



St Gregory's Catholic Primary School



Behaviour and Discipline Policy

Our School aims to maintain discipline and good conduct in order to secure and create an orderly and happy learning environment where all members feel safe and valued. We have high expectations of all children in both achievement and behaviour.

This policy aims to provide children, staff, parents and governors with a clear strategy, which promotes respect and self-discipline. At St Gregory's School we strive to provide a 'Loving' environment which enables teachers to teach and children to learn. This reinforces our Mission Statement of 'Loving and Learning'. We believe that each 'Small Act of Kindness' and our striving for justice shows our response to God's presence in our lives.

The policy has been written focusing on the philosophy of Emotional Literacy which promotes the process of self awareness, self control and self esteem with an awareness of emotional needs of others. Children and staff's emotional needs are acknowledged and responded to positively. The overall aim of an Emotionally Literate school is to provide children, parents and staff with stepping stones to success and provide all learners with the opportunity to develop their respect for themselves and others, responsibilities, resilience and resourcefulness.

Following consultation with staff, governors, pupils and parents, the headteacher together with the management team will determine and implement this policy which will ensure a positive learning environment and an acceptable standard of behaviour at all times.

Objectives:

- To promote good behaviour by the active implementation of a positive discipline policy.
- To positively influence the behaviour of all pupils both within school and in the community it serves.
- To create a positive attitude to discipline which promotes good behaviour by raising morale and self esteem, and encouraging pupils to exercise self control.
- To have clearly stated sanctions should the need arise.
- To create a calm, happy, caring, family atmosphere within our school in which everyone feels safe, secure and valued.
- To provide a positive learning environment that encourages children to achieve maximum success in all they do.
- To contribute to the personal and social development of all children.
- To promote positive children and staff relationships where everyone is shown respect.
- Enable staff to teach in a disruptive free environment.
- Raise self-esteem and self-awareness through recognising and rewarding good behaviour, positive actions and attitudes.
- To encourage close links with parents, celebrating kind acts and good behaviour.

The place of discipline within the whole school plan:

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills that will promote responsible behaviour, encourage self-discipline, ensure self respect, respect for other people and for their property.
- To treat problems when they occur in a firm, but sympathetic manner in the hope of achieving an improvement in behaviour.
- To help make clear to children the distinction between minor and more serious offences.

Equal Opportunities:

- Staff should encourage and praise good behaviour rather than punish poor behaviour by providing a range of rewards for children of all ages and abilities.

This system is for all children and is to show that their efforts are recognised and valued.

Teaching Approaches:

1. Establish regular routines, for example 'Getting ready to Learn' activities and structured breaks during afternoon sessions.
2. Provide stimulating learning opportunities which address all learning styles (VAK).
3. Take time to listen and respect the beliefs and views of all.
4. Have timetabled sessions for circle time activities, peer mediation sessions, play and role play.
5. Have adults to welcome children in the morning and ensuring that every child engages in a conversation with an adult during the school day.
6. Creating high challenge but low stress activities to engage stimulate and motivate learners.
7. Involving children in making decisions and rules for their classroom and play times.
8. Ensure positive behaviour is rewarded and commended – look for the positive using positive language before setting a sanction for a child.
9. Splitting learning into manageable chunks giving opportunities for independent learning.
10. Ensuring when mistakes are made the children can use this as a positive experience and learn from them in a caring and supportive environment.
11. A system of house points/stickers operates throughout the school by which children can be rewarded for academic and non-academic achievements, for effort, for being caring, and for all aspects of good work and behaviour.
12. Every day is a new day. We ensure every child starts the day with a clean slate and is greeted with a smile.
13. The children have been divided up into four houses: St. Anthony, St. Josephs, St Cecelia's and St. Teresa. Children are awarded house points for thoughtfulness, being helpful, good work etc. A weekly total of house points are announced in assembly and the winning house are rewarded. We hope that children encourage other members of their house to try their best in every aspect of school life.
14. Certificates are awarded at Friday's congratulations assembly children are praised for their effort and attitude with regard to an aspect of their work or behaviour.
15. Postcards are sent home for exceptional acts of kindness, outstanding behaviour or learning.
16. Children are encouraged to celebrate their out of school achievements by bringing into assembly any awards or certificates they have gained in a variety of areas, dance, swimming, music etc.

This one rule sets the standard of behaviour which requires respect and consideration for others and contributes to the efficient and effective organisation of the school.

- All members of our school community are asked to respect each other, respect their own and other people's property and to take care of books, equipment and the building.
- All members of our school community are expected to exercise self-discipline and to take responsibility for their own actions, resisting negative influences.
- Children are expected to be well behaved, well mannered, co-operative, truthful and attentive.
- All members of our school community are expected to use appropriate non-verbal communication (including eye-contact, gestures, tone of voice, personal space).
- All members of our school community are expected to use criticism constructively.
- All members should strive to support and help each other.

Parents:

The school is aware that the primary role in children's behaviour lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

1. Recognise that an effective behaviour policy requires close partnership between parents, teachers and children.
2. Discuss the school rules with children and parents, emphasising their support of it and assisting when possible, with its enforcement.
3. Provide opportunities for parents to attend Parents' Evenings, parents' functions and by developing informal contacts with school.
4. Ensure parents understand that learning and teaching cannot take place without sound discipline.
5. Reassure parents that staff endeavour to deal with behaviour problems patiently and positively.
6. Inform parents that we encourage children not to 'hit back'. This usually involves retaliation and not self-defence and creates further problems.
7. Ask parents to sign our home school agreement form to acknowledge they support the school in its attempts at continued good behaviour for its pupils.
8. Invite parents to workshops held in school to support children and parents with behaviour issues and raise pupil self esteem.
9. Inform parents about 'Emotional Literacy' so that parents can support the key messages being given to children at school.

Classroom Rules:

Each class teacher discusses the rules in detail at the beginning of each academic year. They discuss how we treat one another, how we work, how classroom problems are settled, how we care for one another, movement around school and safety in school.

Specific School Rules:

- Try never to hurt others through your words and actions.
- Use your hands, feet and objects to help each other.
- Listen to the person who is speaking.
- Do your learning quietly and allow others to do theirs.
- Walk in and around school.
- Playground rules

Playground Rules:

- We play together
- We try to treat everyone as a friend
- We care for each other
- We take care of our gardens and our equipment
- We know that the proper place for litter is in the bin

Other behaviour rules include simple rules for behaviour at assembly, moving round school and lunchtime.

Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. A Discipline Policy must state these boundaries firmly and clearly.

Minor Breaches of Discipline

1. Minor breaches of discipline are generally dealt with by the class teacher/teacher on yard duty/School welfare staff in a caring, supportive and fair manner, with some flexibility regarding age of the child. This may include an informal word with parents or guardians.
 2. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and reminded of school rules.
 3. Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, and letters of apology and loss of responsibility, circle time activity to address issues. If further action is needed children will be placed on weekly reports, which will target preferred behaviour and staff and pupils will reward success. Parents will be asked to countersign the report.
 4. Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Teachers will log re-occurring incidents in their record books and negative/disruptive behaviour will be reported to parents on Parents Evenings and in end of year reports.
 5. A breach of discipline may result in the Headteacher withdrawing the child from certain activities such as representing the school in a team, loss of status or not taking part in a class trip. These will be dealt with by immediate referral to senior leaders /or head teacher. Parents will be informed and invited to discuss the matter.
- N.B. No child must be retained after school as a punishment.

Major Breaches of Discipline are extremely rare but the procedures have to be clearly stated:

Persistent minor incidents may become major incidents. These include bullying, disruption of lessons, racist taunts, physical aggression, continual bad language etc.

Major breaches of discipline include: physical assault, deliberate damage to property, stealing, leaving school without permission, verbal abuse, refusal to work, disruptive behaviour in class and bullying in any form. This type of behaviour is the responsibility of the Head teacher or the Deputy Headteacher in her absence, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded and parents are continually informed and involved encouraging to support with sanctions at home.

Procedures for dealing with major breaches of discipline:

Major breaches include such acts as physical violence putting others safety at risk, sexual abuse or assault, having illegal drugs or offensive weapons on school site. Before permanent exclusion takes place the following strategies may be used. Major breaches will be judged on individual cases and the head teacher will determine whether exclusion is necessary (The deputy head will take this decision in the absence of the head teacher).

1. A verbal warning by the Headteacher and withdrawal from the classroom for the rest of the day, with a request that parents come into school to discuss the problem.
2. A child may be placed on a weekly report ensuring a dialogue between school and home.
3. A very serious problem may result in parents being asked to take their child home for the rest of the day while appropriate action is considered.
4. Hold a meeting with parents to discuss the problem a warning is given about the next stage unless there is an improvement in the child's behaviour. If the problem continues then - three days exclusion will be enforced.
5. On any further re-occurrences then a one-week's exclusion will operate after consultation with the Governing Body. A case conference involving parents and support agencies would then follow. (Note exclusions can be no more than 45 days in an academic year).
6. If no marked improvement is evident then Permanent exclusion will be considered after consultation with the Governing Body and the LA.

The Head teacher will inform the Governors Curriculum and Pupil Welfare Committee when there is a serious breach of discipline and appropriate action will be taken. This may include part or full time exclusion. The school will follow LA exclusion procedures. A CAF should be considered to support the pupil as well as looking at what is best for the pupil's future, this may include mediation, internal exclusions or a managed move to another school. Parents have the right of appeal to the Governing Body against any decision to exclude.

Exclusions on medical grounds:

It may become necessary to exclude a child on medical grounds until such risk assessments and an interim review has taken place to ensure the full safety of the child and others. This is only a temporary exclusion and will be for the good of the child.

Lunchtime Supervision:

At lunchtime, supervision is carried out by a team of Welfare Assistants and a Welfare supervisor who can refer to the Headteacher or the Deputy Headteacher in her absence. The Welfare Assistants are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being withdrawn from the playground.

The Welfare staff must be treated with the same respect expected by all at St. Gregory's. Verbal or physical abuse of any kind will not be tolerated.

Persistent or serious misbehaviour at lunchtime will be brought to the attention of the Headteacher. This will result in loss of privileges and playtimes.

Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion at lunchtimes.

Further Intervention:

Non adherence/conformity to the class Code of Behaviour could indicate the need to place the child on the first stage of the Special Needs Code of Practice. Parents will be informed and at School Action targets and strategies will be stated on an Individual Behaviour Plan. It may be necessary to involve multi-agency members from the LA for advice.

Special Educational Needs:

The Special Needs Co-ordinator will monitor progress within the Code of Practice and arrange appropriate support, which may include the involvement of the LEA Pupil Behaviour Service and the Educational/Psychological/Welfare Service and will include stages on an Individual Educational Plan. For further information refer to the Special Needs Policy.

Home/School Agreement:

The School aims to impress upon parents the significant part they have to play within the School's Code of Behaviour. As part of this written partnership between home and school parents will be asked to read and sign our home/school agreement to acknowledge they support and agree with measures to be taken.

Anti Bullying Policy:

When an incident of bullying is reported (this does not include the general tumble of school life) class teachers immediately inform the management team or headteacher. The victim is interviewed and reassured. We take bullying very seriously and implement our Anti-Bullying Policy.

Racial Equality Policy:

Incidents involving racist taunts will be handled in the same way as incidents of bullying. Breaches of these policies are considered to be a major incident and will not be tolerated.

Bullying, racial harassment, equal opportunities are subjects covered in religious education and PSHE lessons, Key stage and whole school assemblies with the intention of deepening every child's understanding of their significance.

The headteacher will keep a log of major incidents and will liaise with the LA Welfare Officer when appropriate.

Through the implementation of this Behaviour Policy we aim to help all members of our school community experience God's loving care for each individual. It is the responsibility of every member to contribute to the creation of this ethos, which should be reflected in all areas of school life.

The whole staff on an annual basis will monitor this policy and practice and the outcomes will be reported to the Governing body through the Ethos committee.

This policy has set out ALL the ranges of sanctions that will be used, if they are needed, to cover the full spectrum of breaches of discipline.

Sanctions are only used when all else fails.

Monitoring and Evaluation:

- Information records concerning bullying, racist incidents, violent incidents, staff absences, relevant sections of OFSTED reports and staff training will inform the evaluation process.
- Pupil's behaviour will be monitored through the records kept by staff and attendance and authorised and unauthorised absences.

Conclusion:

This policy should be read in conjunction with the Education Development Plan from Sandwell LA Behaviour Policy Guidelines The performance Management Policy, Child Protection policy, The school Improvement Plan, The Staff Development Plan, Child Care guidance, the monitoring and evaluation policy and all evaluation procedures Health and Safety policy, Anti Bullying Policy Drugs Policy, Physical Intervention policy the Racial Equality Policy, Special Educational Needs Policy and Improving Behaviour and Attendance: guidance on exclusion from schools and Pupil referral units. It follows the DfE guidance on behaviour and discipline and exclusion guidance 2008.

The great majority of our children seldom break the rules. They are a pleasure to teach and are a credit to their parents and to St. Gregory's.

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