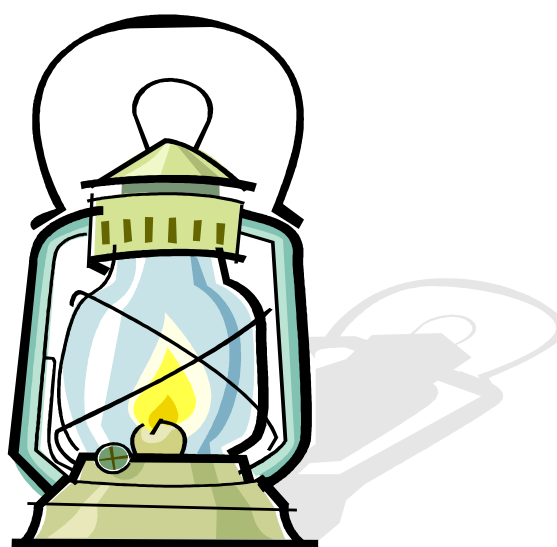
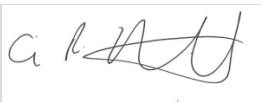




BEHAVIOUR AND DISCIPLINE POLICY



“Shine like a Lantern in the presence of the Lord”

Approved by:	Head Teacher	Date: 04 – 09 – 2023
Signed		
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	

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. Parents are generally supportive of the school, co-operating fully when concerns are raised about the behaviour of their children.

GOVERNORS’ STATEMENT OF PRINCIPLES

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.

Oftentimes, poor behaviour is a communication of an unmet need – a need that the school, sometimes with external support, could satisfy. However, sometimes, there are no barriers preventing a child meeting school expectations of them: instead, the child is making the wrong choice.

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 prominently, making it accessible for our pupils. At the beginning of each morning, the pupils’ names are to be found on the green light of the traffic light. The aim is for each pupil to stay ‘on green’. If a pupil is not able to follow instructions, or does not adhere to the school rules, their name is placed on the amber or red light. Typically a warning is given before both a move to amber or red. If a child is placed on the red light, s/he will miss part of their Friday playtime. Miss A Plays are supervised by the Headteacher. However, in Reception, Miss A Play takes place with the Phase Leader on the day following the misdemeanour. Children in the infant school, who have been moved to amber or red during the morning, return to green at the start of the afternoon sessions

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 at any point (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

- Verbal praise
- Lanterns, given to reward effort
- Termly Grades for Conduct and Effort
- 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. Say 'Warning, I don't like it when you ...'
- **MOVING UP THE TRAFFIC LIGHT DISPLAY TO AMBER¹**
- **Verbal warning** with reference to school rule being broken
Talk to the pupil/pupils positively but firmly, e.g. Say 'Warning, I don't like it when you ...'
- **MOVING ON TO RED TRAFFIC LIGHT, MISS A PLAY**

If children in Key Stage 1 have moved up the traffic light display during the morning, return to green at the start of the afternoon session.

OUR APPROACH

- Staff in class will be positive role models

¹ 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 warnings and therefore into the Miss A Play book.

- 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
- We typically sanction only when an adult has seen a child do something they should not have done or hears them say something that should not have been said. If another child or other children report poor behaviour by a classmate, the child must themselves agree that they acted in such a way: if they do not, the benefit of the doubt will routinely be given. This may well mean that poor behaviour sometimes goes unchecked. However, we would rather this, than a child be punished for something they have not done. Were such circumstances to arise with the same child on a frequent basis, then the head teacher would be made aware and a discussion would be had with parents.
- When looking at an isolated incident, we describe the behaviour, rather than the child – eg, ‘That was less than honest’, rather than, ‘You were less than dishonest’.
- When looking at a repeat of poor behaviour, we do not generalise eg, We don’t say, ‘You disappoint’, or ‘You are less than honest’. We say, ‘You can disappoint’ or ‘You can be less than honest’.
- We are dealing with children, many of whom will still be learning how they can best regulate their behaviour. Given this, we don’t use harsh or unforgiving words:
We don’t say we are annoyed, we say we are disappointed.
We don’t say a child has lied, we say they have been less than honest
We don’t say deceive, we say mislead.
We don’t say threaten, we say make feel uncomfortable.
We don’t say mean, we say unkind.
We don’t say steal, we say take something that does not belong to you.

NURSERY

In 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 – if they go to Red, they miss part of their play.

CHALLENGING BEHAVIOUR

If little or no progress is being made, then a Behaviour Improvement Plan may be beneficial. The SENDCO would take the lead.

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that 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.

WORKING IN ISOLATION

If a child has been entered into the Miss a Play book three times in half-term, they will spend a morning working away from classmates.

SUSPENSION

If a child goes into the Miss A Play book three times in a half-term for a second time within one school year, they be suspended for a day ie, work at home.

Exclusions

In most cases, an exclusion – the child will no longer be welcome at our school -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.

Exclusion will only be considered where the educational entitlement or the well-being and safety of the pupil concerned 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 breach or 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

FACTORS TO CONSIDER BEFORE MAKING A DECISION TO EXCLUDE

- 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 SEND pupils will not be 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.

PUNISHING PUPILS FOR BEHAVIOUR OUTSIDE OF SCHOOL

Teachers may discipline pupils for misbehaviour where they are:

- taking part in any school organised or school related activity;
- travelling to and from school;
- wearing school uniform;
- in some other way identifiable as a pupil of the school.

Even if none of these conditions apply, pupils can be disciplined for misbehaviour displayed out of school at any time that:

- could have repercussions for the orderly running of the school;
- could be perceived as abusive to a pupil from another of our families or a member of the public or in some other way have caused them harm; or
- could adversely affect the reputation of the school.

PROCEDURES FOR REVIEW AND APPEAL

There is no formal right of appeal to school sanctions, other than suspensions that would see the total number of days missed in one term exceed 15 or exclusions.

The Governing Body must review all suspensions that will result in a pupil being out of school for more than 15 school days in any one term – and exclusions. They must decide whether or not to reinstate the pupil or whether the Headteacher's decision to suspend or exclude the pupil should stand.

If a parent is unhappy with any other sanction they can complain informally, contacting the Head teacher.

At all times, we wish to model and praise positive behaviour by 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 SENDCO Leader, the pupils' parents/carers and the pupil. If thought helpful, outside agencies will be invited to contribute.

PHYSICAL RESTRAINT

Where physical restraint is necessary, we adhere to the School's Positive Handling Policy.

GOVERNORS' WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Teaching & Learning Committee annually.