

Sacred Heart Primary School

Jesus at the Heart of All That We Do.

School Behaviour and Discipline Policy

Rationale:

In keeping with the spirit of the school's Mission Statement our behaviour and discipline policy is positively based on a sense of love and respect for each individual. Within our community everyone is valued and individual needs are regarded as important. We recognise that each individual is unique and deserves to be shown care, respect and courtesy. In promoting and living the Gospel values within our school community we expect them to extend to the home and wider community that we serve.

Aims:

1. To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
2. To apply positive policies that serve to create a caring, family atmosphere and enable teaching and learning to take place in a safe, secure and happy environment.
3. To use the family as our model so that any necessary correction takes place in a context of security, affection and concern for the individual.
4. To teach, through the school curriculum and the Catholic ethos of our community, values and attitudes as well as knowledge and skills.
5. To promote responsible behaviour and self-discipline and encourage in children a respect for themselves, for other people and for property.

6. To recognise that praise and encouragement are powerful motivators.
7. To encourage and promote good behaviour rather than to simply punish poor or bad behaviour by providing a range of rewards for children of all ages and abilities.
8. To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
9. To deal with all situations and problems promptly in a caring, professional and sympathetic manner.

To expect each member of staff to:

- recognise the importance of collective and individual responsibility for the quality of behaviour whenever the children are on site or on educational visits.
- encourage good behaviour by ensuring that their own classroom organisation and management is of the highest possible level.
- should the occasion arise, seek advice from senior members of staff who, in turn, must support readily, while judiciously balancing the problems of a difficult pupil with the need to establish acceptable standards of behaviour.

Code of Conduct:

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils

- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school, paying due care and attention to safety on the stairwell (KS2) as instructed
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents could lead to exclusion
- Foul or abusive language must not be used, parents will be informed of persistent use of inappropriate language
- Children and Staff are expected to be punctual, ready to make a prompt start to each new session
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem. Toys or personal property must not be brought to school unless by prior arrangement with the class teacher.
- Children should wear the correct school uniform. Stud/small earrings and watches are permitted but are not to be worn during P.E. *Rings, necklaces, bracelets and anklets are not permitted.* Footwear must be sensible and appropriate; trainers and fashion shoes are not part of everyday school uniform. Hair attire should be simple and preferably in school colours. For swimming lessons (KS2) the children must wear appropriate swimwear as required.

In addition each class will have its own code of conduct displayed , often worked out with children.

An example of such a code could be as follows:

1. We listen carefully and follow instructions.
2. We treat other people how we would like to be treated.
3. We work quietly without disturbing our classmates.
4. We always tell the truth.
5. We always do our best.

Rewards and Incentives:

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Sacred Heart Primary system is based on praise/awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

In Key Stage 2 the children are divided into four houses, Matthew, Mark, Luke and John. A record is kept of house points and the scores are announced during assemblies as well as displayed around the school. Children are given rewards for thoughtfulness, being helpful, good work etc. We hope that children will be encouraged to try their best in every aspect of school life.

Also individual certificates celebrating achievements will be awarded every week, to one pupil in each class. These are for good work, improved work, having the right attitude etc. They are recorded on the Good News Board (KS1) or Star Pupil Board (KS2) and weekly Certificate Book (KS2). These children are recognised through the 'Celebrate Me' assemblies as well as through weekly displays in school.

Incentive stickers/stamps/smiley faces are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of school in assemblies and in class.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work and where necessary, their behaviour.

Sanctions:

Minor breaches of discipline, are generally dealt with by the class teacher in a caring, supportive and fair manner, and with some flexibility regarding the age/individual needs of the child as far as sanctions are concerned. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will have consequences. Each class teacher will follow two initial stages within the process:

1. A non-verbal warning – look, body language etc.
2. Verbal warning – reminder to the child of the rule they are breaking.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, will lead to loss of free times such as playtimes, moving to sit alone, sending unfinished work home, letters of apology and loss of responsibility.

However, after persistent inappropriate behaviour the class teacher may decide that the child concerned will be required to report to an allocated class teacher with suitable work to do and/or receive a formal detention during the nominated lunchtime (KS2) with a member of the Senior Leadership Team. The reason for the detention is recorded in the behaviour book. If a child receives three detentions (KS2) he/she will be sent to the Headteacher to discuss their behaviour. Should such behaviour develop a regular pattern and subsequent detentions follow, his or her parents will be asked to come to school to discuss the situation with the Class Teacher and Headteacher. In KS2 the number of detentions a child receives during the year are recorded in the annual end of year report to parents.

Discipline Issues are generally dealt with by-

1. Class teacher

2. Allocated teacher
3. A member of the Senior Leadership Team
4. Head Teacher

Procedures for Dealing with Major Breaches of Discipline:

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher who will deal with it accordingly, particularly if the problem keeps recurring. The standard procedure for this sort of behaviour follows a set pattern. Failure to improve leads automatically to the next stage, each stage being recorded, in accordance with LA guidelines.

- A verbal warning by the Headteacher as to future conduct
- Withdrawal from the classroom for an allocated period of time
- A letter to parents informing them of the behaviour/incident
- A meeting with parents to discuss the behaviour/incident
- A warning given about the next stage unless there is an improvement in the child's behaviour
- A case conference involving parents and support agencies
- If the problem is severe or recurring then exclusion procedures may be implemented after consultation with the Chair of the Governing Body

- Permanent exclusion after consultation with the Governing Body and LA where deemed appropriate

- Parents have the right of appeal to the Governing Body against any decision to exclude

Please Note:

Class teachers will normally follow up any behaviour or discipline problems involving children in their care. Pupils who still do not conform to the rules of the

school will be referred to a member of the Senior Leadership team and may be kept in during playtime. Children who are disruptive and fail to respond persistently will be sent to the Head Teacher and a daily/weekly report may be introduced. Unacceptable behaviour will be reported to parents and problem situations will be resolved at the earliest opportunity. Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension or permanent exclusion.

A very serious problem may result in the normal procedure being abandoned. The Headteacher and Parents will become involved immediately and the possibility of a child being taken home straight away.

Intervention:

At Sacred Heart Primary School the majority of children are well behaved. There are however occasions when individual children exhibit behaviour that is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is unique, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Using different resources
- Using small steps devised for each child (e.g. sitting on chair for given length of time putting hand up to answer questions)
- Rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful etc.
- Sharing good behaviour with other children/other classes
- Celebrating children's work in assembly

- Involving parents at an early stage to make an action plan together to improve behaviour.

The Management of Disruptive Behaviour

The Staff are expected to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances a teacher's usual control and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or prove damaging to people or property, staff must intervene to establish control.

Steps such as dialogue and diversion should always be taken to avoid the need for physical restraint but on occasion physical restraint may be the appropriate action to take. If this is the case then the following points should be noticed;

- Staff should have good grounds such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible
- Where possible other staff should be present to assist or to act as a witness. To alert other staff of the situation a child will be sent immediately with a "help" card to the office.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than is necessary.

Please refer to LA Guidance for School Staff on the use of Physical Interventions Including Restraints to Manage Behaviour

Critical Incidents:

These incidents are ones that may give rise to disciplinary or legal action or become a matter of public interest. Incident forms, when necessary should be used recording all details and are available from the Headteacher for all staff.

Serious incidents, such as the ones listed below must be recorded in the Incident Report diary, kept in the main office.

- Any incidents involving a child or anyone involved in the school which results in personal injury or damage to property.
- Any physical confrontation between pupils and staff
- Any incident which requires physical restraint
- Violence where a pupil causes injury
- Threatening behaviour
- Loss, theft or damage to property
- Incidents of smoking, drugs or solvent abuse
- Pupils absent from the site without permission

Bullying :

Any incidents are dealt in line with the school's Anti Bullying Policy. Allegations of bullying or any incidents regarded as bullying by the child, staff or parents are recorded on a Bullying Incident Record. One copy of this form is kept centrally in the headteacher's office, one copy is given to the class teacher to be put in the Class Tracking Folder which is passed on to future teachers.

Lunchtime Behaviour Book:

This is used to record significant disciplinary measures taken by a member of staff against a child. This book is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Lunchtime Supervision:

At lunchtime, primarily the lunchtime midday supervisors carry out supervision. Teaching assistants are also responsible for particular children with specific educational needs but may support other children as appropriate. The senior supervisor can refer to the class teacher, member of the Senior Leadership Team, Deputy Headteacher or Headteacher if necessary. The Supervisor and staff are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems after proper investigation may result in the child being asked to complete a task. This usually takes the heat out of the situation. The Supervisor and staff keep note of children who continually misbehave.

The Supervisor and lunchtime staff must be treated with the respect expected by all adults at Sacred Heart Primary School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher through discussion or by means of the Lunchtime Behaviour Diary. This results in loss of privileges and play times. Parents will be informed if there is no improvement and the child in extreme/critical incidents may be excluded from the premises at lunchtime, for a fixed period of time. This will be followed if necessary by permanent exclusion – exclusions must always be recorded.

Lunchtime Games/ Loan System

During the lunch period the children are able to borrow specific equipment such as balls, skipping ropes, juggling balls etc. The equipment will be centrally stored and primarily organised/monitored by the lunchtime supervisors. The equipment is distributed and returned by the children in order to develop a sense of responsibility but ultimately the lunchtime supervisors are responsible for the care and use of the equipment.

Parents and Behaviour Management

As with any aspect of a child's development involvement of the parent is essential to success. Parents can help:

- By recognising that an effective school behaviour and discipline policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement
- By attending parents' consultation evenings, parents functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Any disciplinary procedures taken as punishment following an incident or poor behaviour should always be consistent with this policy and in accordance with the School Aims and Mission Statement of our Catholic community.

Planning, Monitoring and Evaluation

It is the responsibility of our Governing Body to agree and then monitor the school Behaviour and Discipline Policy. The committee of the governing body for curriculum issues does this together with the Headteacher and RE Co-ordinator. The Headteacher will report to the Governors in the termly report on issues relating to this policy as appropriate.