do not tell lies)
- Be gentle
(Do not hurt anyone)
- Be kind and helpful
(Do not hurt people’s feelings)
- Do work hard
(Do not waste people’s time)

- Do look after property
(Do not damage or waste)
- Do listen to people
(Do not interrupt)

Rewards and Sanctions

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Whilst good behaviour is promoted and rewarded, it is acknowledged that some behaviour may be unacceptable and pupils will be sanctioned in order to enable them to learn from their mistakes.

Rewards

We encourage good behaviour through the use of praise and a system of whole school and class rewards. These include:

Weekly Awards

- **Going for Green** – traffic light system displayed in all classes which encourages all pupils to make the right choices daily by staying on green for good behaviour during the week. Pupils who stay on green are rewarded with daily/ weekly Golden Time. Pupils who receive a Yellow Card will go to amber, but if they continue to cooperate and make the right choices may go back to green. Pupils who receive a red card because they have broken the Golden Rules may lose Golden Time or be given a detention.
- **Housepoints** – pupils are rewarded daily with housepoints for following the Golden Rules and leading by example by displaying exemplary behaviour and excellent effort in their work. At the end of each week house points are added up by Year 6 monitors and totals of each house announced in Celebration Assembly. The house with the greatest total each term receive the House Cup and a reward.
- **Golden Tickets** - pupils receive Golden Tickets during the week for outstanding behaviour or work. Golden Ticket pots from each class go into Celebration assembly and the person whose name is drawn out receives a reward
- **Star of the Week** – an in class reward system that rewards pupils who have shone like stars during the course of the week
- **Phonecall/ letter or parentmail text** – usually sent from the Headteacher for outstanding effort and exemplary behaviour
- **Celebration assembly certificates** – given for outstanding leadership, behaviour, effort and work
- **Class Regular Readers Cup** – given to the class who have read most regularly at home during the week

Playground rewards (awarded from Midday Supervisors and announced in class on a Friday)

- **Weekly Playground Champ** = prize/early lunch pass

Termly Awards

- **Individual 100% Attendance certificates and termly disco**
- **House Points Cup = extra playtime at the end of term**

Annual awards

- **Outstanding Effort Cup** – given at the end of the Year to a Year 6 pupil

- **Outstanding Leadership – given at the end of the year to a Year 6 pupil**
- **Best monitor**
- **Annual House Winner**
- **Attendance Cup**
- **Reading Awards**
- **Class Recognition Award (Boy/ Girl – individual contributions)**

Sanctions

Sanctions are used to teach children the difference between right and wrong and enable them to learn from experience. They are fair and consistently applied punishments, which differentiate between serious and minor offences. Sanctions need to be appropriately applied by all staff, but with the provision for flexibility to take account of individual circumstances.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Adults must express displeasure with the **action** and never the **child** i.e ‘That was a silly thing to do because...’ **and not** ‘You are a silly boy’.

When sanctions are applied they must:

- Be appropriate to the wrongdoing committed
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

Sanctions can include:

- Loss of Golden Time
- Playtime or lunchtime detention
- Loss of privileges
- Internal isolation
- Fixed term exclusion
- Permanent exclusion (always a last resort and only used in extreme circumstances)

Children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the unacceptable behaviour. Pupils who are red carded must complete an incident sheet (**Refer to Appendix 2**) in order to enable them to reflect on their behaviour. Incident sheets are kept by the class teacher in their Behaviour Monitoring file.

Steps taken to deal with inappropriate behaviour:

In the first instance the class teacher/adult in charge is responsible for managing behaviour

- **Non verbal warning** (a look that reminds the child to do the right thing)
- **Verbal warning** (reinforce positive choices)
- If child does not respond (**Yellow Card given**)
- If behavior continues (**Red Card given and pupil reminded of importance of taking responsibility to make right choices**)

- **Red card** = removal of privileges as appropriate e.g. break-time or lunchtime detention, loss of Golden Time, internal isolation in specified classroom
- If pupil fails to cooperate (**parents will be informed and** support from them sought. This may lead to child being referred to PSA, SENCo, Deputy Head Teacher or Head Teacher.
- In cases of very serious inappropriate behaviour, a pupil may be given a **short-term fixed exclusion**.
- Cases of consistently disruptive, dangerous extreme behaviour may lead to a “**managed transfer**” or child being **permanently excluded**. However, this is always a last resort and would only be used if everything else had failed.

Pupils going ‘into crisis’ on a regular basis will need regular monitoring and support. This will involve:

- Parents being informed if behaviour is a cause for concern.
- Pupil being placed on weekly ‘Catch Me Being Good’ tracking charts issued to monitor progress against behaviour targets (**Refer to Appendix 3**)
- Referral to SENCO: Behaviour IEP drawn up at School Action or School Action + with parents
- A Care Plan being written for individual children – shared with parents and staff
- Half termly monitoring and meetings with parents to discuss progress against behavioural targets
- If progress has been made the child will be removed from the tracking charts alternatively further support will be sought from outside agencies i.e.: referral to Education Psychologist, CAMHs, Play Therapy, Anger Management etc.

Behaviour Targets should be:

- in child speak – unambiguous and achievable e.g. “To stay on task at all times” is not a realistic target for the best behaved child let alone a troubled child.
- Should provide clear rewards and consequences for actions

Daily feedback on progress should be given and targets monitored weekly and reviewed half termly in order to:

- Make targets more difficult as behaviour improves,
- Set new targets if needed or remove from tracking

Anti-social behaviour is not condoned. It is essential that parents and teachers work together to address any problems that may develop whether they are inside or outside of school through discussion and act on any problems which develop. This includes anti social behaviour outside of school

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost. Any action however, will be with understanding and in keeping with that of a responsible parent.

Behaviour Guidelines

Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground, etc. In such instances staff will say "Give me Five" and raise their hand in the air as a visual cue to pupils. Pupils will show that their attention by raising their hands also.

Listening Rules

When I am asked to listen I:

- Stop what I am doing
- Empty hands/Give me five
- Look and listen to the speaker

Lining up Rules

When I am asked to line up I:

Line up using the three 'S'

- Sensibly
- Smartly
- Silently

All staff are trained in 'Team Teach' for safe handling and de-escalation techniques. These techniques will be consistently used should a child go into crisis and if a child needs to be removed from a situation. If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In such circumstances the school will work closely with parents to ensure that the needs of their child are effectively addressed and appropriate intervention and provision is sought to enable their child to succeed. In some cases this may involve a child being educated in alternative provision.



