

St. Benet's Catholic Primary School

Behaviour and Discipline Policy



Headteacher: Mr David Miller

Chair of Governors: Mrs Bernadette Davison

Date: March 2022

Date for Review: March 2023

'A happy and holy place of learning and the centre of a thriving community'

Behaviour and Discipline Policy

‘Every child has the right to meet with other children and to join groups and other organisations, as long as this does not stop other children from enjoying their rights.’

Article 15 of the United Nations Convention on the Rights of the Child.

At St. Benet’s, our mission is to help all children to reach their full potential in a caring, co-operative atmosphere, guided by Gospel values. We want each child to feel they are ‘special’ and aim to provide for their diverse needs, to help them grow into responsible, caring people.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and which puts the school mission statement: “a happy and holy place of learning and the centre of a thriving community” at the heart of everything that we do.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Objectives

- Creating a positive, encouraging community atmosphere;
- Providing a curriculum which is both relevant and appropriate to the needs of the children;
- Having a clear code of conduct pertaining to all areas of school life;
- Ensuring all school rules are agreed by staff. The rules and reasons for them should also be understood by parents, children and supervisory staff;
- Ensuring that rules are backed up by a system of rewards and sanctions applied consistently and fairly;
- Allowing regular time for staff discussions about any behavioural problems and all successes;
- Involving parents, informing them about our policies and strategies for dealing with difficulties.

Rewards and Consequences

It’s Good to Be Green Reward Scheme (see Appendix 1).

At a school council meeting in November 2019, this group of children were asked to reflect upon the current behaviour system in school. They were provided with some time to ask their class if they felt

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it should change and a different system to red, yellow and green cards adopted instead. The feedback provided during a February 2020 meeting was that children wished to continue to use the 'It's Good to Be Green' system as children enjoyed receiving the green slips. Children felt it was a nice system in school and the yellow and red card system was fair. (7th February 2020, 11th February 2022: School Council Meeting).

Our behaviour scheme that we use in school is centred around red and yellow cards and green tickets. Children aspire to achieve a green ticket as a reward for extremely positive behaviour and attitudes which are displayed around school. If a child receives a green ticket, they write their name on it and place it in the correct aged green shoebox, held in Caroline's Library. At the end of each term, a ticket is drawn out of each shoebox and the child's name which is called wins a prize, usually in the form of a book voucher.

At times, when children do not act in accordance with the school or class rules or display some low level disruption, they will be given a yellow card. If this child's behaviour continues, then the child will be given a red card. A red card indicates that a child shall miss 5 minutes of his/her playtime. For more severe behaviour when red cards are used, the child will be sent to the head teacher and a parent will perhaps be notified, depending on the severity of the incident. The emphasis on this scheme focuses on the positives, hence the green tickets.

We praise and reward children for good behaviour in a variety of ways:

- **House Points:** All children (from Reception to Year 6) are in houses; St Aidan, St Bede, St Cuthbert or St Hilda. Children are rewarded house points for many activities such as good work, great contribution and effort during lessons, lovely manners, helping their peers and staff, holding the door open for others as well as general everyday things where the ethos of our school is upheld. Each Friday, the house captains read out the names of the children in each class who achieved the most house points in each house and they in turn are given their house coloured sticker. The house captains also read out which house got the most house points that week which is usually received with a loud cheer in the school hall! Each term, the school council counts up the results from each week and the winning team for the term are given a treat.
- **Gold Book:** Every Friday in reward assembly, each staff member in school nominates a child as their 'gold book winner'. This is usually a child who stands out to them for their effort, manners or attitude around school. A child who achieves a gold book winner also receives a yellow certificate and a gold sticker from the head teacher. The names of all children who receive a gold book award have their names written on the weekly newsletter.
- Pupils' work should be displayed as much as possible;
- Praise and encouragements should be used in lessons as much as possible;
- Praise can be delivered in formal and informal ways, in public and in private, it can be awarded to groups or individuals. It can be earned for the steady maintenance of high standards as well as for particular achievements;
- Communications with parents;
- Recognitions can be given in assembly to success of different kinds, including extra-curricular.

The school acknowledges all the efforts and achievements of children, both in and out of school and when children choose to share their medals and certificates from sporting events etc, they are shared with the whole school during reward assemblies.

As mentioned above, we use yellow and red cards as sanctions for those who do not follow the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Our expectations:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher speaks to the child in question and a consequence may be given. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident onto CPOMS and the child will face a consequence for such behaviour (ie: missed playtime). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Repeated patterns of misbehaviour are recorded onto CPOMS (our electronic sharing information system).

Teaching and Learning

The quality of the teaching and learning in each lesson and in each classroom has direct effect upon behaviour. Lively and stimulating teaching is always associated with good behaviour. When the teaching environment arouses curiosity and interest, when the work is well matched to pupils' abilities, and when pupils are involved in worthwhile activities and encouraged to take some responsibility for their own learning, pupils will respond positively.

More subtly, certain other factors appear to be prevalent where good behaviour is well established:

- The nurturing of genuine involvement based upon an understanding of the concepts which underlie those tasks particular to a given lesson;
- Materials and preparation to ensure differentiation within tasks for pupils of different abilities;
- Sustained hard work on the part of the pupils as well as the teachers;
- Specific help for pupils without losing sight of the reaction of the whole group;
- The encouragement of pupils to contribute ideas;
- Careful attention to the contribution of pupils, with encouragement to refine their ideas in discussion;
- Flexibility in adapting lessons to take account of pupils' contributions;
- Variation of the pace of a lesson to keep interest and momentum;
- Wit and humour which helps pupils to enjoy lessons and can defuse potential problems;
- Infectious enthusiasm for the subject, and for the pupils.

Environment and Resources

The physical environment provided by the school has a considerable effect upon the pupils' behaviour. It is important that we recognise the importance of displaying pupils' work in creating an attractive environment, increasing pupils' self-esteem and fostering a sense of ownership of the environment. We should make full use of off-site learning as a means of motivating pupils. School field trips will provide off-site learning experiences.

Bullying

See the Anti-Bullying Policy.

Restorative Approaches – Dealing with Conflict

When conflict arises between two parties or two individuals, a restorative approach is used in dealing with this dispute. This approach which is based on the method of Restorative Justice, uses questioning techniques to discover the reasoning behind such conflict. All staff including lunchtime supervisors are trained in using restorative methods when resolving conflict.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE or where appropriate.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see our anti-bullying policy for further information about how we deal with bullying in school.

Sanctions

Sanctions are required to register disapproval of unacceptable behaviour and as a last resort to protect the authority of teachers and the stability and security of the school community.

- Reprimand;
- Change of seat;
- Repeat of unsatisfactory work;
- Withdrawal of privilege;
- Loss of lunch/break-time;
- Referrals to senior staff to be dealt with appropriately;
- Referrals to Headteacher.
- Behavioural, incidents recorded on CPOMs where they merit particular concern or there appears to be a pattern of poor behaviour developing.
- Contact with parents;
- Exclusion from the classroom;
- Suspension, leading to expulsion;
- To protect the safety of a pupil or pupils then where necessary the 'Team Teach' approach will be used by trained members of staff.

About the School

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:

- Start the dialogue;
- Greet pupils;
- Deal with misbehaviour, to ignore it is to condone it;
- Set high standards of speech, manner and dress;
- Enjoy relating to pupils;
- Refer transgressors to Headteacher or senior staff.

Problems need solving, not complicating. Seek help if you need it and do all you can to:

- Use humour - it builds bridges;
- Keep calm - it reduces tension;
- Listen - it earns respect;
- Be positive and build relationships;
- Know pupils as individuals;

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- Be consistent

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on a behaviour record (individual sheet for each child). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher or if an incident occurs, the child is escorted by a member of staff to the head teacher's office.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the ASD team, CAMHs, Social Workers, One Point Worker during Team Around the Family (TAF) meetings or multi-agency meetings etc.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Head Teacher

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher monitors records of all reported serious incidents of misbehaviour on individual behaviour through the use of CPOMS.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both of these actions are only taken after the school governors have been notified.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to parents at welcome sessions and they are clearly explained in our home- school agreement, as well as reminders on monthly newsletters. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has had to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or head teacher. If the concern remains, they should follow our school complaints policy.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and reward policy, but governors may give advice to the headteacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods (3-5 days), for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, she informs the parents immediately by telephone followed up with a written letter, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a resources committee who is informed of any exclusion. The governing body also has an appeals committee, made up of three to five members. This committee will consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

For pupils who have been excluded for more than 2 periods within a term the governing body may decide to offer the parent a contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

Power to search pupils for weapons

The Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. Associated guidance sets out that schools can also screen pupils without suspicion using electronic means such as wands or arches.

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A head teacher can conduct a “without consent search” with another member of staff present, and can authorise (though not required) other staff members, except security staff, to search pupils. The search should be conducted in a private place and must have two staff members present, and searchers must be the same sex as the pupil.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents onto CPOMS where a child is sent to her on account of bad behaviour/red cards. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incidences to the class teacher or the head teacher if appropriate.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Monitoring and Reviewing

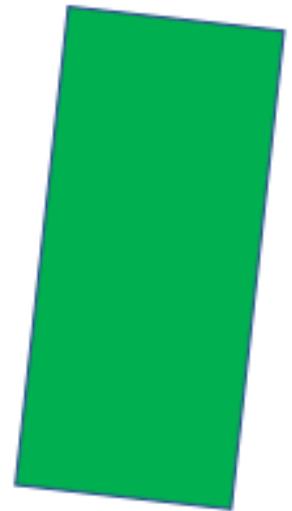
This policy will be reviewed on an annual basis.

This policy was reviewed by Governors on: March 2022

'It's Good to be Green'

How can we get a green ticket?

- Being polite
- Good work
- Trying our best
- Showing respect
- Being kind to our friends
- Showing good manners
- Helping others
- Saying kind words

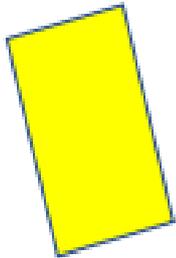


A green ticket shall be placed into the green boxes in Caroline's Library. Each half term, a ticket shall be drawn and a prize awarded.

'It's Good to be Green!'

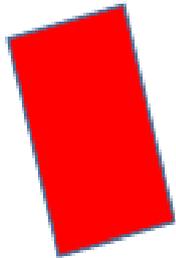
Behaviour at St Benet's

At St Benet's we aim to follow our school rules, live out the Christian values and to be like Jesus. What will happen if we don't follow our behaviour rules at St Benet's?



1) Yellow Card

For any noise, disruption or not following the school rules (at a low level).



2) Red Card

If the issue continues. This will mean we lose 5 minutes of our playtime.

- If we have more yellow and red cards during the week, then our teacher will inform Miss Harper and possibly our parents. We will aim not to have any cards shown to us except green!

'It's Good to be Green!'