

St Paul's Catholic Primary School

Responsible Committee: Curriculum & Pupil Welfare

Approved by Governing Body: 17<sup>th</sup> May 2017

**Behaviour & Discipline Policy**

Review Date: Summer Term 2018

## **PHILOSOPHY**

The creation of a behaviour and discipline policy at St. Paul's is not a matter of making decisions based on a structure of punishments for badly behaved pupils. That is simply not appropriate at our school. We believe that all children are fundamentally good; we all deserve an environment where we are celebrated.

It is our vision that each child should be surrounded by a 'can do' culture, where limits to potential are not self-imposed, with everyone in our school community working to advance both their inter and intrapersonal skills.

It is therefore our aim that each interaction is approached as an opportunity to promote and develop human wholeness – in each other and pupils.

## **HUMAN WHOLENESS**

We want to help our pupils to:

- know and understand that God calls them to be themselves
- think about themselves, and learn to like themselves
- audit their feelings, skills, knowledge and understanding
- hear, good things about themselves
- accept compliments and trust others
- know they are special, not just for what they have or can do
- experience themselves as good
- be assertive, confident, trusting and courageous
- say something good about themselves, mean it and appreciate it
- be honest, realistic and content when they have achieved all they can
- recognise their progress and improvements in each small step

## PROCEDURE

All staff are trained in the ethos and implementation of the Behaviour and Discipline Policy. Staff are trained to be self aware. Staff are trained to ask themselves: if I am punishing these children am I doing something wrong?

We will praise, encourage and reward:

Praise:

- We will endeavour never to miss an opportunity to offer praise.
- We will highlight positive behaviour and set achievement goals.

Encouragement - we will acknowledge children's positive actions in the following ways:

- stickers, certificates – infants
- house points, certificates – juniors
- celebration at assembly
- positive reinforcement by the Headteacher

Sanctions – our aim is that pupils will learn from experience to expect fair and consistently applied consequences for inappropriate behaviour:

- The adult nearest the incident aims to unpick the issue as soon as possible, understanding and learning at this point is desirable.
- Consider if the class teacher needs to be informed for reason of overview
- Rarely should any issue be referred to the class teacher to deal with
- When an incident occurs in KS1 all children involved will be required to consider their part in it by an adult. RISE (see below) will be used to identify which school rule has been broken and the child will be guided to see the situation from another's point of view. If the incident is serious or persistent, a meeting with the child's parents/carers will be arranged in order for them to work together to support the child.
- When a serious or persistent behavioural issue occurs, and a child has been given three warnings in one week, children will carry out a 15 minute reflection time. This is the time for them to reflect and write about the incident or behaviours, a copy of which will be sent home and a further copy is given to the Headteacher. The process is introduced to children in the summer term of Year 2 and applies for all children in KS2. See Appendix A.
- If a child is requested to complete three or more reflection times during one half term they are referred to the phase leader (KS2 only) and will be required to attend Friday detention for 30 minutes. When a child attends detention, parents are invited in to join the class teacher and the child to consider actions moving forward.
- An analysis of children who attend Reflection time is shared at each weekly Leadership Team meeting and so reviewed by the Headteacher, Assistant Headteacher(s), Phase Leaders and SENCo. The names of the child and the adult who made the referral are monitored and moderated.
- Numbers of reflection times/ detentions will also be communicated to parents/carers as a part of termly reporting on progress.

- In an incident where violence has been used the child is taken straight to the Headteacher.

Help from outside agencies will be sought if appropriate.

Temporary or permanent exclusion may be considered if the behaviour of one child places the other children at risk.

The school follows as guidance Surrey's guidelines (Appendix B) on the use of sanctions and consequences but at the ultimate discretion of the Headteacher, who will determine appropriate sanctions in line with the ethos of the school's Behaviour and Discipline Policy.

When the school is not in *loco parentis* and a child's behaviour is putting the school's reputation at risk, school staff have the right to intervene but not the responsibility.

This Policy will be executed in line with the school's legal duties in respect of the Equality Act 2010, in respect of safeguarding and in respect of pupils with special education needs, in line with the SEND code of practice (see table).

Further information is available in associated policy documents:

Subject	Policy
Screening and searching of pupils	Touch and the Use of Restrictive Physical Intervention Policy
The power to use reasonable force or make physical contact	
Pastoral care for school staff accused of misconduct	Safeguarding Policy paragraph 7
When a multi-agency assessment should be considered for a pupil who displays continuous disruptive behaviour	Special Educational Needs Policy
SEND pupils	SEND Code of Practice
Disabled pupils	Equalities Act 2010
Pupils at risk of harm	Safeguarding Policy
Pupils at risk of exclusion	Exclusion Policy

## CODE OF CONDUCT FOR PUPILS

- to be responsible
- to be independent
- to be safe
- to be equal

These all-encompassing rules are confirmed in our school acronym:



Responsible  
Independent  
Safe  
Equal

## BULLYING

### Definition

We believe that bullying

- is repeated
- is intentional

Bullying can take many forms but there are four main types:

- physical: hitting, kicking or taking belongings
- verbal: name calling, insulting, use of derogatory or aggressive language, racist or prejudiced based remarks
- indirect: spreading nasty stories about someone, excluding someone from social groups
- cyber: texts, emails, internet

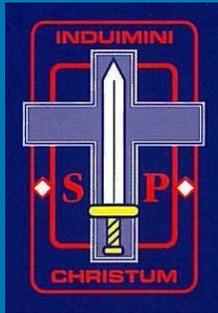
Through our Education in Personal Relationship Programme (EPR) children are taught about bullying.

It is important to acknowledge that students rarely bully victims in front of an adult, as such the chance of a teacher observing bullying is limited. If an allegation of bullying is made an observation book will be used to observe the behaviour of the alleged bully in all unstructured situations for five school days. Appropriate action will be taken as a consequence.

## PARENT/CARER'S ROLE

Parents/carers have a vital role in collaborating with the school to ensure the good behaviour of our pupils. We will fail if we work alone. Behind the parent/carer stands the school and behind the school stands the home. Parents/carers will receive positive and constructive comments on their child's work and behaviour. When disciplinary problems arise, parents/carers will be involved by the school, at an early stage.

If a parent/carer wishes to raise an issue Appendix C outlines both process and timeframe.



St. Paul's Catholic Primary School

Reflection Time

What I did:

What was the impact of my actions?

What I have to do to put this right

Child's signature:..... Referred by (adult's name).....

Class teacher's signature:..... Date.....

## ACTION TIMEFRAME:

## Appendix B

STAGE	BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES
1	<p>Low level inappropriate behaviours</p> <p>e.g. calling out interrupting when the others are talking ignoring minor instructions making inappropriate noises</p>	<p>Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos</p> <p>e.g. catch them being good praise – happy face pre-empting the situation reminder of school expectations talking quietly to children restorative conversations give an object to fiddle with</p>
2	<p>Medium level inappropriate behaviours</p> <p>e.g. petty theft persistent disruptive behaviour deliberately creating a disturbance general refusal follow requests offensive language</p>	<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos</p> <p>e.g. class teacher to talk to parent and pupil record incidents/log give choice/expectation with timescale use visual timer lose time at break time</p>
3	<p>Higher level inappropriate behaviours</p> <p>e.g. serious challenge to authority harming someone repeated refusal to do tasks harmful, offensive name calling continuing to leave the class without permission fighting and intentional physical harm to others malicious allegations against staff</p>	<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos</p> <p>e.g. Behaviour Plan in place advice from outside agencies upon targets, strategies and interventions report card put behaviour book in place to be logged and signed involve parents in weekly monitoring of report cards</p>

4	Serious inappropriate behaviours e.g. bullying – physical and emotional deliberately throwing objects with the intention of harming someone repeated challenge to authority extreme danger of violence leaving school boundaries bringing banned substances or items into school	Involvement of outside agencies PSP set up Fixed term exclusion Permanent exclusion
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## Appendix C

