



OUR LADY AND ST BENEDICT CATHOLIC PRIMARY SCHOOL GOOD BEHAVIOUR AND POSITIVE DISCIPLINE POLICY

Our Mission Statement:

The School aims to make prayer, worship and liturgy living experiences and to contribute successfully to the development of the Catholic faith in each individual member of the school community.

Aims and objectives

It is the 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 based upon the guiding principles of our mission statement. The school's behaviour policy is 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 in which everyone feels happy, safe and secure and to develop self confident, caring children who value themselves and others and take responsibility for their own learning through their attitude to work.

Our policy 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Strategies

These aims are best achieved in a positive, structured framework which gives praise for making the right choices about behaviour. This positive approach includes encouraging good attitudes, rewarding and praising, setting a good example and having consistently high expectations of our children.

The system operates throughout the School with some adaptations for our youngest children and children with Special Educational Needs.

The system provides continuous positive feedback to children who behave appropriately and follow the School rules. It is based on simple clear rules which all members of the community have agreed and understand and a clear list of consequences which are applied if these rules are broken.

The School rules are:

- Always follow instructions the first time.
- Always walk inside school.
- Keep hands, feet and objects to yourself.
- Use appropriate school language: no name calling, teasing, swearing or shouting.
- Listen carefully without interrupting.
- Always respect each other and each other's property.

A list of specific rules has been established by our children to cover playtimes and lunchtimes. These are attached in Appendix 1. They can be linked directly to our broader School rules above.

Our main emphasis is on the children who behave well and members of staff will recognise and reward these children. Every child who follows the School rules will receive a small behaviour sticker at the end of each day. A target number of stickers is set for each term for the whole school. Children who achieve this target are able to attend the end of term treat, which is held in school time. Children who join the School mid term will be set a smaller target to enable them to access the end of term treat. End of term treats differ depending on the age of the children and could include an out of school visit or an in school treat such as a show or an entertainer.

Children who gain a daily sticker for the full year receive a special medal at the end of year assembly. If this success is repeated for every year of the key stage then a trophy will be awarded, again at the end of year assembly.

The system operates on a daily basis and so each day is a fresh start for every child. If however, a child chooses to break the School rules and behave inappropriately a staged set of sanctions will come into force. These are:

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| Misdemeanour 1 | A reminder of expectations is issued, known as a verbal warning. |
| Misdemeanour 2 | A warning is given to the child and a yellow card placed by their name. (The child will lose their daily sticker at this point.) |
| Misdemeanour 3 | Five minutes 'time out' within the classroom. |
| Misdemeanour 4 | Child is sent to another agreed classroom with their work for 30 minutes and a red card placed by their name. They will then complete a behaviour log sheet explaining their actions for School records. |
| Misdemeanour 5 | Child is sent to a Senior Teacher, the Deputy Head or Headteacher who will arrange for the child to telephone their parents to explain that they have not been behaving well. |

Serious misdemeanours do not warrant this staged approach and the final sanction is imposed. Children consistently choosing unacceptable behaviour can face exclusion.

We define these serious and unacceptable behaviours as:

- Bullying
- Physical abuse (fighting, kicking, punching, pinching, biting etc.)
- Destructive behaviour
- Stealing

- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language to members of the school community)
- Telling lies
- Disrespectful behaviour towards members of the school community.

The School community is defined as any adults working within the School, children of our School, visiting adults to our School, visiting children to our School, parents of our children and parents of visiting children to our School.

Children displaying unacceptable behaviours may be placed on the Special Educational Needs register for additional support. Serious and consistent misbehaviour will warrant behaviour contracts which are agreed between pupil, parent and School. In such cases communication between School and home is vital. Often this is achieved via a behaviour record sheet which is completed both at home and School with the child involved in the reasoning and decision making behind the outcomes.

Guidance for Staff and Visiting Staff on the Core Principles

All staff should:

- Make your expectations clear and reinforce them with praise and positive feedback.
- Use descriptive praise to achieve the behaviour you want, e.g. "Well done Xxx you are sitting quietly and looking at me ready to listen."
- Use a calm voice to correct wrong behaviour and take issue with the behaviour and not the child. Do not make emotive remarks like "You are a naughty little boy/girl!"
- Use a positive, firm clear voice to give instructions to whole classes/school. Ensure your tone gives the impression that you expect the children to willingly do as you ask. They will 'live up' or 'live down' to your expectations.
- Avoid sarcasm it is negative and damaging to self esteem.

Principles to Ensure Good Order

Here are the key factors to ensuring good order:

- Good order is a constant aim. High standards are the only acceptable standards and rules should be applied firmly and fairly using the guidelines.
- Expect to give and receive respect to and from everyone. We are all unique individuals made in God's image and likeness.
- Build positive relationships between everyone. It is everyone's responsibility to greet and be greeted, smile and communicate with each other.
- Adults set the example by speaking in a respectful tone and modelling good relationships in front of the children. Formality should be maintained in front of children and visitors, with adults being addressed by their full title.
- Remember that success breeds success so promote it.
- React positively by avoiding confrontation, listening carefully, establishing the facts and judging only when certain.
- Privilege is a useful and encouraging tool; its removal is an effective strategy.
- Problems are a normal fact of everyday life for many children who test the boundaries of acceptable behaviour. Stay calm and use the positive discipline tools to overcome them.
- Respect the environment which we share. Keep the School and its grounds clean and tidy and learning areas attractive with high quality displays of

children's work which have visual impact, are stimulating, informative, supportive and celebratory.

- Make the most of informal contact and enjoy it. Deal with any behaviour difficulties you come across for to ignore it is to condone it. Set high standards of speech, conduct and dress. Attend to small matters of detail.

Good Order within the Classroom

Create and sustain a positive, supportive and secure environment within your classroom. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- Arrive before the class and begin on time.
- Be well prepared for the lesson.
- Keep everyone involved and interested.
- Extend and motivate all pupils.
- Mark all work promptly and constructively with 'tickled pink and green for growth'.
- Encourage creative confident dialogue in correct English.
- Keep an attractive, clean, tidy classroom
- Maintain interesting and supportive displays
- Use first names.

Never leave children outside classrooms, follow the sanctions procedure and provide time out in the agreed classroom if necessary. This will be clearly displayed within the classroom on the behaviour board. Seek assistance if you need it, but **do not leave a class unattended**. Send a reliable child with a message to a senior member of staff.

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect. Expect to:

- Apply school rules uniformly
- Work to the agreed procedure.
- Insist on conformity
- Follow up problems to their conclusion.

The majority of children are co-operative and conform. For the few who present problems:

- Establish your authority firmly and calmly.
- Separate the problem or behaviour from the person.

If you are unable to resolve a problem then please refer it on and make sure it is pursued to a satisfactory conclusion.

Actions to avoid

Do all you can to avoid:

- Humiliating people; it breeds resentment.
- Shouting; it diminished you.
- Over reacting; the problems will grow.
- Blanket sanctions; the innocent will feel resentful.
- Over punishment; use the system rigorously and uniformly.

Actions to promote

Do all you can to:

- Use humour
- Keep calm; it reduces tensions.
- Listen; it earns respect
- Be positive and build relationships.
- Know your pupils as individuals.
- Carry out any actions you have planned.
- Be consistent.
- Always apply school rules positively.

Communication between all staff needs to be clear at all times. Follow up actions and report back. Records are vital, they save time and facts on file assist in consideration of solutions. Incident reports must be completed in cases of alleged bullying and serious misdemeanours and a copy given to the Headteacher immediately.

Behaviours we should expect

- Courtesy and politeness.
- Co-operation with others.
- Consideration and respect for other people and their feelings.
- Honesty
- Giving of their best.
- Helpfulness towards others in need.
- Respect for their own and other people's property.
- Recognition and responsibility for their choices.
- Attentiveness in class.
- Silence during registration
- Quiet and orderly movement around the School.
- Use of good manners, correct use of cutlery and other implements and talking voices only during lunch.

The role of the class teacher and adults

It is the responsibility of class teachers and other adults to ensure that the school rules are understood by all and enforced, and that their classes behave in a responsible manner during lesson time.

The class teachers and other adults in our school have high expectations of our children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher and other adults treat each child fairly, and enforce the policy consistently. The teachers and other adults treat all children in their classes with respect and understanding.

The class teacher and other adults will ensure that the 'behaviour board' is attractive, clear, provides sufficient information and records children's behaviour success.

The class teacher agrees classroom rules with the class and develops and maintains a positive reward system which recognises the class's success at meeting the rules. A class treat will be arranged by the class teacher when class targets are secured.

If a child misbehaves repeatedly in class, the class teacher and/or other adults will invoke the agreed staged sanctions. They will keep records of all such incidents

using the green, yellow and red card system which is visible within all classrooms and behaviour logs completed by the children.

The class teacher or other adults communicate with lunchtime staff and other staff to ensure procedures are consistent through out the day.

The class teacher and/or other adults ensure that visiting staff understand the positive discipline policy and are able to follow the system.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, to ensure that children receive consistent messages about how to behave at home and at school.

We expect parents to support the School rules as defined above. A copy of the policy has been distributed to each family in the School.

Should the School need to use the staged sanctions in response to a child's behaviour, we expect parents to support the actions of the School. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the School Governors.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The role of governors

The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about

particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school; we value each child as a unique individual made in the image and likeness of God, however, on occasion this may be necessary. The school therefore, makes use of the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). This is available at www.teachernet.gov.uk.

Only the Headteacher (or the acting Headteacher or the Deputy Headteacher in the Headteacher's absence) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the School and ask permission for the medication to be brought. Any medication needed by a child while in school must be kept in a safe place and taken under the supervision of an adult.

The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will receive a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the School and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Smoking is also forbidden within or on School premises.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give written details of incidents on incident log sheets. These are forwarded to the Headteacher on completion.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Appendix 1

The expected behaviours agreed by the children of Our Lady and St Benedict Catholic Primary School, 2007.

In School we will:

- Walk in the corridors.
- Respect each other.
- Respect the building
- Talk quietly.

At Playtime we will:

- Use the agreed activities.
- Play outside in the playground.
- Negotiate with each other.
- Not fight.
- Not bully
- Sort things out in the playground.
- Line up quietly when the bell goes.

At Dinner time we will:

- Use our manners.
- Talk quietly.
- Eat our own lunch.
- Clean up.
- Put our lunch boxes on or under our pegs.
- Leave the room well.

POSITIVE DISCIPLINE PROCEDURE

POSITIVE ENCOURAGEMENT AND REMINDERS

VERBAL WARNING

**FORMAL WARNING (YELLOW CARD/LOSS OF
STICKER)**

**TIME OUT/SEPARATION WITHIN CLASSROOM
5 – 10 MINS**

**TIME OUT IN ANOTHER DESIGNATED CLASSROOM
15 – 30 MINS
(RED CARD/CHILD TO COMPLETE BEHAVIOUR LOG -
COPY FOR SCHOOL AND COPY SENT HOME)**

**VISIT SENIOR MEMBER OF STAFF AND CALL HOME
TO EXPLAIN BEHAVIOUR**

My name:	Date:
The reason I have been asked to write this is because I	
The thing that started off my actions was	
Other children who were also involved or saw what happened were ...	
I think the next thing that should happen is	
Signed:	