



## **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 seek to develop the knowledge, skills and understanding to enable children to continue treating each other with respect and fairness; being willing to forgive and be forgiven

### ***(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.

Our focal point for developing these good relationships starts with our Mission Statement and is reflected in our school badge which contains the Latin phrase 'Recta Sapere' meaning "Right Judgement" or "Knowing what is Right".

We use three simple words in the classroom to promote good behaviours:

***Ready, Respectful, Safe*** can be applied to any situation.

### **Aims**

Through 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, hard working 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 the codes of behaviour
- Encouraging our children to see themselves as a member of the school family and recognise their responsibility in this and develop pride in it
- Develop the skills of cooperation, Team work 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 and wider environment
- Creating 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 children are successful and making alternative arrangement to avoid failure

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

- Demonstrating good manners
- Practising good behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving 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, racism on any level at any time
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively
- Criticising the behaviour not the child
- Avoiding labelling
- Listening with empathy and tact
- Handling confidential information sensitively and with tact
- Having regular liaison and update meetings internally 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 our school Behaviour Policy. This includes bullying of any kind.

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.

We have a clear system in which we can reward and apply sanctions for behaviour that meets or does not meet our expectations. We express this through different levels from Level 1 at the lowest through to Level 4.

**Any Level 3 or 4 sanctions should be systematically recorded using CPOMS online digital system.**

### **Rewards**

At St Aidan's we strongly believe that rewards encourage children to repeat behaviour because they have pleasant outcomes. Rewards contribute to children's self esteem which nurtures their emotional, social and academic development. Rewarding one child encourages others to copy behaviours which results 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.

### **Recognition Boards**

Advertising the behaviour you want in your classroom rather than the behaviour you do not.

Write on the top of the board the behaviour on which you want to focus (this could be a social or learning behaviour). When you see children demonstrating the behaviour well write their name on the board or put up their photo.

### **Positive Praise for going Over and Above**

Shift your expectation for good behaviour to over and above by deliberately recognising behaviour that is over and above minimum standard. Use the phrase in your recognition, "You picked up those coats without being asked. That is over and above. Nice work, Jo." Or anonymously for those children who get embarrassed or are too cool to be made a fuss of in front of an audience.

**Level 1 Rewards** awarded for everyday occurrences of good behaviour relate to Ready, Respectful and Safe.

- Non verbal displays of approval e.g. smile, thumbs up, approving nod
- Verbal expressions of approval e.g. positive comments and praise
- Valuing contributions and opinions made – positive note
- Celebrating/sharing achievements
- Visual awards e.g. displaying work, showing sharing work with other teachers
- Positive comments in books
- Class/School award systems e.g. house points, Dojos etc

**Level 2 Rewards** awarded for consistent hard work and behaviour – key model of values of Ready, Respectful and Safe

- Certificates – Star of Week given out in Praise Assembly/ Name included in Star Book
- Star of the Day Award from Class Teachers
- Show work during Praise Assembly
- Praise text home
- Displays of trust e.g. jobs, responsibility
- Lunchtime Staff identify positive behaviours for reward at Praise Assembly – one child from each Key Stage per week. That child earns a point for their House.

**Level 3 Rewards** for extra special behaviour, being an excellent role model, significant change in behaviour for the better

- Show work to Head Teacher – Well Done clap in class with Headteacher Certificate
- Letter home/phone call from teacher
- Choose a friend to join you in the Nursery Class to support teaching and learning for a short time

**Level 4 Rewards** Exceptional Behaviour - 'over and above'

- Trip out to local Café Restaurant with Headteacher/ Deputy (Minibus)
- Sports Trip – afternoon out with Mr Craig eg indoor wall
- **Reward trip each half term to raise cultural capital eg trip to art gallery, theatre etc**

### **Friday Assemblies**

Assemblies are delivered by the Headteacher using the Gospel readings for the following Sunday. These focus on and make use of the CAFOD Children's Liturgy materials and follow the Collective Worship structure of Gather, Listen, Respond and Go Forth.

A child will choose an adult from the school community to read a prayer from the three provided. The final prayer will be read by the school community as a whole.

### **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 new 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** for low level routine misbehaviour e.g. talking, distracting others

- Non verbal e.g. Frown, raised eyebrows, shake of head
- Verbal **Reminders** of behaviour expectations 30 second intervention (Appendix 1)
- Tactically ignore
- Redirect attention

- Teacher position self by child
- Move pupil within classroom

**Level 2 Sanctions** for repeated misbehaviour/ failure to be Ready, Respectful and Safe.

- **Caution** - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next step".
- **Last Chance** - Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention.
- Complete unfinished work at lunchtime or at home
- Complete monitoring log for week
- Referral to LM for support

**Level 3 Sanctions** for persistent misbehaviour/ failure to be Ready, Respectful and Safe.

- **Exclusion** from class to specified place for 20 minutes to complete work. Sending teacher should complete form to say why the exclusion from class has taken place.
- No attention given to the child by the receiving teacher other than to provide a workspace and to return the child after 20 mins and sign the form to acknowledge receipt.
- This exclusion from class **can** be repeated **once** during the course of the day
- Further persistent misbehaviour go to Level 4
- Inform parents of behaviour – phone, standard school letter or in person. **Log contact in CPOMS**
- SLT will monitor Exclusion Files and will call for children whose names appear regularly to explain their behaviours
- Referral to LM and /or outside agency

**Level 4 Sanctions** significant misbehaviour which is oppositional and/or defiant

- Immediate isolated exclusion from class under the care of the LM. Sited in a 'Break Out' room for 20 mins (10 mins KS1); child is escorted or removed using Team Teach. An Incident Report Form must be completed by the Class Teacher each time this occurs.
- Child is not engaged but reparations by the LM can begin at the end of the timed period
- If behaviour is positive then a return to Level 1 can be applied.
- If behaviour remains oppositional and/or defiant, a second isolated removal can be used. If this is during the same session ie am/ pm, the exclusion will last for the rest of the session.
- If this continues over the course of more than one day, a Managed Exclusion can be arranged in which work is carried out away from other children and playtimes/ lunchtimes are supervised and away from peers. This should be for no more than one day.
- A meeting with the Headteacher, Learning Mentor and parents should take place prior to a managed exclusion.
- Level 4 sanctions should be referred to SLT for information and logged using **CPOMS** When these are not successful, a move to temporary or permanent exclusions may be considered in the light of support from both internal and external sources

### **De escalation and Positive Handling**

Staff have received training in de escalation and positive handling and from time to time will use these strategies to support a pupil. Where a child requires handling then safe techniques will be used by trained staff. Parents will always be informed when this has occurred and it will only take place when the safety of the child or other children is in doubt.

Children who require positive handling will be risk assessed and a plan will be written to support and monitor their behaviour

### **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
- 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)

#### **Breakfast Club Behaviour**

Breakfast Club supervisors are asked to promote positive behaviour through the reinforcement of our key areas of ***Ready, Respectful and Safe.***

Rewards are given during the Praise Assembly to one child from each Key Stage for their positive behaviours. The child earns one point for their House.

Breakfast Club 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 referred to a senior member of staff who will be on duty at the start of the day. An Incident Report form should be completed 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.

Persistent poor behaviour at Breakfast Club should mean that parents are contacted by the class teacher to consider options. Breakfast Club exclusions will be used for serious incidents or for behaviour that does not improve with the above strategies.

#### **Lunchtime Behaviour**

Lunchtime supervisors are asked to promote positive behaviour through the reinforcement of our key areas of ***Ready, Respectful and Safe.***

Rewards are given during the Praise Assembly to one child from each Key Stage for their positive behaviours. The child earns one point for their House.

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 referred to a senior member of staff who will be on duty on each yard. An Incident Report form should be completed 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.

Persistent poor behaviour at lunchtimes should mean that parents are contacted by the class teacher to consider options.

Lunchtime exclusions will be used for serious incidents or for behaviour that does not improve with the above strategies.

### ***Behaviour and Discipline Policy***

#### **Appendix 1**

30 Second Intervention script

"You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it). Do you remember yesterday/last week when you helped me tidy up/led the group/gave me that excellent homework/ mum's face when she got the note. That is the person I know, that is the ..... I need to see today."

There is no one 'correct' script when a pupil digs in their heels. Try this to start with and adapt it for your context...

"I noticed you are...(having trouble getting started). It was the rule about...(lining up/staying on task) that you broke. You have chosen to (move to the back/catch up with your work at lunchtime. Do you remember last week when you...(got that positive note, certificate). That is who I need to see today. Thank you for listening. (Then give the child some 'take up' time."