

# St. John the Baptist RC Primary School



## Behaviour and Discipline Policy

St John the Baptist Roman Catholic Primary School Milton Lane Dartmouth TQ6 9HW Tel: 01803 832495			
Approved Date	Headteacher Signature	Chair of Governors Signature	Review Date
Autumn 17			Autumn 18

## **Mission Statement**

As a school we are committed to the welfare of the individual child - spiritually, socially, morally, psychologically, physically as well as academically. As a Catholic School we are responsible for teaching the whole child in the word of Christ as told in the gospels.

## **BACKGROUND INFORMATION**

St John the Baptist School is part of Plymouth Catholic Anglican Schools Trust (CAST) a newly formed Multi-chain Academy Trust comprising 34 Catholic and Anglican Primaries and Secondary's spanning Devon, Dorset and Cornwall. St John's has approximately 85 children on roll. In each year there are a number of children identified with Special Educational Needs. There is a wide social mix and very varied family backgrounds including single parent and children from a range of cultural and ethnic backgrounds. The school covers an urban residential area and also has children who travel in from local outlying villages. The school has an active Parent Teacher Association called the Friends, which involve themselves mainly in fund-raising and supporting the teachers.

## **LEGAL REQUIREMENTS**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to the school.

### **The Education and Inspections Act 2006**

In particular section 89 of the Education and Inspections Act 2006:

- states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

### **Safeguarding children and young people**

Under the Children Act 1989 a behaviour incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

### **Criminal law**

Although bullying or poor behaviour in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Other school policies which have relevance to the behaviour policy are:

- Anti-Racism
- Anti-bullying
- Attendance
- Behaviour and Discipline
- Child Protection/safeguarding
- Children in Care (CiC)
- Confidentiality
- Drugs Education and Incident Management
- Equality and Diversity
- Health and Safety
- Home School Agreement
- PSHE
- Sex and Relationships Education (SRE)
- Special Educational Needs and Disability (SEND)

### **INDIVIDUAL RESPONSIBILITIES**

All members of the school community have a key role in promoting, implementing and supporting the Behaviour policy of St Johns. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, structured happy environment with children demonstrating good behaviours for learning.

### **MORAL AND VALUES FRAMEWORK**

The school believes that all staff and children have the right to feel safe and secure in the school environment. The school encourages the following values:

- Respect for self.

- Respect for others.
- Responsibility for their own actions.
- Responsibility for their family, friends, school and wider community.

## EQUAL OPPORTUNITIES

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

## CONTENT

The PSHE education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children.
- Develop skills of assertiveness, communication and effective dialogue in relationships, enabling children to deal with conflict and feelings e.g. anger.
- Encourage the exploration and clarification of values and attitudes, rights and responsibilities.
- Foster self-esteem, positive self-image and confidence.

Health topics and themes will be revisited taking into account the children's stage of development and the spiral curriculum concept. The content of the anti-bullying education programme as recommended by the Local Authority will be based on '*Health for Life*' and '*SEAL - Social and Emotional Aspect of Learning*' as a framework.

## ORGANISATION

PSHE education will be co-ordinated by the PSHE Co-ordinator in close co-operation with the Head of Teaching and Learning/Executive Head teacher.

Delivery will be:

- As topics.
- Addressed occasionally in assembly time.
- Through pastoral time.
- Through circle time
- Through SEAL activities.
- Through PSHE activities.
- Through small group work.

Active learning methods which involve children's full participation will be used.

## SPECIFIC ISSUES

The role of outside organisations and procedures for their involvement  
Representatives from outside organisations will be used to support and assist teachers in the development of the classroom based work and on a one-to-one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the children will be DBS checked.

### **Confidentiality**

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

### **Disclosure or suspicion of possible abuse**

St Johns has a Child Protection policy and procedure for dealing with child abuse based on the Local Authority guidelines and recommendations. This policy is available on request.

An annual report will be made by the Head of Teaching and Learning/Head teacher to the governors.

### **DISSEMINATION OF THE POLICY**

All staff members and governors will receive a copy of this policy. It will be displayed on the staffroom noticeboard. Copies are available for loan from the Admin office on request. A short summary of this policy will be included in the school prospectus and the policy will be made available on the schools website.

### **Aims and Objectives**

For children to be able to learn in school, they need a safe and structured environment. This policy statement outlines an approach which is supported by the Governors of St John the Baptist School. All staff should follow the same consistent approach in order to maintain good discipline and encourage appropriate behaviour for learning throughout the school. Everyone involved in behaviour management needs to be aware of the policies and procedures. The School needs to work in partnership with Parents and other stakeholders in promoting and supporting positive behaviour.

All children must have a clear understanding of what is acceptable and what is not acceptable behaviour.

The children must understand that if their behaviour falls outside what is expected, they will bring consequences upon themselves. It is important for all to realise that they are responsible for their own actions. Children are taught that they have the right to learn and the responsibility to not disrupt the learning of others.

A culture of positive praise and encouragement based upon Gospel Values of forgiveness and reconciliation should permeate the school. We endeavour to treat each other as Christ would have wanted. Staff need to foster relationships of trust and mutual respect.

The core principles and values are the following:

- i. All individuals are made in the image and likeness of God and should be treated with respect.
- ii. Adults in the school need to model exemplary behaviour towards each other, pupils, parents and the wider community.
- iii. St Johns aims to foster positive learning behaviours in the children by providing stimulating, high quality learning environments.
- iv. Children need boundaries and clear, high expectations of behaviour and of learning.

v. Staff need to reinforce positive behaviour and praise children for what they are doing well.

vi. Children need to be praised publically for good behaviour. Incorrect behaviour needs to be challenged quietly.

### **Strategy**

We want all our children to be happy, successful and confident learners with positive attitudes towards each other and staff. Any behaviour which is a barrier to a child learning or interrupts the learning of others needs addressing.

This will be done in the following ways:

### **Promoting Positive School Rules**

1. Do be gentle: Don't hurt anyone
2. Do be kind: Don't hurt other people's feelings
3. Do be honest: Don't hide the truth
4. Do look after property: Don't waste or damage it
5. Do listen well: Don't interrupt
6. Do work hard: Don't waste your time or other's time
7. Be helpful to everyone
8. Remember your manners
9. Treat others as you would like to be treated

Staff model positive behaviour at all times.

The School Rules are applied everywhere; in the school, in the street, in the home, in the community. School rules are rules for life.

### **Giving Awards and Praise**

We aim to be positive in our approach to the question of behaviour.

Awards and praise used fall into the following categories:

1. Stickers for individuals and classes
2. Contact parents
3. Good Work assembly
4. Immediate praise from staff
5. Displays of good work
  
6. Headteacher award
7. Reward teddies for each class/lunchtime
8. Table/ whole class rewards(tiger paws, marbles in a jar, table points)
9. Spot prizes when individual targets reached.

### **Sanctions**

When children are showing repeated inappropriate behaviour, there is usually a reason for this. It could be:

- i. medical issues, tiredness and or lack of breakfast, etc.

ii. It is really important to forge strong, supportive relationships with home. However, if the school becomes aware of an issue surrounding the child that may have a detrimental effect on them, it should be reported to the SENCO/head teacher/CP designated person for further investigation.

iii. Inappropriate work being set. Advice can be sought from the SENCO, if the child has additional needs. This needs to be sorted immediately and should be discussed with the head teacher.

iv. Making the wrong choices through a lack of understanding and/or deliberately/defiantly making the wrong choices.

i. When inappropriate behaviour is first noticed as becoming regular, parents should be informed at a very early stage and at every stage. Should the behaviour continue the SENCO and Head may need to be informed and involved.

ii. If a child disrupts a lesson, the teacher should warn the child that their behaviour is disrupting the learning. If that behaviour continues it may be necessary to move the child within the classroom or out of the classroom for further reflection and then to miss a break to catch up on work

If the behaviour occurs on the playground during unstructured time, the staff member on duty should report to the class teacher. At Lunchtime a record should be passed onto the class teacher. For more serious offences, or reoccurring bad behaviour, LSA or MTA should send for the member of staff on duty in the first instance. The Duty teacher can decide if a more senior member of staff needs to be involved. For more serious incidents a Behaviour log sheet needs to be completed and handed in to the class teacher/head teacher.

The Head Teacher will consult with the class teacher/SENCO/parents (as appropriate) to agree a range of suitable options to deal with the inappropriate behaviour. Approaches may include:

Motivational charts/stickers/rewards

Withdrawal of privilege

Separation at playtime/missing playtime

Working in another class

Child being on a restricted timetable for a period of time

Internal exclusion

Fixed term exclusion

If poor behaviour is due to a BESD difficulty, the SENCO should be involved in target setting using a Personal Support Plan to help those children who may have a specific need in behaviour. The school will also seek external help where appropriate from the Behaviour Support Team if it is felt that a child is at risk of exclusion. The governors receive a termly summary of behaviour.

### Exclusions

When a child is internally excluded, the child will undertake work provided by the class teacher. The child will work away from their classroom.

If this behaviour continues the child may be excluded from school for a set period and ultimately may be permanently excluded.

These final stages are at the discretion of the Head Teacher and the Governors.

## **CONFLICT RESOLUTION**

### **CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES**

Children should be encouraged to take some responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for ensuring children can carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to listen to their explanations.

Preferred 3 step conflict resolution strategy:

The adult is the referee, not part of the discussion, and is responsible for ensuring rules are followed.

Each child has a turn to say:

- The others listen with no interruptions
- They are encouraged to maintain eye contact
- No-one is allowed to interrupt or argue
- Continue taking turns until each has finished
- If the children cannot resolve conflict after a reasonable time, then the adult can decide to make a judgment and take appropriate action, although this should always be re-checked with all concerned so that children understand justification for this action.

<b>Step 1</b> What other children have done to upset them	<b>Step 2</b> How they feel about it	<b>Step 3</b> How they would like them to behave in the future
--	---	---

### **Lunch Time Behaviour Management**

All behaviour management in the school must be in keeping with the school policy:

- To have a positive and consistent approach
- Co-operation over confrontation
- Compassion and forgiveness in abundance
- Warm, positive communication
- Dealing with unacceptable behaviour in a quiet and private, rather than public way

### **Sanctions:**

Infringements of the rules may involve:

1. Further explanation to the child of the reason for the rule
2. Separating the child from the scene of disruption - sending them to class teacher/headteacher
3. Apologies to individuals/letters of apology
4. Loss of privileges eg. class trips, parties



5. Temporary or permanent confiscation of questionable articles; and/or
6. Consultation with parents which can take place at any of the above stages

Staff are encouraged to move clearly and consistently through the steps in order to avoid escalation. This allows children time to take responsibility and reflect on and change their behaviour, and is a very effective behaviour management tool.

### **Communication**

Records of serious incidents will be kept having been reported to the class teacher or Head teacher.

General sanctions guidelines

- The aim of sanctions is to discourage future misbehaviour
- Sanctions that are unfair, inconsistent or really unpleasant are counter-productive.
- The effectiveness of sanctions comes through their being imposed following a warning.
- Staff responses need to be appropriate to the level of seriousness of the rule being broken, rather than to their own tolerance levels.
- Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.
- Staff must be clear that it is the behaviour they do not like, and not the child, thus enhancing the likelihood that the child will want to cooperate in future.
- The severity of the sanction should always be kept to a minimum.
- The real power of sanctions is the pupil having a clear picture of the dependable and inevitable progression through the hierarchy.
- As a general rule, complaints about behaviour should be made in private and staff should avoid public rebukes if at all possible; telling someone off in public can leave everybody feeling told off and can have a desensitizing effect.

Whilst we aim to do everything possible to eliminate undesirable behaviour we do so with the understanding that there may be many complex underlying reasons for this behaviour and that each and every case is individual, which means we must adopt a flexible approach.

There will be times when a child has a particular behavioural need and individual strategies may be in place.

Ultimately, a member of the Leadership Team is always available to support and work with lunchtime staff.

### **DO**

- \_ Build environment that enhances responsibility and cooperation
- \_ Encourage, give positive feedback
- \_ Separate behaviour from person
- \_ Use "I" statements rather than "You" ("I feel upset" rather than "You have upset me")

- \_ Approach child side on, not face to face
- \_ Give a choice, rather than threat or demand
- \_ Allow take up time (waiting, hand on hip, just doesn't work!)
- \_ Reprimand privately, not publicly
- \_ Avoid holding grudges/personality clashes
- \_ Re-establish relationship after correction
- \_ Replace "Don't" with "Do"
- \_ Use assertion - not hostile - tone of voice
- \_ Acknowledge and praise good behaviour
- \_ Focus on primary behaviour - avoid argument
- \_ Actively promote, teach and support positive behaviour
- \_ Pass a problem on to someone else if you don't feel in control

### **DON'T**

- X Humiliate
- X Use sarcasm
- X Turn a blind eye
- X Use unjust consequences
- X Use unkind words
- X Pass the buck!
- X Allow feelings to get in the way
- X Respond to secondary behaviour
- X Struggle on in a situation you are finding difficult to manage - pass it on and discuss with Senior members of staff.

### **Bullying**

Bullying may be defined as the abuse of power by an individual or group in relation to another individual or group. It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has occurred on only one occasion (racism is a form of bullying) it can be:

- physical aggression, actual or threatened
- the use of putdown comments or insults
- name calling
- damage to the person's property or work
- deliberate exclusion from activities
- the setting up of humiliating experiences

Central to the definition of bullying are the intent and motivation of the perpetrator, which will primarily be to exert power over another in order to cause distress.

Bullying is not a phenomenon that occurs solely between children. The above definition can also be seen to characterise some adult-adult, adult-child and child-adult relationships.

In more serious instances the abuse of power by an adult over a child or a child over a child may be viewed as child abuse and bullying should be seen within this context. In these circumstances, child protection procedures will be appropriate.

**The staff at St John the Baptist RC School are firmly committed to stamping out acts of bullying.**

Allegation of bullying are taken seriously and investigated by the head teacher. Victims of bullying will be supported. No one deserves to be bullied, even if their behaviour is irritating or annoying.

Through the curriculum, activities are planned to develop positive relationships and to discuss issues associated with bullying. Sanctions will be applied to incidents of bullying as to other incidents, with exclusion as the ultimate sanction.

This code of conduct and discipline is the responsibility of every adult who works in the school. We should try to be as consistent as possible in the way we use the code.