



## Behaviour and Discipline Policy

**Head Teacher: Mrs Sarah Young**

This policy was adopted on : June 2018

The policy to be reviewed: June 2020

### Introduction

#### **Introduction**

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. St Paulinus is a Church of England primary school and all that happens in the school has the potential to speak of God's loving care for each individual involved in the schools' life. We are a caring community, whose values are built on mutual trust and respect for all.

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 strong relationship between successful teaching and learning and a positive well-disciplined school atmosphere is patently obvious. Good behaviour and discipline are closely inter-related with the raising of individual achievements.

Children feel happy and secure in an environment where there are clear expectations of good behaviour with a knowledge of the consequences of poor behaviour. For children to maximise their learning, there needs to be an atmosphere of control where the pupils know how to behave well towards each other, their teachers and their parents. The purpose of this document is therefore to clarify the role of our school in shaping and sustaining good behaviour to enrich each pupil's development as a 'whole child'.

What we are aiming to achieve in our Behaviour Policy is also what we are seeking to achieve in our **Teaching & Learning Policy**, and the two cannot be separated. This fundamental school policy is also closely linked with the **Anti-Bullying and Racism Policy**.

#### **POLICY STATEMENT**

The Staff at St Paulinus Primary are committed to work together in seeking to find effective ways of shaping positive behaviour patterns amongst the pupils and organising conditions conducive to learning and achieving high academic achievements. They recognise the paramount importance of creating a good working atmosphere in which individuals feel a sense of purpose, consensus, fairness and a clarity of expectations.

**It is one of the fundamental aims of our school to assist children to grow up knowing what is right and wrong; appreciating the needs of others & of the society around them.**

The ethos of our school includes a clear vision of the values, which matter within the school and in the surrounding community, including respect for property; honesty; trust and fairness; self respect and self-discipline in a Christian ethos.

### **OUR PHILOSOPHY, VALUES & PRINCIPLES**

We recognise the important role of parents both before the children start school, and during their time at school, in establishing the framework for good behaviour. We believe it is absolutely vital to encourage a strong partnership between school and home in this process and we depend on having parents' full support to make this policy work in practice.

**Our traditional school ethos is based on fundamental Christian values.**

- We pride ourselves on being a very happy community where there is an atmosphere of care, trust and respect. We want the children to feel nurtured and valued, and the staff to feel supported by one another.
- All members of the school community are valued equally
- The concept of partnership with parents and children underpins all that we do.
- Children are central to the learning process but we expect pupils to take increasing responsibility for their own behaviour and learning.
- Rules & procedures, agreed & accepted by everyone, are at the heart of every good organisation and form the basis for successful partnership.
- We value a school where children can be productive, confident, purposeful, independent and responsible.
- We want children to be successful, to value their achievements, monitor their own progress and celebrate the success of others.
- Responsible, flexible and independent learners will also bring these qualities to their behaviour, when the school works consistently to establish a positive framework for behaviour and learning across the curriculum.

At St Paulinus we believe that care is the shared responsibility of all staff, both teaching and non-teaching. By embodying the following **principles**, we hope that our policy underlies a caring environment for each child:

- emphasis should be on encouragement and praise rather than reprimand;
- praise should be genuine and criticism constructive
- children need to understand that their behaviour is a choice
- equal opportunities should always be considered
- pupils should accept adult authority and conform to what is expected of them but the development of individuality should be encouraged
- there needs to be sensitivity to the individual needs of the child/children

### **AIMS**

- We aim to provide a positive school environment in which **effective teaching and**

**learning can take place** so that children make progress without due hindrance.

- We aim to help pupils develop self-discipline in their behaviour and to prepare them to become **responsible members of the school community** where they take care of their surroundings and show consideration and respect for others at all times.
- We aim to be a **caring community**, which fosters, respect, honesty, truth and kindness, co-operation and tolerance.
- We aim to provide a **safe, secure environment** where children are encouraged, not discouraged; where mistakes are seen as opportunities for learning; where differences are respected not ridiculed; where individuals take responsibility for their own actions.
- We aim to develop **effective systems** for managing, maintaining and encouraging good behaviour
- We aim to **encourage and reward efforts** made by the children, whatever their age and ability.

### **STRATEGIES TO ACHIEVE OUR AIMS:**

- **by listening to each other** and working together we create a caring, supportive school
- **by involving pupils themselves** in taking responsibility for aspects of policy making and in celebrating constructive attitudes and behaviour in school.
- **by ensuring good channels of communication** and building positive relationships between pupils, staff and parents
- by everyone being familiar with and following the school's '**behaviour plan**' – see appendix 1  
by everyone following the **good practice guidelines to encourage acceptable behaviour** (appendix 2)
- **by recognising achievement**, celebrating good behaviour and working to a system of clearly defined rewards
- **by providing clear guidelines to pupils and parents** about acceptable and unhelpful behaviour and the sanctions taken to discipline children
- **by staff setting a good professional example** with positive attitudes, creating a well-ordered environment with effective behaviour management
- **by making Behaviour Education an integral part of the curriculum** and using every opportunity to reinforce the benefits of good behaviour
- **by incorporating issues** such as relationships, safety, self-esteem and bullying

### **POLICY INTO PRACTICE**

We are particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

In order to enable the aims of this policy to be put into practice the school employs the following **specific strategies:-**

- It is essential that all staff follow the school **behaviour plan**
- Staff are urged to emphasise the positive, widely displayed throughout the school
- Staff need to be aware of the **code of conduct** and **general rules** and teach them to the children (appendix 3 and 4)
- **Class Contracts** are negotiated & owned by the pupils, and displayed
- **Anti-Bullying Code** is on view throughout the school and playground
- **School Council** team lead on class discussions of issues

## **RESPONSIBILITIES, MONITORING AND EVALUATION**

### **RESPONSIBILITIES**

<b>Governors and staff will:</b>	<b>Pupils will:</b>	<b>Parents and carers will:</b>
Lead by example	Support and care for each other	Be aware of the school's values and expectations
Be consistent in dealing with children	Respect each other's property and work	Support the values and expectations of the school
Encourage the aims and values of the school among the children	Listen to others and respect their opinions	Ensure that children arrive on time each day and are collected at the correct time
Have high expectations of the children	Take responsibility for their own actions and behaviour	Keep children at home when their children are ill
Meet the educational, social and behavioural needs of the children	Do as instructed by all members of staff	Provide the school with a written explanation of the reasons for any absence
Provide an appropriate curriculum	Observe the Code of Conduct at all times	Provide the school with an up to date emergency telephone

**All the staff** at our school are involved in the implementation of this Behaviour and Discipline Policy.

**Class teachers** are responsible for their pupils' behaviour and should be made aware of issues arising at breaks and lunchtimes, taking action where appropriate.

**Midday Supervisors** and the team of Lunchtime Assistants are responsible for ensuring pro-active supervision of the pupils' behaviour and liaising with the relevant member of the teaching staff. They follow the school behaviour system consistently.

**Key Stage Leaders** are responsible for setting the climate of control and orderliness and will deal with issues referred by their colleagues seeking additional support or reinforcement. It is also their duty to help all new staff (including supply teachers) with its implementation.

**The Head Teacher** has overall responsibility for the standards of behaviour and discipline throughout the school & will involve the Governors Personnel Committee in particularly serious problems.

**Parents** are expected to help the school in teaching their children appropriate behaviour and to support the sanctions employed by the staff.

**Pupils** are expected to take increasing responsibility for their own behaviour and learn to think about the consequences of their actions.

## **MONITORING**

The Head Teacher and Senior Management Team will continually monitor the policy by reviewing entries in the Contact Books, the Behaviour File, and the numbers of pupils for whom individual behavioural have been set up.

## **EVALUATION**

To be successful this policy needs **regular review** with all teaching and support staff involved.

## **THE USE OF FORCE TO RESTRAIN OR CONTROL PUPILS**

The school recognises that there may be some occasions when the use of positive handling is necessary to restrain pupils. For example:

- To prevent them committing a crime
- To prevent them causing injury, damage or disruption

The school also recognises that the law forbids physical contact which is deliberately intended to punish, or which is primarily intended to cause pain, injury or humiliation.

Any instances where the use of force has been applied will be recorded in the appropriate book, signed and dated.

Appendix 1

## **St Paulinus C E Primary School Behaviour Plan**

We believe that children need a clear and consistent system regarding their behaviour in and around the school. This ensures all children know that they are all treated in the same way by all adults. The 'good practice guidelines to encourage acceptable behaviour' is a guide for all school adults to use so that we encourage the teaching of and maintaining of high standards of behaviour within the school.

### **Important Note:**

There will be some children for whom this system does not work (for a number of reasons). In this case a separate agreement would be made with the class teacher, parent/carer, child and Head Teacher and all staff will be informed of this immediately.

### **Our Behaviour Plan**

Children have a mission statement in our school which they recite daily, it is:

**'As children of God at St Paulinus we strive to create a happy, caring place where everybody is valued, respected and safe so we learn and grow to our very best.'**

Children are given opportunities throughout the school year to explore the meaning of this statement and understand why it is important. When children do not behave in the

appropriate ways they are reminded to refer to this and point out which parts of the statement they chose not to follow.

All children throughout the school follow a set of Golden Rules – these are taught and referred to regularly and displayed in every classroom:

- **I will follow instructions**
- **I will respect all adult's decisions**
- **I will respect other people's right to learn and be safe**

We refer to children's behavior as a 'choice' and children are made aware that the way in which they behave is their own choice. They are made aware that they have the opportunity to change their choices at any time to make things better.

### **Positive behaviour**

To reinforce good behaviour all staff will aim to focus on the positive (praising good choices and naming the behaviours so that all children are aware of the reason for the praise).

### **Recognition of Achievement**

It is very important to encourage children to do their best and to recognise success due to effort and determination. Some rewards are simple and immediate for example, a smile, a 'well done' (naming the particular action the child has carried out) or a 'thumbs up'.

We also reward children's good choices linked to behaviour by operating a system of incentives:

Children (particularly those in Key Stage 1) need immediate recognition in a tangible form so they are given "Well Done" stickers or certificates which states the reason for the award. These can be taken home to enable the child to share their success.

Pupils are also awarded "Achievement Points" to recognise special effort relative to their ability. These are recorded by the child on a chart in the classroom. After certain thresholds are reached certificates in the pupils house colour are awarded :-

- a small certificate is awarded by the Class Teacher for **10 achievement points**
- a medium certificate is awarded by the Class Teacher for **25 achievement points**
- a large certificate is awarded by the Class Teacher for **50 achievement points**

When a teacher wants to recognise an **outstanding individual effort**, they can send the child concerned to receive a **Head Teacher's Award**. The Head Teacher is always keen to affirm pupils' excellent work and attitude and encourages her staff to actively pursue this policy.

All these forms of recognition also count as **House Points** and this goes towards the termly Inter House Competition with its updates in assembly.

When a class as a whole makes an exceptional effort, it is rewarded with **Class Shield** stickers and these can be awarded by any member of staff. Once 10 Shields have been

gained, the Head Teacher provides a 'class treat' to recognise their achievement.

We also seek to celebrate events, which have brought credit to the whole school by bringing it to everyone's attention in assembly. Individuals who fit this category are presented with a certificate at the weekly achievement assembly.

A **Golden Book** is kept in the Head Teacher's office and once a week one child from each class (Year 1 to 6) is chosen to go into the book for excellent behaviour, attitude or manners. Children in the golden book will be invited for afternoon tea with the Head Teacher on a Friday afternoon.

### **Sanctions and actions for poor behavior:**

Each class displays a '**Behaviour Hand**' outlining the stages of consequences for not following the Golden Rules. These are explained clearly to the children and are referred to regularly. These are followed on a daily basis if a child chooses to not follow the rules.

#### **Stages:**

1. **Child is given a warning in class** (child is informed that their behaviour is being monitored).
2. **Child has 5 minutes time out within the classroom** (at a Time Out table and timed by the child with a sand timer).
3. **Child goes to different classroom for 10 minutes** (at the other classroom's Time Out table and timed by the child with a sand timer). The teacher need not have a discussion with the child except to direct them to the Time Out Table if they are unsure where to go. At the beginning of the year each class teacher will be informed which class children will go to if they reach stage 3.
4. **Child goes to see the Head Teacher** (the child will miss playtime to complete a behaviour sheet which outlines which rule they broke, what they did wrong and what they will do next time). This is signed by the child and Head Teacher and sent home to be signed by parents then returned the following day. The incident is recorded in a behaviour file in the Head Teacher's office).
5. **Parents called in to see the Head Teacher and the child is removed from their class for the rest of this day or a longer period if necessary**(into another classroom to complete work). A discussion between the child, parents and Head Teacher will take place to put a plan in place for the following day. This incident is recorded in the behaviour file in the Head Teacher's office.

If a Teaching Assistant is working with group or individual out of class they will follow the same procedures. All supply teachers and volunteers are informed of these procedures and encouraged to follow them.

**If pupils hurt another child, swear or damage property then the child automatically goes to a stage 4.**

#### **Behaviour tracking**

It is essential that all teachers track pupils' behaviour as this provides evidence for parents or if needed, outside agencies. A weekly behaviour sheet is completed by the class

teacher (where they ring each number next to child's name when a stage is reached). At the end of the week these sheets are handed to the Head Teacher and analysed every half term.

### **Playtimes**

If an incident is dealt with at playtimes the same system is used but recorded on a separate playtime behavior sheet. Time Out's are taken inside the school building.

## Appendix 2

### **GOOD PRACTICE GUIDELINES TO ENCOURAGE ACCEPTABLE BEHAVIOUR**

1. **Negotiate** short, simple and realistic class rules, rewards and sanctions with the children and **display** these prominently.
2. Give **clear instructions** and make sure the **child understands them**.
3. Give **reasons** for instructions and **explain** decisions i.e. please put your ..... away because people will fall over them/they will be broken.
4. If appropriate, give **incentive** for the following of instructions
5. Make aims **realistic and manageable**.

6. Be **consistent**.
7. Don't make **false threats**
8. Give lots of **praise and encouragement** especially when you get the results you wanted.
9. Be **patient, understanding and approachable**.

## Appendix 3

### **'Code of Good Conduct'**

This Code of Good Conduct should be displayed around the school building and used to remind children of how they are expected to behave. It should be used frequently as a focus in assembly and circle time in classrooms. The 'themes' of the code of good conduct reflect the ideals of truthfulness, honesty, caring, friendliness and trust.

**"In our school we have all agreed that everyone should:**

- 1. Show respect for other people.**
- 2. Be polite, friendly and kind.**
- 3. Be immediately honest and truthful**
- 4. Take a real pride in our school.**

5. Take good care of all property.
6. Be clean, neat and tidy in appearance.
7. Be hard working and do our best."

Jesus said "Love One Another".

These general rules have been drawn up for the safety and protection of all the children:

1. Children should walk in a quiet and orderly manner throughout the school buildings.
2. No forms of physical, verbal or emotional bullying will be tolerated by either individuals or groups.
3. No child may leave the premises during the working day unless they are met by parents or other agreed persons.
4. No pushing, fighting or mock fighting is allowed.
5. Objects must never be thrown (unless they are designed for that purpose).
6. No swearing, spitting or chewing/bubble gum is allowed on the school premises. .
7. Jewellery (except for watches & small round studs for pierced ears) should not be worn at school.
8. Children must be suitably clothed for P.E. & Games, with suitable protection in Art, Science & Technology
9. Toys and valuables (including mobile phones) should NOT be brought to school unless requested by a member of staff, since the Governors and School do not accept responsibility for these items.
10. Money should not be brought to school. Any money coming to school for meals or voluntary contributions must be sent in a sealed envelope with the child's name clearly marked and an indication of what it is for. This should be given to the teacher at registration.