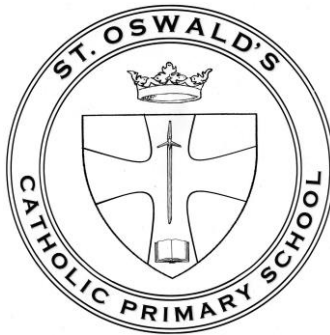


# St. Oswald's Catholic Primary School

## Discipline and Behaviour Policy



# **St Oswald's Catholic Primary School**

## **Behaviour and Discipline policy.**

*Mission Statement:*

*Together with Jesus, we will learn and grow in faith.*

*"Good behaviour is a necessary condition for effective teaching to take place."  
(Education Observed 5 - DES 1987)*

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. It is the governing body, headteacher and senior leadership team's responsibility to promote good behavior and support colleagues to implement this policy. At St Oswald's we want to encourage an atmosphere and environment where the children feel safe and secure. This can be achieved when the children are enthusiastic, vibrant, happy, thoughtful and respect other people and their property

### **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To ensure that children follow Gospel and British values
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasize the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- prevent bullying
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **SEAL – Social, Emotional, Aspects of Learning.**

Social, emotional and behavioural skills underline almost every aspect of school, home and community life, including effective learning and getting on with people. They are fundamental to school life and improvement. Each half term the children F1-Y6 will follow the same theme but an appropriate level to enhance the child's emotional behavioural skills. SEAL is a whole school approach. All of our staff have been involved in various training sessions prior the launch. SEAL begins with an assembly for each theme followed by class activities.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Constructive advice should be a private matter between teacher and child.

Staff receive training in relation to behaviour management strategies is regularly revisited through CPD and new staff receive induction training to support and improve their practice.

## **Rules and Procedures**

### **The children should always:**

- Walk quietly around the school
- Always set a good example
- Treat others, their work and property with respect.
- Always remember their manners.
- Be kind to each other.
- Be respectful to everyone
- Speak to others as you would like them to speak to you.
- Kind hands, kind feet and kind words
- Be ambassadors for St. Oswalds Catholic Primary School both in and outside of the school gates.

## **Classroom rules**

- At the beginning of each year, every class will devise its own set of classroom rules. These positive rules will be displayed in the classroom, these will be additional to whole school rules.

## **Lunchtime & Playtime**

The good behaviour of all children at free time is very important. We try to keep rules to a minimum and children must appreciate that the rules are there to make play a happy time for all. On the junior yard, football can only be played in the football pen on a rota basis. Selections of small equipment games and activities are in place across all the key stages to use in other areas of the yards. Play leaders and Advocates assist the staff with their roles. Advocates are children from Year 5 who are trained to ensure all children are included and to encourage friendship groups, sort out minor difficulties etc.

Playtime rules are the same or very similar to main rules

- Play gentle games – not rough ones – we don't want anybody to be hurt.
- Be polite to all our support staff – remember manners.
- Never hurt anyone with your hands, feet or what you say.
- Stay on the playground. Never enter school without permission or an adult knowing.

Additional support may be given at lunch/play times to promote positive behavior and modelling how to play games with others, take turns, share. The play leaders will promote good behavior/game playing- children receive specific training to support these roles. Our support staff have all received training on positive games to play with children.

We will try to reward those children who are helpful during playtimes by keeping to these rules.

We encourage children to take specific roles/jobs during play times and children in St Oswald's are encouraged to take corporate responsibility for each other. If any child sees something wrong they should:

- Speak to your own class teacher, any grown up or year support staff.
- Find a friend/buddy/prefect/advocate and tell them what is worrying you.
- Speak to Mrs. Hyland or Mr. Reilly
- Go to your School Council Member and tell them of your concern.
- Write your concerns on a piece of paper and give it to an adult.

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high. Classes use praise, stickers and Dojos to acknowledge good behavior and these are recorded in the class behavior file. Children are held up as role models for others and are publically praised for making the right choices.

Recognition of the following rewards are presented publicly during weekly merit assembly:-

- Class merit certificate
- Bronze, Silver or Gold star awards
- House points weekly winner
- Head Teacher awards
- Best class attendance award
- Most improved attendance award
- Tidy classroom award
- Lunchtime teddy award
- Charlie Cuddles teddy for children who need a hug!
- Citizenship award
- Birthday stickers

Annually at our end of year celebration children receive recognition for sustained effort and hard work throughout the year, Overall citizenship Governor's award, Young writer's award, 100% attendance awards and other sports awards. A year 6 child will be awarded an outstanding contribution award. Prefects will also be recognised for their contribution to whole school.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. There are tight systems for unacceptable behavior and the recording of incidents.

## **Reporting behaviour and monitoring impact:**

### Behaviour Logs

A system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. It is the responsibility of staff to report incidents, which warrant a record on the behaviour incident logs in school. All classes have a behaviour log to report any incidents of behaviour/rewards. It is the role of the pastoral lead- Mr. Dunn to collect and monitor incidents.

Sanctions are always recorded in the class behaviour file.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviours are required to avoid future punishment.
- Group/Class punishments are not allowed.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is seen as wrong.

There will be a set of consequences to deal with children who choose not to accept the rules.

A typical set of consequences will be:

- A child is warned
- Repeated offence – child's behavior is recorded in the class discipline file and a warning of further consequences given.
- A child may be given 'timeout' to think about their behavior or to remove them from a situation which may escalate.
- Children will be distracted from their behavior by moving their seating or position in the room
- Serious behavior issues should be referred to the year head or phase leader. If the year head feels that the behavior is either very poor or is a repeated offence then the child will be referred to a more senior member of staff.
- Mr Dunn head of pastoral care may see children whose behaviours repeatedly fall short of our school standards.
- Serious behavior will be referred to the HT or DH. Fighting, bullying or racist comments will not be tolerated.
- Should there be an instance of serious misbehavior, parents will be informed immediately
- Physical assaults will always be treated as a serious incident.
- Sanctions given will be loss of playtimes for a fixed period. Children whose behavior is causing concern will be counselled by either Mrs. Hyland, Mr. Reilly or Mr. Dunn

- Chill out areas have been developed within the outdoor environment to promote time out when needed by individual children.
- Individual children who require specific 'time out' can access our family liaison officers room's/service when needed.
- If necessary, and in extreme cases of violence or danger to individuals, the use of reasonable force will be undertaken following the 'Restraint Policy' and only ever by trained staff members. (see separate policy)
- For serious breaches of conduct, the school reserves the right to sanction using exclusion following LA guidelines.

If there is, still no improvement in the child's behaviour or attitude, parents will be invited to school to discuss the matter.

Parents/Carers will be informed by the teacher, if children have had incidents in the day or have been upset, this is age appropriate and will depend on the severity of the issue.

In some cases, a conduct card will be given; this card must be signed for each session of the day to record behavior and attitude. Sometimes an individual behaviour programme may be set up and parents may be asked to become involved in monitoring their child's behaviour.

School expects parents/carers to support and follow the school's policy to encourage positive behavior.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

We expect all our children to follow our behaviour standards and conduct themselves appropriately outside of school. Any poor behaviour outside of school, which can be associated with our children or our school will follow the sanctions as outlined above. School is proud of the reputation of our school and will always strive to ensure that our children show good standards of conduct at all times.

All incidents will be investigated by school staff and reported to parents.



Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to senior staff so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

#### SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) or YPAS (Young Person's Advisory Service). In addition, school receives support from our local SEN consortia and can access providers from Clifford Holroyd the behavior support school.

#### Legal duties

The school has a legal duty under the Equality Act 2010 to safeguarding and support pupils with special educational needs and we recognise that some pupils require a more sensitive and differentiated approach

The school will communicate policy and expectations to parents.

Agreed by governors June 2016

Review date June 17