

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and grow
in the presence of God”*



BEHAVIOUR AND DISCIPLINE POLICY

INTRODUCTION

This policy sets out the expectations of behaviour at Holy Rosary Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

AIMS

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring and inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. This policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A positive learning environment
- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision
- Personalised programmes/support from outside agencies

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school.

Our behaviour management plan has three key aspects: rules, recognition and consequences.

EVERYONE IN OUR SCHOOL HAS THE RIGHT TO ...

- **Learn**
- **Be respected**
- **Be safe**

THEREFORE EVERYONE IS EXPECTED TO FOLLOW THESE WHOLE SCHOOL RULES...

- **Keep hands, feet and objects to ourselves**
- **Say no to bad language and name calling**
- **Respect people and property**
- **Work hard and always do your best**

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

RECOGNITION

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through recognition and praise, which should be given wherever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise can be used for rewarding hard work, effort, helpfulness, consideration to others etc
- Stickers – either worn by the child or collected on a chart
- Written comments or star in the child's book can be used to reward good work
- Housepoints awarded at key stage two
- Child sent to show good work to Headteacher or another class.
- Good work and behaviour of individuals and groups will be celebrated each week in school at a commendation assembly when certificates will be awarded and names will be displayed in school.
- Individual, group and whole class rewards can be given for good behaviour

DEALING WITH UNACCEPTABLE BEHAVIOUR

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions. A variety of low-level intervention strategies are used initially, such as non-verbal signs, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

The following consequences will be used for increasingly inappropriate or continued disruptive behaviour.

CONSEQUENCES

1. Verbal reminder of expected behaviour
2. Time out within the classroom (time out appropriate for age of child)
3. Time working outside the classroom or in another class (miss all or part of playtime to make up for learning time missed). Name in the classroom behaviour log.
Repeated incidents of reaching stage 3 will be reported to parents as soon as possible either in person, by letter or phonecall.
4. If unacceptable/disruptive behaviour continues the child will be sent to the headteacher/deputy headteacher/assistant headteacher. The child's name will be recorded in the school discipline log. Time out working away from class for the rest of the morning/afternoon. A reflection sheet/letter of apology (age appropriate) will be filled in by the child. A discussion with a parent/guardian will be arranged and recorded. Targets may be given and improvement monitored.

With persistent disruptive behaviour or extreme behaviour incidents, children will be expected to fill in a reflection sheet. This will be kept with the behaviour log.

Behaviour logs will be monitored by the Headteacher half termly.

Examples of extreme behaviour:

- Assault on a child or member of staff
- Refusal to do what is asked of them in an aggressive way
- Throwing objects/furniture and endangering others safety
- Serious persistent bullying
- Racist remarks
- Inappropriate sexual or homophobic language

Extremely unacceptable behaviour will be reported to the headteacher/deputy headteacher/assistant headteacher immediately. A letter will be sent home or a phonecall made to the parents as soon as possible following the incident. For continual unacceptable behaviour or in the case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term exclusions' below)

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions.

LUNCHTIME/PLAYTIME BEHAVIOUR

At lunchtime we aim to provide a range of activities to engage children in positive play with their peers. This includes play equipment in each key stage. We also have a system of lunchtime monitors where older pupils support younger pupils during lunchtimes.

Children are recognised for positive behaviour at lunchtimes through verbal praise and recognition, passing on the good news to class teachers and other adults through 'You've Been Spotted Cards' and the awarding of stickers.

At Key Stage One children are also nominated weekly for good behaviour to sit on the 'Golden Table' to eat their lunch.

Consequences at lunchtime are in keeping with whole school consequences:

1. Verbal reminder of expected behaviour
2. Second verbal warning given and consequence stated if the unacceptable behaviour persists
3. Time out, time spent away from others who are playing e.g stood by the wall or shadowing a member of staff (time expected will be age appropriate). At this stage an 'Unacceptable Behaviour Card' will be completed by the member of staff and given to the class teacher who will record in the classroom behaviour log.

Repeated incidents of reaching stage 3 will be reported to parents as soon as possible either in person, by letter or phonecall.

In the event of extreme behaviour incidents at lunchtime/playtime a member of SLT will be sent for who will deal with the incident accordingly

EQUAL OPPORTUNITIES

The behaviour policy will be monitored in practice to ensure that it meets the set aims in regard to pupils of different gender, race and disability (see separate Equality Policy).

SPECIAL EDUCATIONAL NEEDS

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Educational Psychologist and the Behaviour Support Team.

FIXED TERM AND PERMANENT EXCLUSIONS

Extreme behaviour or persistent disruptive and challenging behaviour may, on rare occasions lead to pupil exclusion. Only the Headteacher (or acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

At Holy Rosary the following stages will be followed before permanent exclusion:

- Excluded from class for half a day
- Excluded from class for 1 day
- Excluded from school for half a day
- Excluded from school for 1 day
- Short term exclusion
- Permanent exclusion

RECORDING, MONITORING AND EVALUATING BEHAVIOUR

Behaviour in school will be recorded through reflections sheets and behaviour logs. The leadership team will monitor behaviour and evaluate the impact of this policy through the records listed above, informal observations and discussions with pupils, staff and parents.

This policy will be reviewed periodically, with opportunities for consultation with staff, pupils and parents.

January 2019

This policy is due for review in January 2022

