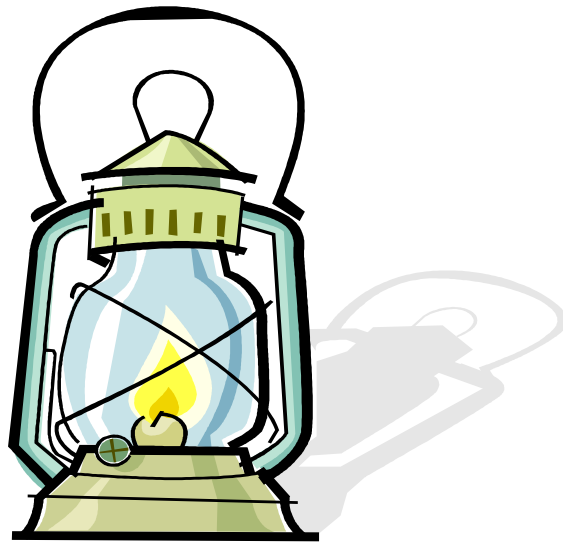




# ***BEHAVIOUR AND DISCIPLINE POLICY***



Spring 2018



*“Shine like a lantern in the presence of the Lord.”*

## **Introduction**

We believe that we are all unique and special. Our Mission Statement is

‘Shine like a lantern, in the presence of the Lord’.

We expect all our children to shine!

The vast majority of our pupils are co-operative, polite, well-motivated and share our common values. Their parents are generally supportive of the school, co-operating fully when consulted about the behaviour of their children.

## **Rationale**

The ethos of St Bede’s Catholic Primary School and Nursery incorporates the understanding that pupils are expected to behave in a socially responsible and caring manner. They are expected to have pride in, and a commitment to, their school, their community and their environment.

In order to achieve successful behaviour management, it is approached in a variety of ways all of which have to be consistent and appropriate to the circumstances in which the individuals find themselves.

## **School Rules**

- Work and play safely
- Respect everyone
- Care for our environment
- Be fair and play fair
- Value people’s differences
- Always try our best

## **Early Years Foundation Stage**

In the Nursery, simple golden rules are displayed with photographs to promote sensible behaviour. In Reception rules are on the wall. They are discussed regularly and referred to on a daily basis. The aim is to make pupils aware of codes of behaviour that foster good relationships and safety. We try to deliver these messages in a way that is appropriate to the pupils’ age and stage of development. In the Nursery if pupils do not settle or are very disruptive we may ask the parent/carer to stay throughout the session. We discuss strategies with the parents to encourage consistency between home and school. We always ensure that the pupil knows it is their behaviour we do not like, not them.

## **Across the School**

In every classroom a traffic light set is displayed visually on the wall making it accessible for every pupil. At the beginning of each morning and afternoon, the pupils’ names are placed on the green light of a traffic light. The aim is for each pupil to stay there. If a pupil is not able to follow instructions or shows any signs of not adhering to the school rules their name is placed on the amber or red light. If a child is placed on the red light, s/he will miss part of their play. Miss A Plays are held on Friday break with the Headteacher; however, in Reception, Miss A Play takes place with the Phase Leader on the day following the misdemeanour.

In Key Stage 1 and 2, school rules are displayed on the classroom wall. Staff are also expected to work with these rules therefore being a positive role model for pupils.

The involvement of all the staff in creating a positive environment is essential.

We have a whole school approach to discipline where all staff:

- learn to recognise and minimise conflict and tension;
- set high, explicit standards;

- expect to give and be treated with respect;
- listen to pupils' needs;
- raise their voice only when absolutely necessary;
- avoid confrontations;
- deal justly, wisely and firmly with discipline problems as they arise;
- use sanctions and punishments related to the misdemeanour;
- avoid blanket punishments.

The teachers should vary teaching styles and offer a curriculum that meets the needs of the pupils and caters for their varied abilities. If behaviour is disruptive and continuous the pupil may have to speak to the Headteacher who will reinforce what the class teacher has said. The parent may have to discuss persistent problems with the class teacher. Sometimes a strategy has to be worked out with the support of the parent at home to improve their child's behaviour.

### **Green 'Plus'**

Children who show excellent behaviour during the week may be moved to the 'green plus' lily pad (we use the mascot of a frog for good behaviour in school, hence the lily pad). Children on the lily pad receive a sticker at the end of school on a Friday.

### **Rewards**

- Lanterns, given to reward effort (Note: if a child in KS2 stays on Green of the traffic light all week, they receive a Lantern at the end of the week).
- Stickers (If a child in lower school stays on the Green traffic light all day they receive a sticker at the end of the day).
- Excellence and Enjoyment time (Marbles)
- Verbal praise in class
- Termly Grades and Certificates for Conduct, Effort, Progress and Attendance
- Green Cards – awarded for special work and effort in different areas of school life
- Head teacher's Award – 3 green cards awarded in a term.

### **Sanctions - in order**

- **Verbal warning** with reference to school rule being broken  
Talk to the pupil/pupils positively but firmly e.g. "I don't like it when you ..."
- Moving up the Traffic Light display to amber<sup>1</sup>
- **Verbal warning** with reference to school rule being broken
- Moving on to Red Traffic Light, Miss A Play
- On report to the Phase Leader (three Miss A Plays in a half-term)
- Internal or fixed term external exclusion.

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<sup>1</sup> If a serious incident has occurred (e.g. deliberately physically hurting another child; cheating during a test; telling another child to hit someone; being less than honest; being deliberately unkind; not behaving well for a visiting teacher) a child might bypass the amber light and go straight on to the red traffic light without warning and therefore into the Miss A Play book.

Our aims are that:

- Staff in class will be positive role models
- Positive behaviour will be praised and rewarded
- Negative behaviour will be treated appropriately and with sensitivity
- Explanations will always be given
- We believe that all pupils should be treated fairly.

### **‘On Report’**

Children on report must report to a Deputy Head at break time, midday and the end of the day for a period of one week. The child will be given a report card and his/her behaviour will be commented upon in the morning and afternoon by his teachers. Parents are also invited to comment daily. If behaviour does not markedly improve over the week, an internal one day (KS2) or half-day (KS1) exclusion\* will follow. If the child appears on report a second time in the same academic year, having served an internal exclusion already, a two day (KS2) or one day (KS1) internal exclusion will follow if behaviour does not improve significantly during the week of being on report. If a child appears on report for a third time in one academic year, and there is not significant improvement, and a two day day (KS2) or one day (KS1) internal exclusion has already been served, a one day fixed external exclusion will follow. If a child appears on report for a fourth time in the same academic year, and a significant improvement is not noted, and a one day fixed exclusion has been served, a two day external exclusion will follow. If a child goes on to report for a fifth time in an academic year and significant improvement is not noted, and a fixed two day exclusion has been served, a three day external exclusion will follow.

Three instances of Miss a Play in the same half-term will always trigger a child being placed on report. A child may be placed on to report at other times if it is felt appropriate to do so.

If little or no progress is being made, then a Behaviour Management Plan may be beneficial. Consultation with the Leadership Team can lead to advice on the use of more specific techniques.

**\*If the child is too immature to serve an internal exclusion, it will be replaced by an external one.**

### **Time Out**

In N Nursery, children are given time out if they go to red on the traffic light system. In Reception, children are given time out if they go to amber.

### **Challenging Behaviour**

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that in serious cases a Risk Assessment may be required.

If a pupils’ behaviour is not improved by the consistent use of rewards and sanctions listed in the school Behaviour and Discipline policy, then it is possible they have a special need – social, emotional or mental health.

### **External Exclusions (Fixed and Permanent)**

In most cases, an external exclusion will be the last resort after a range of measures (miss a play and being on report) have been tried in order to improve the pupil’s behaviour.

External exclusion will only be considered where the educational entitlement or the well-being and safety of the pupil concerned, the staff and the rest of the pupils in the class/school are jeopardised.

The formal reasons whereby the school may consider the external exclusion of a pupil would be:

- In response to serious breaches of the Behaviour and Discipline Policy

- If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be harmed
- A child has been on report and no significant improvement has been noted.

### **Factors to consider before making a decision to exclude externally**

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking account of the school's Behaviour and Discipline policy and, where applicable, the appropriate equality legislation.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment.
- If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the governing body.

### **Pupils with Special Educational Needs**

Other than in the most exceptional circumstances SEN pupils should not be permanently excluded.

### **Pupils with Disabilities**

We have a legal duty under the appropriate disability legislation not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

### **Race Relations**

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

### **Anti-Bullying Policy**

If bullying is proven beyond 'the head teacher's reasonable doubt', the matter will be discussed with the parents of the children involved. The school's behaviour and discipline policy will be applied.

### **"Looked After Children"**

We should try every practicable means to maintain "looked after children" in school. They are particularly vulnerable.

### **Procedures for Review and Appeal**

**There is no right of appeal to internal school sanctions. If a parent is unhappy with a decision that has been made they can complain to the Head teacher or Governing Body so that their disappointment can be recorded on file.** Neither the head teacher nor governors will reverse a decision taken by one of the teaching staff. The Head teacher may ask them to reconsider, but the final decision is theirs. Not to support colleagues in this way would undermine their authority in the classroom

The Governing Body must review all permanent exclusion and fixed period exclusions that result in a pupil being excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to exclude the pupil was justified.

At all times we wish to reinforce positive behaviour in our pupils.

Where inappropriate behaviour recurs repeatedly and records show no improvement, a programme of behaviour management strategies will be devised in conjunction with the Inclusion Leader, the pupil and the pupils' parents/carers. If deemed necessary, outside agencies will be invited to contribute.

**Physical Restraint**

Where physical restraint is necessary, we refer to the School’s Positive Handling Policy.