

St. James the Great Roman Catholic Primary and Nursery School



Discipline and Behaviour Policy

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Aim

The aim of our school is to encourage all children to reach the highest standards in collective and self-discipline. Whilst the day to day discipline and behaviour of pupils in a class is primarily the responsibility of the class teacher, all staff are collectively responsible for ensuring that all pupils learn to be considerate to others and to behave in an appropriate manner both in and around the school environment.

We strive to promote within each individual child the attitudes and values necessary for him/her to contribute positively to their own personal development. These attitudes and values are further encouraged through a system of rewards and sanctions. All members of staff endeavour to remark on good behaviour and manners and to commend children for their positive actions. In promoting such an environment we believe that the children will respond more co-operatively and learn to take responsibility for their behaviour. We acknowledge the importance of working in partnership with parents to resolve any problems.

General Principles

As a school we recognise that there must be a common approach to ensure positive behaviour from the pupils. The ten key principles outlined in the document 'Learning Behaviour Principles and Practice- What works in schools' DfES 2006 form the basis of our work:

- Consistency of approach by all school staff.
- Effective school leadership.
- Good classroom management, learning and teaching.
- A range of clear, appropriate rewards and sanctions.
- Behaviour strategies and the teaching of good behaviour.
- Staff development and support.
- Pupil support systems.
- Liaison with parents and other agencies.
- Effective arrangements for managing pupil transition.
- Organising the school day and its facilities to take account of behaviour issues.

Roles and Responsibilities

The document 'Delivering the Behaviour Challenge' DCSF 2009 outlines the key responsibilities of the school, the parents and the pupils.

Schools are expected to:

- Provide a calm, supportive and purposeful atmosphere as outlined in the School's Mission Statement.
- Involve the children in establishing class rules and to provide opportunities for the children to discuss issues with the staff, especially through the School Council.
- Provide pastoral care to support children and offer opportunities to develop their self-esteem.
- To provide social communication groups in order to assist in the personal development of the children in terms of managing their own behaviour.
- To adopt a positive behavioural management approach, both in class and around the school.
- Provide additional adult support for targeted children where appropriate.
- Issue rewards and sanctions in line with this policy statement.
- Encourage each child to attain high standards of behaviour in line with the school's policy.
- Inform and work in partnership with parents to resolve any problems.
- Work in partnership with outside agencies to provide additional support e.g. health and social services.

The role of parents or guardians is to:

- Encourage children to do their best in every aspect of school life.
- To support the school's Discipline and Behaviour Policy and Home-School Agreement.
- Inform the school of any issues that they should be aware of, especially any factors at home which may have a consequence on behaviour at school.
- Work in partnership with the school for the mutual benefit of all concerned.

The role of each child is to:

- Do their best in every aspect of school life.
- Abide by the agreed school and class rules.
- Support the statements in the Home-School Agreement – especially those relating to behaviour.
- Work in partnership with his/her parents and the school to resolve any problems.

Whole School Approach

To ensure a fair and consistent approach to discipline and behaviour throughout the school, five whole school rules have been established (**Appendix 1**). Each class will also participate in writing and agreeing their own classroom rules at the start of the school year. These rules should be on display within the classroom. For any breaches of the school or classroom rules, the procedures outlined in **Appendix 1** will apply.

This approach encourages the children to start each day with a clean slate, upholding the principle of reconciliation and preventing children from feeling they have no opportunity to change.

Rewards

Children should ideally aspire to be independent and self-motivated to do their best in all that they do. To achieve this, we need to develop each child's self-esteem and promote within them the desire to do his/her best, using rewards to provide external motivation.

A variety of rewards are used in school to promote good work and behaviour. Some of the rewards are standard in that they are used throughout the school or within a particular Key Stage; others are non-standard and used at the discretion of the individual class teacher:

- Verbal praise.
- Written remarks about good work or behaviour.
- Receiving a sticker.
- Work going on display.

- Work shown to the rest of the class and applauded.
- Work shown to another member of staff.
- Celebration Assemblies where the contributions of the children to the life of the school is recognised.
- Golden Time.
- Star of the Week.

In addition, we operate a highly popular team point system, based on the principle of earning points for good behaviour and working within a team. Team points are announced in assembly with the winning team at the end of each term receiving additional playtime.

Sanctions

Sanctions should generally be issued far less frequently than rewards. It is extremely important that the child is aware of the consequences of his/her actions and to understand why the sanction has been given. All staff follow the procedures outlined in **Appendix 1** for breaking school/class rules. Where appropriate, the following approaches may also be used:

- Children writing letters of apology to the appropriate individual/s.
- Informing parents of any concerns and working together to rectify any problems.
- Not allowing the use of equipment after misuse or to partake in practical activities if the health and safety of others is threatened.
- Keeping a communication book so that the child's behaviour is monitored each day (for a set period) and is shared with parents/carers. It is important to record any positive displays of behaviour as well as the negative.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class or in the playground. Where the behaviour is considered to be a bullying or racial incident, this will be recorded as outlined in our school's Anti-bullying and Racial Equality & Racial Harassment Policies.

The standard procedure for major breaches of discipline is outlined below. Failure to improve automatically leads to the next stage. Special consideration will be given to children who are on the Special Needs Register, Child Protection Register or who are Looked After. However these factors should not lead to a lessening of standards or reasonable expectations.

- A verbal warning by the Deputy Head or Head teacher as to future conduct.
- A letter to parents informing them of the problem.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then exclusion procedures may be implemented. Please refer to our school's Exclusion Policy for further details.

Lunchtime Supervision

At lunchtime, supervision is carried out by the mid-day supervisors who use a 'Golden Ticket' reward system in order to encourage displays of good behaviour. If on-going behaviour issues should arise, mid-day supervisors will liaise with the child's class teacher in the first instance or appropriate Key Stage Coordinator. If a serious breach of the school rules occurs over lunchtime, mid-day supervisors can refer children to the Deputy Head or Head teacher.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. Please refer to our school's Restraint Policy for further details.

Special Education Needs

Each child is different, so it important that the cause of behaviour is investigated and plans made to meet individual needs in consultation with parents. Plans may include:

- A change in classroom organisation.
- The use of different resources e.g. visual timetables, social stories etc.
- Target-setting – small steps devised for the child e.g. sitting on a chair for a given length of time.
- Rewards of stars/smiley faces on work, on charts or in special books.
- Social communication groups.
- Liaison with external agencies.

Training and Support

Behaviour management training forms part of our NQT training programme. Such training is also available to other members of staff as appropriate along with more specialised training to cater for the needs of individual children. Training needs are identified primarily through Performance Management observations/discussions but also through staff meetings and informal discussion.

Linked Policies

- Anti-bullying
- Drugs
- Exclusion
- Health and Safety
- Home-School Agreements
- ICT
- Racial Equality and Racial Harassment
- Special Educational Needs

Appendix 1

Five Rules for Whole School Behaviour

1. Show respect for yourself and each person as an individual.
2. Always remember to love thy neighbour as thyself and thereby treat each other as you would wish to be treated.
3. Refrain from verbal or physical reactions which would cause distress to another person.
4. Move around the school in an orderly manner taking account of each other's health and safety.
5. Ensure all games played take account of the above rules and therefore do not cause distress or injury to another child.

Consequences of Breaking School/Class Rules

- Verbal warning.
- Name written on board.
- One tick recorded on board – 5 mins off break time.
- Two ticks – 10 mins off break time.
- Three ticks – 15 mins off break time.
- Sent to work in a different area/class.
- Sent to Key Stage Coordinator.

NB: All children kept in at break time must be supervised by a member of staff.