

Behaviour & Discipline Policy



Mission Statement

**As a Catholic School, we come together to celebrate our love of God and each other.
Through prayer we follow Jesus' example of love, forgiveness and truth.
We are a safe and happy community where every individual is supported
and encouraged to achieve their targets.
We believe, that with God, everything is in our reach.**

In keeping with our Mission Statement, the Governors of St Francis R.C. Primary School have agreed the following policy.

BEHAVIOUR AND DISCIPLINE POLICY

OVERVIEW

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. We ensure that St Francis Primary School is a safe place in which to learn, work and play by referring to the articles in the Convention of the Rights of the Child. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy. The school has fulfilled its duties under the Equalities Act 2010 in regard to Safeguarding and pupils with SEND.

OBJECTIVES

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.

STRATEGIES

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the headteacher who will agree an appropriate strategy of help and support.
8. The headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

WHOLE SCHOOL APPROACH

Regular use should be made of reward systems ranging from teacher praise to whole-school systems e.g. the Golden Book, Golden Time, certificates and trophies in assembly, stickers to reward positive behaviour, prize-giving.

There should be an emphasis on creating a positive and pleasant working environment in the school where children's work is valued by positive comment and by the quality of display.

Parents should be seen as active partners through close home-school liaison by such methods as "Reading Record Books" and parent-teacher meetings.

An effective curriculum, appropriately differentiated to stimulate and engage pupils, is a key factor in motivating children and in maintaining an orderly working environment.

Respect for each other is also to be expressed through a respect for the property of others and respect for the school building.

The use of inappropriate language and swearing is unacceptable at St. Francis', as it undermines the school's promotion of the dignity and self-respect of every individual member of the school community.

IN THE CLASSROOM

Each class teacher is responsible for the discipline of the children in his/her classroom.

The following guidelines will help to promote a calm and purposeful atmosphere:

- Teachers will ensure that procedures are clearly understood by all the pupils in the class e.g. participation in lessons, movement in the class, what pupils should do when a task is completed, no calling out, etc. Teachers will always give clear explanations to children, so that activities run smoothly.
- High standards are to be set and teachers will make sure that children know what is expected. Progress is monitored carefully.
- Work will be set which matches pupils' abilities.
- Golden Rules are to be displayed in each room and should be referred to when talking to pupils about their behaviour.
- The school through its teachers and assistants will ensure that the necessary materials are available for children to complete an activity.
- Interesting wall displays are to be maintained in the classroom and throughout the school.
- Teachers will always seek to extend and motivate all pupils.
- Creative discussion is encouraged, as the building of self-confidence is important.

PE

If a child forgets their PE kit, the following sanctions will be in place:

- Yellow card – 1st time will be a warning.
- Red card – 2nd time, child see head teacher.
- 3rd time the child will lose 5 Golden minutes

This process will start new each half term.

REWARDS

Pupils who behave well will be rewarded as follows:

- Praise
- Merit Certificates
- Stickers
- Golden Time
- House points
- Golden tickets (Hot Choc Heroes)
- A star will be used to celebrate excellent work. A child's name will be displayed in the star and can be used as a tool to select Star of the Week.
- A prize box may be used to reward excellent work / progress. This is at the teacher's discretion.

SANCTIONS

No matter how well planned the curriculum, or how well teachers plan or prepare, individual instances of disruptive behaviour are bound to happen.

Interventions have to be carefully judged by teachers and sanctions may range from quiet reprimand, change of seat, interruption of privileges, isolation of pupils with another class teacher, additional work, extra work during Lunchtimes, contacting parents.

A traffic light system operates in Y1-Y6. If a pupil breaks a Golden Rule the following consequences will apply:

- a. Firstly, repeat the rule broken and issue a warning.
- b. Secondly, the child's name is moved from green to amber.
- c. Lastly, the child will lose agreed amount of Golden time.
(1 minute - except in Y6 where 5 minutes will be lost)
- d. There are no options to "earn back" minutes

With serious/repeated incidents of concern, staff are requested to enlist the support of Senior Staff, including the school's designated teacher for special educational needs. Staff monitor concerns by recording incidents on CPOMS. In the final instance the Head Teacher will deal with serious incidents of a disciplinary nature.

The School reserves the right to exclude pupils on a temporary or permanent basis, in accordance with the guidelines laid down in Government legislation. In such processes, the Governing Body have established an Appeals Panel to adjudicate in matters which go to the level of an appeal.

The Catholic Church is rightly proud of its network of schools, and the way in which schools operate in clusters. One alternative sanction to continue to include a pupil within this network is to assist in making a fresh start in a neighbouring Catholic school.

BEHAVIOUR MANAGEMENT in EYFS

We focus on positive behaviour management. Children can receive ‘dojo points’ for demonstrating positive behaviours such as, being kind, listening to the adults and tidying up. Before lunch we have news time, when adults hand out points to children and discuss positive behaviours they have seen during that morning. Reception also have a ‘star of the week/ wall’.

At the beginning of the day all children will begin on the sunshine, if positive behaviours are maintained (children stay on the sun) throughout the day, children will receive a sticker at the end of the day when the charts are reviewed. If a child displays low level negative behaviour such as, taking a toy from their friend or interrupting the adult; they will first receive a warning, if they then persist, they will move on to the cloud; if a child displays 3 or more negative behaviours in that day, they will move on to the storm; which incurs a 3 minute thinking time (sometimes the adult will stay with the child if they are too young to understand). We use a 3 minute sand timer for children to keep track of the time. If a child demonstrates high level negative behaviour such as physically hurting another child, they will move straight on to the storm. When they have finished their time out they are spoken to by a member of staff about their behaviour and also have to apologise. They then return to the sun but they receive no sticker at home time. The adult dealing with the behaviour informs the child’s key worker.

In the EYFS, we tackle behaviour problems with parents immediately as we have daily contact. It is necessary on some occasions to implement behaviour plans for some children, which involve all staff, parents and often outside agencies. Parents are encouraged to follow our behaviour weather chart at home, to encourage consistency between home and school expectations.

USE OF REASONABLE FORCE / RESTRAINT

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at St Francis School. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. We will use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff at St Francis will not use force as a punishment

LUNCHTIMES

At St. Francis’ we value the contribution made by our Lunchtime Organisers.

At St. Francis’ the children know what is expected of them at lunchtime:

- Everyone must be safe.
- Children must stay inside the school gates and away from the perimeter fence.
- Children play together, make friends and keep friends
- Children are polite to all the staff and to each other.

i. At the beginning of lunchtime

Staff hand over the children to the Lunchtime Organisers. When the children go on to the playground the SLO makes sure that there are sufficient supervisors at each department.

ii. If it is very wet

Children will play outside in coats unless the weather is very bad, when they will play supervised games in the classrooms. They will return to their classes with their supervisors to play quiet games and await the return of teaching staff at the end of lunchtime. All children use the toilet during the dinner time break.

iii. If someone is hurt

Lunchtime Organisers attend to the minor cuts and bruises of the children for whom they are responsible. If they have any doubts they ask for the assistance of the SLO (or a qualified first aider). More serious injuries are recorded and a note is sent home to the parent or guardian.

iv. At the end of play

Supervisors get the children to line up in their classes. Supervisors spend time handing them over to the class teachers and discuss any difficulties which may have arisen.

Children are lined up in the playground (weather permitting) and teachers collect their classes from the playground. In the case of wet play when the children will be indoors, Lunchtime Organisers stay with the children in the classroom until the teacher arrives to take over at 1pm.

OUT OF SCHOOL

Any non-criminal bad behaviour or bullying which occurs anywhere off the school premises and which is witnessed by a member of staff will be dealt with by the headteacher. Where bad behaviour or bullying is reported to the school the headteacher will investigate and will then deal with the incident in line with the behaviour policy. Parents will be informed where necessary.

OUTCOMES

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

Revised and adopted by the Governing Body October 2018

Signed

(Chair)