

Holy Family Catholic School
Behaviour and Discipline Policy
Revised for 2012/13



Mission Statement

We live, love and learn together in the light of God by...
praying together
learning together
playing together
and
respecting each other.
Amen

General Aims

Discipline in the school is in accordance with Christian values, the purpose being to develop the character of each pupil on the basis of respect for his/her own person and his own belongings and respect for other people and their property. Great emphasis is placed on courtesy and good manners. Good work, effort, honesty, helpfulness and other desirable qualities are praised at every opportunity. It is essential that in the daily life and routine of Holy Family we should reflect the Gospel value of love for God and love of our neighbour as we live out our Mission Statement.

Holy Family Catholic School
Mission Statement

Staff and Governors of
Holy Family Catholic School
believe every child is unique.
We are committed to
developing each child's
personal relationship with God
by providing a
safe, happy and stimulating
learning environment
in which every child can succeed
and
come to know God better.

Rationale

- Children come to school to learn.
- Teachers assess, plan and teach the curriculum to ensure that all children are able to access the learning outcomes and make expected progress.
- All children and teachers should respect and expect respect and feel comfortable to discharge their duties and responsibilities - to teach and learn.
- Children to choose their behaviour.
- Children who need help to manage their behaviour will be supported as appropriate to their needs.
- Assertive Discipline focuses on positive praise and reinforcement.
- Our approach to behaviour management and discipline is based on the values set out in our Mission Statement.

Whole School Rules

- Each day is a fresh start.
- We walk, talk and work quietly.
- We look, listen and respond when the teacher is talking.
- We keep our hands, feet and unpleasant opinions to ourselves.
- We listen to instructions, ask if we are not sure and follow them carefully.
- We put up our hands (and wait) when we have something to say or contribute.
- We listen and respect contributions from others in group work that we do.
- We are responsible for our own property.
- We respect other children's/ teachers belongings.
- We move around the school sensibly, quietly and with respect.

Individual teachers will work with the children in his/ her class to establish a set of classroom rules at the beginning of each academic year (these need to be clearly visible in the classroom and sent out to parents to share expectations with them). These rules should be an ongoing

document that can be adjusted when needed. Rules that are no longer needed should be discarded and new rules added if necessary. Circle time should be used as and when needed to remind children about their classroom rules. Assemblies should be used as and when children need to be reminded about whole school rules.

Good behaviour is an expectation and should be shared with other children.

Children who make the right choices to follow school and class rules may be:

- Given verbal praise regularly
- Awarded housepoints
- Moved up behaviour charts - aiming for silver star reward (KS 1)
- Awarded a merit certificate in Celebration Assembly, when consistency is clearly evident

In Holy Family whole classes or groups will not be disciplined for the actions of individuals or a few children.

Children who choose not to follow rules will be subject to sanctions (these sanctions must be clearly displayed in the classroom).

When behaviour which disrupts the teaching and learning is observed by the teacher he/she...

Gives a clear instruction to the child using assertive language about what he/she should be doing e.g. I need you to stop talking.

Teachers must not engage in dialogue with the child, just repeat the instruction and refer to the classroom rule being broken.

If behaviour does not improve

- Moved down the chart (KS1)
- Loss of 5 minutes of golden time.

If behaviour still does not improve

- Loss of playtime - 5 mins KS2, 2mins KS1

If negative behaviour continues

- Child sits away from their group (or in the corridor Y4 - Y6) for 2 minutes.

If negative behaviour continues

- Child may have time out in another classroom for 10 minutes.
- A behaviour log is filled out by the child (KS 1 - teacher with child's input) at breaktime or lunch. Behaviour log passed on to deputy head.

If negative behaviour continues further

- Child removed from the class by a member of the SLT through red card notification. Child must then complete work under the supervision of an SLT member. Child must fill out a behaviour log in their own time.

If a child has 3 behaviour logs recorded, written notification of this will be given to parents with an invite to come to school to discuss their child's behaviour with the DH.

If negative behaviour continues and is clearly affecting the teaching and learning then the HT will decide on appropriate next action e.g.

- Meeting with parents
- Internal exclusion from class
- Lunchtime suspension
- Other

It is the class teachers responsibility to ensure that pupils, support staff and parents are very clear about expectations and rules. It is the class teachers responsibility to ensure that the negative behaviour process is followed correctly to ensure fairness and clarity.

Except for **extreme** cases, the behaviour of children from Nursery and Reception will be managed by the class teacher. Key area of Learning for Personal and Social Development has clear learning outcomes for children in this phase. Early identification of challenging behaviour is important and the Headteacher should be informed immediately if this is suspected, so that observations can be made and appropriate support requested.

Teachers/ TAs will say child's name first when speaking/ addressing him/ her.

Teachers will address the behaviour by telling the child what they should be doing.

Teachers will never ask, Why are you:? What are you?

Children will

- Give eye contact where possible
- Stop working and pay attention at the first time of asking
- Respect and follow class routines, school systems and school rules
- Wear the correct school uniform (see policy)
- Be taught to become responsible for personal property
- Arrive at school having the correct equipment for lessons including PE and Swimming kits.

Teachers/ TAs must take a clear leadership role in the classroom, for example

- Have high expectations and make them clear
- Be authoritative but fair
- Never shout except in an emergency
- Expect to receive respect, silence and attention
- Be assertive
- Speak only when everyone is listening; never speak above talking
- Never accept less than an individual is capable of
- Will not discipline the whole class for the offences of a few
- Will not take rewards away
- Should not promise rewards that they cant deliver e.g. extra playtime

Teachers will aim to

- Apply rules, rewards and sanctions consistently and fairly
- Send children to the HT/ DH to share good work, progress and/ or good examples set to others
- Always praise positive achievement and behaviour in front of the class and privately (remember some children don't like being singled out)

Playtime and Dinnertimes

School Rules and Playground Rules will be followed by children and reinforced by class teachers and dinner supervisors.

Positive rewards such as:

- Stickers for eating all their food
- Stickers for being tidy in the dining hall
- Written recording in the lunchtime book to be shared at celebration assembly

Children who choose not to follow these rules...

1. Will be reminded of the rule (the rule is..... and I need you to...)
2. Given a verbal warning. (you have chosen to ignore/ break the rule, this is a warning, I'll give you one more chance.
3. If behaviour continues - time out with a dinner supervisor on duty on the playground.
4. If behaviour continues after time out - child is reported to senior supervisor and given further time out.
5. If after this behaviour continues, it is recorded in the lunchtime book and child is removed from the playground to the supervision of and SLT member.
6. Continued unacceptable behaviour at lunchtime will be reported to parents by letter with a warning of a proposed lunchtime suspension and an invitation to come into school to discuss the matter with HT.
7. Last resort lunchtime suspension
8. Extreme cases of unacceptable behaviour e.g. violence on the playground could also result in lunchtime exclusion.

Bullying

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.

Racism

The school does not tolerate racism in any form. Any incidences of racism will be dealt with strictly in accordance with local authority guidelines.

The role of the SLT...

- Take appropriate action when informed of positive or negative behaviour situations
- Catch positive behaviour and praise it
- Celebrate positive behaviour in Celebration Assembly and use the opportunity to emphasise the message to the whole school
- Ensure class teachers, TAs and other staff and adults in the school follow the policy correctly and fairly.
- Consider temporary exclusion of a child for behaviour such as..
 1. Wilful harm to another child
 2. Consistent bullying behaviour to another child
 3. Wilful destruction of property
 4. Refusing to do as he/ she is told
 5. Behaviour which threatens the safety of other children and staff
 6. Behaviour which significantly disrupts teaching and learning and prevents a teacher from teaching and the children from learning

Parents can help by:

- Supporting the aims of the school as set out in this policy
- Signing the Home School Agreement as a gesture of support to the school
- Reading a child's report carefully and speaking to the class teacher early on in the term if there is a concern regarding behaviour
- Talking to the teachers
- Never approaching another child or parent in connection with any 'incident'
- Making an appointment initially with the class teacher to discuss issues or concerns
- Making an appointment with the HT if issues are not satisfactorily resolved

- Listening to the School's point of view

Policy updated by Headteacher/ Deputy Headteacher and shared with staff and parents.

Signed _____

Chair of Governors

Policy to be reviewed Autumn Term 2013.