

St Aidan's Catholic Primary School



Behaviour and Discipline Policy

Agreed by Governing Body	
Reviewed	
Reviewed	
Reviewed	



St Aidan's Catholic Primary School



Behaviour and Discipline Policy

Principles

At St Aidan's Catholic Primary we aim to encourage everyone to do their best and be actively involved in developing the skills to be independent and confident learners. We will guide the children to continue the commitment made at Baptism, to follow the teachings of Jesus in their thoughts, words and actions and to work with the whole community to share all they do. We aim to provide a safe, secure and stimulating environment where high standards and aspirations flourish. *(St Aidan's Catholic Primary Mission Statement)*

Good behaviour is an essential condition for effective teaching and learning to take place. Good behaviour must be carefully developed and supported. Through direct teaching, discussion, reflection and modelling we aim to help our pupils develop self-control, self-worth and self-esteem.

At St Aidan's our behaviour and discipline procedures are closely linked to our school's Golden Values. These were devised by pupils, parents and staff and provide a framework around which qualities needed for a happy and safe school environment can be structured.

Our Golden Values

S pread happiness with a smile
T ake care of each other and of property

A lways do your best
I nclude others
D o what Jesus asked us to do
A lways tell the truth
N ever forget your manners
S peak calmly and politely

Our Code of Conduct

Listen in silence, wait your turn and follow instructions
Look after and respect all books and equipment
Do your homework and return it to school on time
Always work quietly or silently when asked
Walk calmly and silently around school
Be honest, kind and polite to each other

Classroom, Playground and Dining Room rules have also been established to ensure that everyone understands and is committed to the Values we have set. (see Appendix)

At St Aidan's we acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Aims

The Golden Values help to drive forward the vision we have for the school and for each person within it. They are the basis for our positive behaviour policy which encourages positive rewards for good behaviour rather than punishments for negative actions. They are the moral values which underpin all the choices and decisions made by the school and its pupils. We believe that the following rights are fundamental – the right to learn, the right to teach, the right to respect and the right to be safe

Through the Golden Values and our Behaviour and Discipline policy we aim to foster behaviour which;

- Protects the physical safety and emotional security of everyone in the school
- Encourages respect towards people, property and the environment
- Promotes positive attitudes towards learning through the importance of listening and thinking
- Celebrates and encourages achievements in work, positive attitudes and role models
- Creates a school where being gentle, kind, honest, hardworking and careful is valued and encouraged by staff, pupil, parents and visitors

Objectives

We support positive behaviour through

- A consistent approach by the whole school community
- Appreciating and agreeing Our Golden Values
- Encouraging our children to see themselves as a member of the school family and recognise their responsibility in this and develop pride in themselves and our school.
- Develop the skills of cooperation, teamwork and discussion
- Encourage everyone to take care of and have respect for their own and each other's property
- Encourage everyone to take pride in the school environment, the wider environment and to help create a stimulating classroom environment
- Provide clear and positive learning experiences which offer a broad and balanced curriculum that is well prepared, planned, stimulating and relevant to each child
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed
- Being proactive in ensuring that all children able to experience success in school.

Adults in school have a vital part to play as role models. This can be demonstrated through

- Modelling good manners and positive behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving positive feedback when pupils are behaving well
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour, or prejudice on any level at any time
- Being aware of and showing support for, vulnerable children
- Being seen to be fair and consistent at all times
- Responding quietly, calmly, consistently and positively
- Criticising the behaviour not the child
- Avoiding labelling children
- Listening with empathy and tact
- Handling confidential information sensitively and with tact
- Having regular liaison and update meetings both internally and with relevant outside agencies to make our policy effective.

Procedures

Everybody in St Aidan's Catholic Primary has the right to be treated with respect and therefore all behaviour that prevents this will be dealt with immediately, fairly and in line with this policy.

Preventative and Personal Discipline Procedures

At St Aidan's Catholic Primary School we strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline (developing an ethos of positive self-discipline and celebrating and rewarding good behaviour) as our primary approach to achieving the aims of our positive behaviour and discipline policy.

Anti Bullying work is an integral part of the Mission at St Aidan's. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE/SEAL work, class work, assemblies, focus days/weeks and subject areas. See Appendix 1.

Restorative Practice

This is an approach to resolve conflict in a fair and open way which rebuilds relationships and encourages a positive change in behaviour. Pupils will be taught the techniques and supported in learning restorative approaches to problem solving. New staff are introduced to the strategies through teaching, observation and coaching.

Rewards

At St Aidan's we strongly believe that rewards encourage positive behaviours and contribute to raising children's self-esteem thereby nurturing their emotional, social and academic development. Rewards encourage others to recognise and repeat behaviours which result in attention and praise. Rewards help to establish and nurture positive relationships between staff and children and this is key to effective behaviour management. Rewards help to make school a more friendly and happy place to work and learn in.

Level 1 Rewards (awarded for everyday occurrences of good behaviour)

- Nonverbal displays of approval e.g. smile, thumbs up, approving nod
- Verbal expressions of approval e.g. positive comments and praise
- Visual awards e.g. displaying work, stickers/stamps, showing sharing work with others
- Positive comments in books
- Award systems (Team Points/Dojo Points 1- Good, 2 – Very Good, 3 - Excellent)
- Golden time

Level 2 Rewards (awarded for special occurrences of good behaviour such as behaving well in difficult circumstances, always doing something good, consistent hard work and behaviour)

- Certificates – given out in assembly
- Attendance Hero Medal
- Pupil of Week/Star of the Day Award
- Stickers
- Show work to Deputy Head
- Displays of trust e.g. jobs, responsibility

Level 3 Rewards (for extra special behaviour e.g. excellent work and effort, being a great example to others, doing something special without being asked, being an excellent role model, significant change in behaviour for the better, completing extra work etc.)

- Name in Golden Book
- Show work to Head Teacher - Stamp
- Golden Cushion in Assembly
- Letter home/phone call/verbal message from teacher

Level 4 Rewards (Exceptional Behaviour e.g. outstanding work or effort, behaving exceptionally well, being a great advert for the school, huge improvement in behaviour or attitude, being involved in an exceptional act etc.

- Letter home to parents from Head teacher
- St Aidan's Gold Superstar Sticker

REWARDS ARE CELEBRATED AND ACKNOWLEDGED DURING A RANGE OF ASSEMBLIES THORUHOUT THE SCHOOL YEAR.

Corrective and Supportive Discipline Procedures

The strategies outlined here are employed when classroom or whole school expectations are broken and unacceptable incidents have occurred. These strategies aim to develop pupils understanding of the consequences of their actions and build in support mechanisms in order for pupils to modify and improve the pattern of their behaviour.

Sanctions

A sanction is a response designed to discourage inappropriate behaviour. However used alone sanctions do not teach more appropriate behaviours. The use of positive reinforcement and role modelling are used in St Aidan's to illustrate the preferred, encouraged behaviour so it is important to continue to reward and encourage the child for their good behaviour.

Level 1 Sanctions (low level misbehaviour which detracts for learning)

1. Nonverbal e.g. Frown, raised eyebrows, shake of head
2. Tactical positioning
3. Quiet, private reminder to individual
4. Verbal reminders of behaviour expectations
5. Redirect attention
6. Name on board
7. Loss of Golden Time as stated on agreed sheet
8. Move pupil within classroom

Level 2 Sanctions (for repeated misbehaviour/ failure to keep Golden Values/disruption to learning)

1. 'Time Out' - allow a period of 5 minutes reflection in a designated area, within or in Buddy Class which is isolated from peers (timed period with timer)
2. Complete unfinished work at lunchtime
3. Discussion with pupil about desired behaviours
4. Name/incident recorded in conduct book (loss of GT)
5. If behaviour persists, notify parents and arrange an initial chat. This contact should be logged in Conduct Book together with agreed outcome
6. Complete monitoring log for week and meet parents to discuss
7. If unsatisfactory progress child is placed on weekly target card (Green). Green cards are to be brought to the Head teacher at an appropriate point during the week for monitoring.
8. Pupils should work towards an individual target for 2-3 weeks unless they completely achieved target without any effort. After this time it may be appropriate to remove from card, initiate a different target or move to Level 3
9. Referral to LM for support/homework

A child at Level 2 will automatically give up the right to GOLDEN TIME AND THIS NEEDS TO BE EARNED BACK VIA POSITVIE BEHAVIOURS and the removal of Target Card.

Level 3 Sanctions (for persistent inappropriate behaviours and specific behaviours causing emotional or physical harm.)

1. Removal from class to specified place for 10 minutes or other specified time to reflect- this time must then be paid back during break or lunch
2. Place on Lunchtime detention (with teacher who had to remove child)
3. Inform parents of behaviour – phone, standard school letter or in person. Log contact in Conduct book
4. Referral to LM and /or outside agency
5. Conduct Card- Amber. Amber cards are to be brought to the Head teacher at the end of each day
6. Continued incidents may result in a loss of privileges/opportunities – responsibilities, jobs or an Internal Exclusion - all must be reported to parents
7. Fixed term exclusion of 1-3 days at head teacher discretion.

Level 4 Sanctions (for physical or verbal violence towards self, others or property, prejudice based abuse, behaviours causing or likely to cause harm and malicious allegations against others. Level 4 will be implemented as required dependent on the serious nature of the incident.)

- Staff member at scene of incident collates information from those present. Any witnesses to the incident complete a personal incident log. Younger pupils are supported to do this by an adult who was not present
- Behaviour logged in school incident file and
- Parents informed and may be invited into school immediately (or as soon as possible)
- Pupils placed on Red Report Card for 3 weeks which must be brought to Head at the end of each session (break, lunch and end of day) and may trigger a reward or consequence.
- Unsatisfactory comments will result in Loss of break/lunch time
- Removal from class for ½ day, whole day or specified period of time to work in Buddy Class with work set by class teacher
- Targeted support provided for child (multi-agency)
- Repeated offences may result in attendance at Governors discipline panel
- While a pupil is placed on a Red Report Card there will be a loss of opportunity to represent school at events or attend trips/activities rewarding behaviour.
- Once on Report Card a child will not receive Golden Time until this is earned back.
- The head teacher may issue a fixed term exclusion or, in certain cases, a permanent exclusion. The guidance issued by the Department for Education, Exclusion from maintained schools, Academies and pupil referral units in England, sets out the statutory duties in relation to exclusion from schools.

Discipline beyond the school premises. The head teacher will apply appropriate sanctions in accordance with this policy where poor behaviour is witnessed by members of staff or is reported to school by others.

Use of reasonable force. The guidance issued by the Department for Education, ‘Use of reasonable force’, gives clear advice on the definition of reasonable force and how schools should apply the guidance. Staff receive regular additional training to carry out their responsibilities.

Malicious allegations against school staff or other children. Where allegations are found to be malicious the head teacher will refer to Level 4 as an appropriate sanction and depending on the circumstances this will be referred to the police if there are grounds for believing a criminal offence may have been committed.

Screening, searching and confiscation. The head teacher will refer to the Dfe guidance on Screening, Searching and Confiscation where these actions are deemed necessary.

Support for Behaviour

At St Aidan's Catholic Primary we have a number of ways in which we support children who display behaviour patterns which cause concern (this may be introverted/extroverted or inappropriate behaviours)

Initially the class teacher is responsible for supporting a pupil. They may choose to employ any of the following strategies

- Discussion with pupil, pupils friends, pupil's parents
- Circle time discussions and support
- Bubble Time- discussion, listening or games
- Setting informal targets and rewards – recorded

If the child does not respond to the normal procedures or would benefit from additional support then the class teacher can refer a child for additional support via SENCo or Learning Mentor. Pupils referred will be placed on most appropriate support level depending on their need.

Available Support includes:

Learning Mentor

- Group work
- 1:1 support
- Support for targets
- Playground support
- Activities for home
- Links to outside agencies

SENCo/LT

- Pastoral Support Plan
- Referral to outside agencies (behaviour and inclusion, ed psych, play therapy, Mental Health, Child Guidance, etc.)

Lunchtime Behaviour

Lunchtime supervisors are provided with stickers, Golden Tickets and Red Cards to reinforce desirable behaviour and the Golden Values. Lunchtime staff are encouraged to use Restorative Techniques and to try to investigate incidents seen or reported to them. Serious or complex incidents witnessed or reported should be recorded on an Incident Report form and handed to the class teacher or Head before the member of staff leaves their duty. These must be accurate and record what actually happened.

The Golden Tickets should be displayed within the classroom and children rewarded for receiving one with Team/Dojo Points.

Children who break the Golden Values will be issued with a Red Card, which will clearly indicate which Golden Value was broken. Red cards will be given to the class teacher and should be placed in class Conduct File – following restorative circle and /or appropriate consequence.

If a child is issued with 3 red cards within a week parents MUST be informed and the child should miss part of the lunch period for 1-5 days as appropriate.

Continued poor behaviour will result in child being placed on lunchtime report card for 1-3 weeks. Lunchtime exclusions will be used for serious incidents or for behaviour that does not improve with the above strategies.

Bullying is defined as;

Deliberately hurtful behaviour, repeated over a period of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

School Procedures in relation to incidents of Bullying

- If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached (staff may wish to refer to class teacher or member of Leadership Team for support)
- A clear account of the incident will be recorded and given to the Head teacher
- The Head teacher will interview all concerned and will log the incident
- Class teachers will be kept informed and will be instrumental of the monitoring and support of pupils involved
- Parents of pupils involved will be informed of any reported incidents and resulting actions.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Where appropriate we will seek to reconcile pupils. This will be carried out in a supportive and planned way in order to prevent future occurrences. This will involve supported work by the Learning Mentor for all pupils as appropriate.

The following disciplinary steps can also be taken (in line with behaviour policy)

- The bully (bullies) may be asked to genuinely apologise.
- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Governors will be kept informed of incidents via the termly Head teachers report to Governors.

REMEMBER at Playtime

Look after and share equipment

The gate should only be opened by an adult

Stand still when you hear the first whistle

Use kind hands, feet and words

Walk silently and calmly to your line when you hear the whistle

Always report accidents or problems straight away

REMEMBER at lunchtime

Stay in your seat until you have finished eating

Talk quietly to the people next to you on your table

Clear away your tray and litter carefully and correctly

Make sure your place is clean and tidy before you leave so it is ready for the next person

If you need anything put your hand up and be patient

After lunch go to the toilet (if you need to) then go straight outside

Show respect to others

REMEMBER in the corridor

Walk silently in single file (one behind the other)

Remember your manners

REMEMBER in the toilet

Flush the toilet

Wash your hands

Put paper towels in the bin

Switch the tap off

Respect others and property

If there is a problem tell an adult straight away

St Aidan's Catholic Primary Pastoral Support Route

Level 4 – Child at Risk

No/minimal improvement despite interventions or extreme behaviour change
Report Card – signed at end of session (break, dinner, day etc)
Governors disciplinary for child and parent to attend CAMHs, Exclusion (fixed and / or permanent)

Level 3 – Multi agency work

Child still in difficulty
Seek external support – LM, ESW, BS, Ed Psych, SASA etc (CAST meeting)
PSP/IBP drawn up with child, parent, school (LT, LM, CT), external support
Conduct card (Improvement Card for N & R) signed by Head

Level 2 Need for Additional Support

Child not responding to basic rewards and consequences
Meet with parents. Together plan way forward, monitor log, target card 2-4 weeks, targets reviewed with all.

Class teacher to lead – LM support

Level 1 Universal Need

General pastoral support strategies e.g. praise stickers, encouragement, informal target reminders, certificates, Golden Time etc.

I.e. the strategies used for ALL children

Whole school responsibility @ class teacher level