



# Behaviour and Discipline Policy

## **Behaviour and Discipline Policy**

All children have the right to be treated with respect and to experience a peaceful, safe and secure environment in which to learn and grow.

This document sets out clearly the expectations of each member of the school community in creating such an environment and in so doing, building and maintaining a good climate for learning at St George's Cathedral Catholic Primary School.

Each member of the school community, whether they be child, parent, carer, staff or governor, is required to know and to exercise their responsibilities in relation to this Behaviour and Discipline Policy.

### **Our Code of Conduct**

We take care of:

- others and treat them as we would like to be treated ourselves
- all that God has given us and that people have made: our school buildings, garden and all resources and equipment
- other people's property, respecting it as we would our own
- our work, trying to do our best at all times
- the presentation of our work
- ourselves, thinking about how we behave and how we look

We show courtesy to:

- all people, inside and outside school
- each other, inside and outside school
- those who are speaking and do not interrupt them until they have finished – what they have to say is as important as what we have to say
- those who make us angry, expressing our anger in words – we do not use rude or unkind names or hurt each other
- volunteer helpers and visitors

We act with concern towards:

- those less fortunate than ourselves
- those who need our help when they are hurt, sad or lonely
- all living things: people, animals, insects, plants and flowers

We follow Jesus Christ, who said: **"Love one another as I love you."**

With everyone following our Code of Conduct our classrooms will be pleasant and welcoming and our school will be a safe and happy place where everyone can work well and achieve to the best of their ability.

### **The responsibilities of Children are:**

1. To accept and act upon our Code of Conduct
2. To act responsibly, according to their understanding of what is right and what is wrong
3. To accept responsibility for their own actions
4. To treat other children and all adults with respect
5. To work hard and to do their best at all times

**The responsibilities of Parents and Carers are:**

1. To share with the school the responsibility for teaching their children clearly what is right and what is wrong
2. To share with the school the responsibility for teaching their children that to act with care, kindness and courtesy is to show respect for others; that we act towards others in the way we would like them to act towards us
3. To treat all the children, other parents and carers and staff of the school with respect
4. To work with the school in sharing high expectations of their children in the way they behave and in the way they act towards others
5. To work with the school in praising their children when they act appropriately
6. To work with the school when their children require support in improving their behaviour
7. To deal with any issues or concerns by speaking to a member of the school staff – usually the class teacher in the first instance – and never by approaching a child other than their own or by approaching a parent or carer of another child

**The responsibilities of Staff are:**

1. To teach children clearly what is right and what is wrong
2. To treat children, parents, carers and colleagues with respect
3. To have high expectations of the children, in the way they behave and in the way they act towards others
4. To model how to act with care, kindness and courtesy and to show respect for others; that we act towards others in the way we would like them to act towards us
5. To promote appropriate behaviour by praising, rewarding, and by drawing attention to positive role models
6. To reprimand quietly, whenever possible, in order not to draw attention to inappropriate or attention-seeking behaviour
7. To work closely with parents and carers when children require support in improving their behaviour
8. To foster strong home-school links

**The responsibility of Governors is:**

1. To work with the school in ensuring that the principles of this Policy are upheld at all times
2. To make, and from time to time review, a written statement of principles to guide the Head of School in determining the measures that make up the school's Behaviour and Discipline Policy.

**In order to promote good work, good behaviour and a positive ethos we:**

1. Reward: with verbal praise, stickers, certificates, treats, visits to other teachers or senior staff at agreed times
2. Congratulate children publicly for effort, improvement in work or behaviour, showing kindness to others, showing respect towards each other and adults
3. Treat children fairly and consistently
4. Listen to both sides of the story when helping children to resolve difficulties
5. Draw attention to positive role models
6. Encourage children to take responsibility for their own actions
7. Give children positions of responsibility
8. Use targeted programmes to support behaviour improvement and development
9. Use a Home-School communication book to record improving behaviour

### **In dealing with inappropriate behaviour we:**

1. Remind children of the expected behaviour
2. Remind children of their responsibility in making a good choice
3. Remind children of the consequences of making a bad choice
4. Always encourage children to review their behaviour and to think how they might act in a similar situation next time.
5. Give children warning(s) before a sanction is used:
  - I. Children in the EYFS, are given a warning; if the behaviour continues, they are asked to sit on the 'thinking chair' for a length of time appropriate to their age and then encouraged to apologise.
  - II. In KS1 and KS2 there will usually be three warnings before an incident sheet is completed on CPOMS outlining why warnings have been given.
  - III. If behaviour continues to escalate then the class teacher will send the child to their behaviour partner for a time out from class until they are ready to begin learning again.
  - IV. In the case of a more serious incident an incident sheet will be completed on CPOMS in the first instance and the child will report to the HT/DHT.

### **Monitoring of Behaviour**

#### **Behaviour Charts**

- All classes will have a behavior chart on display.
- Children in Yr 3-6 will start the day on the green section or if in EYFS/KS1 they will start the day on the sun.
- Positive behavior will see children in Yr 3-6 move onto the star or if in EYFS/KS1 they will move onto the rainbow.
- Negative behavior will see children in Yr 3-6 move onto the orange or if in EYFS/KS1 they will move onto the cloud. If they are still in this section at the end of the session they will miss 5 minutes of play or have an age appropriate sanction.
- Further negative behavior will see children in Yr 3-6 move onto the red or if in EYFS/KS1 they will move onto the stormy cloud. If they are still in this section at the end of the session they will miss their whole playtime or if they are in EYFS/KS1 they will have an age appropriate sanction.
- Children who finish the day on the star or on the rainbow will receive a sticker and will have their names put into a jar for a drawer at the end of the half term and the children's whose names are pulled out will receive a reward.

#### **Sanctions and Actions**

- Staff will record instances of poor behaviour on CPOMS and this will be considered by the DHT and in his absence by a member of the SLT who will then decide on an appropriate sanction or action.
- Following consultation with a member of the SLT, class teachers or a member of SLT may inform parents of incidents of poor behaviour.
- In working to improve a child's behaviour, a child may be referred to the Deputy Headteacher
- and be placed on a Report Card, which will need to be signed by a member of the SLT at the
- end of each session. The Report Card will detail the child's targets for improvement. Failure to meet these targets and show acceptable behaviour will result in loss of playtimes. These Report Cards will remain in place until improvement is sustained. For any child placed on a Report Card weekly communication will be arranged with parents/carers and a Home-School communication book may be used to record improving behaviour; outside agencies

involvement might be suggested e.g. counselling.

- In the event that a child's behaviour is deemed a health and safety concern their parent may be required to accompany them on a school trip.
- An internal exclusion of one half day or a whole day may be used as a punishment for more serious unacceptable\* behaviour. The support work being carried out with SEND children will aim to make clear what behaviour is appropriate and what is inappropriate. The school acknowledges that children with SEND might need a higher level of support, but given that this is in place there will be sanctions for inappropriate behaviour.
- Further incidences of unacceptable behaviour may result in a fixed term or permanent exclusion.
- At least two members of the Leadership Team will always discuss the use of higher level sanctions\*\* before they are applied.
- The school has procedures in place for 'positive handling' (physical restraint) when a child puts him/herself or others in physical danger. Whenever positive handling is used, a written record is kept and parents/carers informed.
- Any incidence of bullying is dealt with according to our Anti-Bullying Policy.

*\*Unacceptable behaviour includes 'play-fighting', fighting, racism, sexism, damaging property, harming others, putting self or others at risk, insolence, defiance, swearing, or name-calling, including the inappropriate use of language commonly accepted as referring to sexual orientation*

*\*\*Higher level sanctions are internal, fixed term or permanent exclusion.*

### **Conclusion**

The full adoption of this Policy will ensure that children are always treated fairly and consistently and that all members of the school community treat each other with respect. Children have a right to learn and grow in a peaceful, safe and secure environment and adherence to this Policy will ensure that such an environment is maintained in this Catholic school.