

St Nicholas Catholic Primary School



Policy – 4.03 Behaviour and Discipline

<p>Ref:APW Autumn 14 Review: Autumn 16</p>
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Introduction

"Love one another as I have loved you" John 13:34-35

Rationale

To assist the school in meeting its stated aims as described in its Mission Statement, it is essential that this policy is firmly rooted in those principles and God's Commandment - "To love and respect each another."

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place.

For children that are identified as needing additional support with emotional and social aspects of learning, the school has adopted the THRIVE approach, and these children may receive specialist support through intervention. We understand that sanctions and consequences for poor behaviour must be matched to the appropriate stage of their emotional and social development.

We expect and insist on the highest standards of behaviour throughout our school. Self discipline and a love and care for other people are expected from all our children -
this is important if we are to make our school a true Christian Community.

Purposes

1. To promote the spiritual, cultural, social, mental and physical development of young people and have a vision upon which we build our whole ethos.
2. To promote and value :
 - respect for others
 - respect for property
 - respect for the environment
 - honesty
 - trust
 - fairness
 - tolerance and compassion
 - self respect
 - self discipline
3. To encourage children to take on duties and responsibilities.
4. To state clearly what is right - what is wrong.
5. To explain what is acceptable and unacceptable behaviour.
6. To promote the development of the 'whole' child with the support of parents and the wider community.

Children were fully involved in determining the code of conduct, rewards and sanctions.

EXPECTATIONS

not to be pushed or hit **to have friends to play with**

to be respected

to be listened to

not to be bullied

no fighting or rough play

to have fun

to be positive

to be able to leave things safely in my tray

to take turns

to have privacy in the toilets

toilet locks that work

to have a clean school

to learn in peace

to be safe in school

to use the toilets properly

others to be kind

to be happy

to have space

ACCEPTABLE BEHAVIOUR

be good

pray together

sit sensibly

be polite

be good friends **to listen to the teacher**

to be reflective

respect equipment

help others

listen to prefects

let others play no teasing use acceptable language

to co-operate to share to play nicely look after your belongings

be kind to younger children

have good table manners

not to copy work

throw away rubbish

to be quiet

line up nicely

walk sensibly respect each other

be sensible in the toilets

look after the school

UNACCEPTABLE BEHAVIOUR

Running in the school Messing around in the toilets
Swearing Calling out Stealing Spitting Lying
Fighting Disobedience Bullying Racism
Climbing on furniture Rudeness Bad attitude Violence
Kicking or damaging equipment or furniture Chasing
Touching teacher's belongings Barging others
Not sharing Silliness Walking out of school
Wasting learning time Throwing things Violence
Breaking school property Tripping people up Sexism
Not using the toilets properly Teasing
Not respecting others in the toilets Being disrespectful
Ignoring Adults Vandalism Pushing in the line
Throwing litter Biting Threatening others

UNACCEPTABLE BEHAVIOUR – TIERS AND CONSEQUENCES

Tier 1	Tier 2	Tier 3	Tier 4
Behaviour This is not an exhaustive list. It has come from children and staff's contributions.			
<i>Could Include.....</i> <ul style="list-style-type: none"> • Running in the corridor • Talking when they are supposed to be quiet • Distracting behaviour • Sitting inappropriately • Wandering around the classroom • Scooters on the playground • Eating in the corridor • Not wearing correct uniform • Not being punctual after breaks • Being in the classroom at break time without permission • Being in prohibited areas • Name calling • Disobedience • Shouting out during lessons • Mistreating Resources • Bystanding 	<i>Could Include.....</i> <ul style="list-style-type: none"> • Swearing • Throwing food • Damaging property • Defiance / answering back • Invading privacy (toilets) • Repeated name calling • Deliberately provoking others • Hurting others intentionally • Storming out of class • Lying 	<i>Could Include.....</i> <ul style="list-style-type: none"> • Seriously damaging school property • Continued defiance (refusing to do as asked) • Racist remarks • Bullying (STOP – Several Times On Purpose) 	<i>Could Include.....</i> <ul style="list-style-type: none"> • Injuring staff or pupils • Significant and deliberate damage to property • Swearing directly at an adult • Threatening Behaviour • Stealing • Persistent disruptive behaviour
Consequences			
<i>Could Include.....</i> Move down the zone board <ul style="list-style-type: none"> • Miss 5 minutes play (if on red zone) & record in behaviour book • Letter for parents about uniform / punctuality • Time out of class 	<i>Could Include.....</i> <ul style="list-style-type: none"> • Instant duty room • Duty Room where tier 1 continues (defiance) • Behaviour Book (running log) • Phone call / text to parents from class teacher • Working in isolation within class • Sent to another class to work 	<i>Could Include.....</i> <ul style="list-style-type: none"> • Phone call to parents from Senior Leadership Team • Lunchtime Isolation from peers • Period of internal exclusion 	<i>Could Include.....</i> <ul style="list-style-type: none"> • Period of internal / external exclusion • Dealt with by Headteacher

The Zone Board

	Exceptional Behaviour Reward: Monday Lunchtime Golden Zone
	Children showing really good learning behaviour
	Behaviour expected from all children (every child on green every new day)
	Warning – more than 2 move to red
	Duty Room Text home Teacher to see parents

Rewards

Good behaviour as indicated in the Behaviour Clouds is expected from all and is encouraged in a number of ways throughout the school.

Pupils sense of responsibility to the school community, pride in his or her contribution to the school and especially their own self esteem can be enhanced by :

- regular positive recognition of children's everyday acts of consideration
- encouraging children to take on duties and responsibilities
- encouraging children to be as fully involved in school activities as possible
- highlighting achievements publicly - in assemblies, drawing attention to parents and other children
- rewarding attitude, conduct and effort appropriately
- written comments
- Star of the Week Certificate
- Head Teacher's Award
- quiet praise from a teacher to a child who has demonstrated improvement from previously unacceptable behaviour
- use of the school 'shield' system

Learning Values

There are 6 Learning Values:

Respect

Reflective (Thinking in the Foundation Stage)

Reconciliation

Resilience (Stickability in the Foundation Stage)

Teamwork

Challenge (Curiosity in the Foundation Stage)

Each child will have an individual learning values chart and they will work towards earning a sticker for demonstrating one of the learning values.

When they have completed their whole chart they will earn a head teacher's award and a dip in the treasure chest. They must complete the whole chart and can only earn stickers for the specific value. So, for example, if they have completed 'challenge' they need to try really hard to show the other values. As the charts are going to be displayed in the classroom, teachers will be able to see if a child has already completed a section.

As well as earning a sticker for their own chart, they will also put a small shield onto the corresponding puzzle piece in their classroom.

By Friday lunchtime, the puzzle pieces for each learning value need to be added up and recorded on your class recording sheet. A Y6 prefect will record the scores and the class who has earned the most shields for each value will be read out during assembly. Eg, This week, Lydford have showed the most respect, Rougemont have been the most resilient, etc. Also, in assembly we will read out the total running scores for each shield. Eg, This week we have earned...

Learning Value	Points scored
Respect	96
Reflective	82
Reconciliation	75

Resilience	99
Teamwork	101
Challenge	86

Each week, the totals will be added onto the previous, until, as a whole school, the children have earned 1000 points. When they have earned 1000 points they will earn a piece of the whole school puzzle (on a display near the atrium). When all 6 pieces of the whole school puzzle have been earned, there will be a whole school reward.

A Headteacher's Certificate will be given for completing the whole card. Children will be invited to have a 'dip' in the Learning Behaviour Treasure Box.

All members of staff including; Administration staff, Kitchen staff, Teaching assistants, mealtime Assistants, Teachers and Supply Teachers can award children with a small shield.

Golden Time

Children who behave exceptionally well during a day will be moved on to gold on the zone board.

Any child reaching gold will receive a golden sticker which will allow them access to the Golden Playzone on a Monday lunchtime. This will contain special equipment chosen by the children.

Prefects

On entering Year 6 all children become prefects. This role is explained to them at the beginning of the year. Prefects have specific roles and tasks:

Roles

- To visibly uphold the code of conduct
- To be a role model for other children in the school
- To look after children new to the school
- To support the staff in the smooth running of the school

Tasks could be, for example:

- To monitor children coming in off the playground
- To support the Mealtime Assistants with lunch trolley and tickets
- To hand out the registers each day
- To act as play leaders for the younger children

As the position of prefect brings the responsibility of upholding the code of conduct, the privilege of being a prefect will be removed for one week if a Year 6 child is sent to the Duty Room and in addition for half a term for any child who is in the Duty Room 3 times in the same term.

Sanctions

When unacceptable behaviour, as indicated in the behaviour 'clouds', is displayed then it is necessary to provide for the punishment of that behaviour through a series of sanctions which are clearly understood by all. (see tiers of consequence above)
Punishments which are humiliating or degrading will not be used.

Behaviour Book? Pupil Chronologies?

Each class teacher keeps a book in which inappropriate behaviour is recorded. Each child has a sheet on which misdemeanors are recorded.

Duty Room

The Duty Room is supervised on a rotational basis. A rota is available in the staffroom. Key Stage 2 children will be required to write a letter to their parents explaining their behaviour and how they are going to change it. A record will be kept of children sent to the Duty Room, parents will be informed if their child is in the Duty Room and a file is kept with a record of the misdemeanour.

If a child is sent to the Duty Room three times in one term a separate letter will go home requiring the parents to meet with the Head of Lower or Upper school.

If a child is sent to the Duty Room a further three times a letter will be sent to parents requiring them to meet with the Headteacher.

Children who misbehave during their time in the Duty Room will be sent to the Headteacher's Office to complete their punishment and will automatically be sent to the Duty Room the next day.

The headteacher keeps a 'Discipline File' in which the name of any child who performs a serious misdemeanour or who has a letter home will be recorded. Letters to be signed by parents and returned to school to be kept as a record on file.

Parents will also be invited to come into school to discuss their child's behaviour whenever a teacher feels it is appropriate.

Governors will receive a termly report indicating the numbers of children sent to the Duty Room.

Lunchtime

Class teachers are kept informed via. Meal Time Assistants notebooks' of misbehaviour during lunchtime. Sanctions will be administered following the aforementioned procedure. However, if a child's behaviour continues to be inappropriate parents may be asked to take their child home at lunchtime.

Supply Teachers

Continuity for children is the key to good behaviour and we recognise the need for Supply Teachers to use the behaviour policy in line with the rest of the staff. However Class Teachers are aware of wider pastoral issues with children in their class; a child's wider

behaviour pattern and particular needs of a child. To support Supply Teachers some of this information is provided as part of their signing in process.

We ask that Supply Teachers use the shields and zone board to reward positive behaviour.

In the case of negative behaviour we ask that they use the zone board and pass on any other negative behaviour to the class teacher who will then implement the necessary sanctions. We believe that this has two positive effects: to demonstrate to the child the communication between class teacher and supply teacher *and* to reinforce negativity of the behaviour regardless of the adult teaching them.

Conclusion

Everyone shall at all times think of the safety and well-being of others besides himself/herself.

These rules are mentioned frequently during the early part of the child's school days and should become second nature.

Having received a copy of this policy parents are earnestly requested to co-operate with the school in seeing that these regulations are complied with and the highest possible standards are maintained.

Signed:

Chair of Committee

Signed:

Chair of Governors

Signed:

Headteacher

Policy Approved: