

## **Positive Pupil Behaviour and Discipline Policy**

St Philomena's Catholic School has high expectations of all pupils. The purpose of the Good Behaviour Policy is to enable everyone – pupils, staff and parents to share responsibility for creating an atmosphere which is conducive to successful school and childcare

### **Rationale**

At St Philomena's Catholic School we believe that courtesy, consideration and common sense are important aspects of a child's education. We aim to provide a friendly, caring, calm and orderly environment in which children can enjoy learning. We encourage pupils to respect property and take a pride in their school and the community in which they live. Good behaviour and learning achievement are valued and celebrated by the whole school community. An emphasis is placed on self-control and we recognise that all behaviour is a chosen response.

### **Aims**

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the school:

- Enable effective teaching and learning
- Treat all members of the school community with consideration and respect
- Value others and be polite and friendly
- Work hard and try one's best
- Respect the school environment and other people's property
- Respect the culture and beliefs of others
- Promote self-esteem and emotional well-being

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach

### **Curriculum Organisation**

Each class has their own code of conduct, formulated each year by all the pupils. A school code of behaviour has also been developed by the School Council which is comprised of members from all classes in Key Stage 1. This comprises of three simple statements that apply all around the school and they are keeping safe; using polite words and looking after everyone

Good behaviour is recognised by various rewards.

In the classrooms KS1 classes use a reward system which may include a sticker, certificate or house points for continued good behaviour. In assembly there might be a focus on positive behaviour which is rewarded by certificate from the Headteacher. Individual pupils might also be rewarded by the Headteacher for positive behaviour. The Reception class use stickers, Star of the Day, Star of the Week, the Good Work Book and a homework prize to indicate behaviour of individual children at any one time.

However, a hierarchy of sanctions exists for those children who choose not to follow the rules of the school community. Each sanction is employed appropriately to each situation. *(Please read the school's Behaviour and Discipline Policy.)*

### **The Role of the Pupil**

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. *(Please read the school's Anti-bullying Policy)*

Pupils are expected to:

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- To respect everyone's right to a safe environment
- To follow the school's codes of conduct.
- To alert a member of staff of any inappropriate behaviour towards another child.

### **Role of Staff**

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the SENDCo and outside agencies as appropriate.
- Treat each child equally and with respect and consistency.
- Be a good role model.
- Enforce the codes of conduct.
- Create a safe and pleasant environment, physically and emotionally.
- Recognise that each child is an individual and be aware of and respect their needs.
- Form a good relationship with all parents and carers so that the children see that the key adults in their lives share a common aim.

It is the responsibility of all adults to promote the school's Good Behaviour Policy **consistently** throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

### **Role of Parents/Carers**

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour

- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly.
- To work in partnership and support the school to benefit the child's welfare and education.
- To make their child aware of appropriate behaviour.
- To encourage independence and self-discipline.

### **Children's Rights**

- To be respected and valued as individuals.
- To be listened to.
- To feel safe at school.
- To have a voice in deciding the behaviour that is expected at school.

### **Staff Rights**

- To work in a safe environment.
- To be respected and valued.
- To be listened to.
- To receive professional development.

### **Parent/Carers Rights**

- To be informed.
- To be listened to.
- To be respected as the child's first educator.
- To be involved with the solving of their child's inappropriate behavior

### **Transition**

Pupils are prepared for the next year group through time spent with their new teacher explaining what will be expected of them in the next class or their new school. In addition the Year 6 pupils attend transition visits to their new secondary schools and they celebrate the end of their primary education with other schools at a Transition Mass and fun day. It is the responsibility of the Headteacher to report upon the effectiveness of the Good Behaviour Policy as requested.

## **Discipline Policy**

### **Around the School**

Children are expected to:-

- show good manners towards each other
- walk sensibly and quietly around the school
- listen attentively during assembly and at lessons
- line up quickly and quietly

### **In Class**

The rules may vary in individual classrooms but include the following:-

Children are expected to:-

- listen to and obey teachers' instructions
- show kindness to each other
- treat other children's belongings with respect
- contribute to the creation of a happy and pleasant working environment
- bring correct equipment to school
- ask the teacher's permission before leaving the classroom
- wear correct uniform and PE/Games/Swimming outfit
- treat school equipment with respect

### **At Break times/Lunch times**

Children are expected to:-

- play appropriate playground games sensibly
- show respect to members of staff on duty
- line up quietly and walk in line sensibly to class when bell is rung
- be indoors only with permission and supervision
- physical contact between pupils is discouraged

## **Bullying**

Any behaviour which causes hurt, whether physical or psychological, carried out by an individual or a group will be dealt with very seriously.

Our approach to misbehaviour:-

- Firstly, we examine the learning environment to ensure that it fosters good behaviour.
- Secondly, we seek to solve the problems by implementing a variety of positive approaches.
- Thirdly, sanctions are applied to punish and deter negative behaviour.

## **1 Aims and expectations**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - teachers congratulate children;
  - teachers give children house points;
- 2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
  - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
  - If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until she/he is in a position to work sensibly again with others.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
  - If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is reprimanded. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 2.3 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- 2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
- 2.5 All members of staff must be aware of the regulations regarding the use of force by teachers, as set out in the DfE – *Use of Reasonable Force advice for headteachers, staff & governing bodies July 2013*. Teachers in our school only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### 3 The role of the class teacher

- 3.1 *It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.*
- 3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 The Headteacher and SENco liaise with external agencies, if necessary, to support and guide the progress of each child.

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## Behaviour Policy

<b>Types of Behaviour</b>	<b>Sanctions for that behaviour</b>
<b>Serious Behaviours</b>	
1. Serious Physical Abuse	Parents phoned and sent home straight away.
2. Racial Abuse	Parents phoned and sent home straight away.
3. Behaviour likely to result in danger to others	Parents phoned and sent home straight away.
4. Foul Language	Parents phoned and a letter sent home.
5. Inappropriate language to adults and peers (threatening language)	Parents phoned and a letter sent home.
6. Damage to school property and lack of respect for others property.	Parents phoned and a letter sent home. (Payment towards the damage)
7. Inappropriate behaviour on school transport.	Parents phoned and a letter sent home.
8. Group intimidation	Send to Headteacher for investigation.
<b>Breaktime Behaviours</b>	
9. Out of Bounds (Inside and Outside)	Time out
10. Inappropriate table manners.	Eat alone
11. Running around the school building	Verbal warning
12. Pushing, shoving and talking in the line.	Walk with teacher
13. Damage to playground equipment	Equipment taken away
<b>Classroom Behaviours</b>	
14. Distracting the class	Verbal warning
15. Inappropriate talking	Verbal warning
16. Calling out	Verbal warning
17. Interfering with other children's property	Verbal warning
18. Swinging on chairs	Verbal warning
19. Task avoidance (throwing things, wandering around the class, etc)	Verbal warning

## Sanctions

### **Stage 1:-**

Aggravations (for example wandering about the classroom, calling out, interrupting teacher, interrupting other pupils, ignoring minor instructions, making silly noises, pushing in line etc)

- Verbal warning

Sanctions :- reminders, change of seating,  
(after several repetitions within a certain time period, e.g. after 3 incidents, Stage 2 sanctions will apply)

### **Stage 2:-**

Being more disruptive, deliberately creating a disturbance, refusal to do work, damage of property through carelessness, challenge to authority, and swearing.

Sanctions:- separation from the rest of the class group. Writing a letter of apology, completing unfinished work at playtime, time out of class as appropriate, informing the Headteacher, informing the parents, recording in the class incident book.

### **Stage 3:-**

Deliberate behaviour, for example throwing small objects with intention of breaking them, harming someone, damaging school/pupils' property, leaving classroom without permission, repeated refusal to do set tasks, continued challenge to authority, harmful, offensive name calling.

Sanctions:- Exclusion from class, exclusion from lunchtime, informing parents through letter, class report book, placing on SEN Register, if appropriate.

### **Stage 4:-**

Fighting and intentional physical harm to others; serious challenge to authority, verbal abuse to any person, vandalism, stealing, persistent bullying; (extreme danger or violence), leaving school premises without permission.

Possible Sanctions:- Immediate involvement of Headteacher and parents, meeting with parents, Headteacher Report Book, involvement of outside agencies, fixed term or permanent exclusion.

### Please note:-

- Behaviour pertaining to lunchtimes will result in exclusion at lunchtime only.
- Parallel procedures for official out-of-school activities.
- Corporal punishment will not be used or threatened.

The Positive Pupil Behavior and Discipline Policy will make reasonable adjustments to all of the above for pupils with SEND. Pupils are taught about positive behavior through the PSHEE programme and in assemblies.

*(October 2016 - to be reviewed October 2019)*