

St. William of Perth Catholic Primary School

Behaviour and Discipline Policy : 2021



Our Mission Statement

St William of Perth aims to nourish the growth of all its members as persons illuminated by the light of Christ as our Catholic values permeate all aspects of school life.

Our mission is to provide a quality education where high standards of attainment and behaviour are expected. We encourage all our pupils to develop as life-long learners as they strive to reach their full physical, intellectual and social potential.

General Principles

At St William of Perth Catholic Primary School we have high expectations of staff and pupil behaviour. We believe that good behaviour is fundamental to a happy and successful school. The promotion of good behaviour is of the highest importance. All staff are responsible at all times for the behaviour of children within sight or sound of them, and implement the policy consistently.

We teach children the need to be responsible for their own behaviour. As children develop, so their sense of responsibility increases. An important role of primary education is to teach a sense of responsibility and to begin to develop a good understanding of what is right and wrong.

Our School life is based on the Gospel values of faith, hope, love and forgiveness. We respect each person as precious and equal in God's eyes and nurture tolerance and understanding of each other. Our values underpin all that happens in the School and provide the basis of our Mission Statement.

How do we do this?

- > We value all pupils and we treat all pupils and adults with dignity and respect.
- > We promote a positive atmosphere in the whole school.
- > We have consistent, high expectations.
- > We tell children what is expected of them and how to keep each other safe and support visually.
- > We model and reinforce good behaviour with praise.
- > We will investigate thoroughly and apply sanctions consistently and fairly.
- > We identify children who find some aspects of behaviour difficult and offer support using a range of support strategies

- > We talk about how their behaviour has been unacceptable and makes us feel unsafe.
- > We involve parents if behaviour gives cause for continued concern.
- > We explore moral issues in lessons and in assemblies.
- > We use the CALM stance
- > We use scripts
- > We model desired behaviours
- > We use our Golden rules as focuses during the terms.
- > We make plans with children to support them with their behavior.

School Responsibilities

A number of simple responsibilities or golden rules have been agreed, these responsibilities are revisited with the children in Assemblies and School Council meetings.

The staff's responsibilities are:

The children's responsibilities are:

- We do our best
- We are courteous and polite, showing respect for others.
- We look after each other. We do not hurt anyone by anything we say or do.
- Fighting, kicking, pushing, pulling, scratching, biting or pinching will not be tolerated.
- We keep our hands and our feet to ourselves. Use of bad language is not acceptable
- We listen to adults and do as they say
- We ask for help with difficult problems
- We take care of our environment and show respect for property and possessions.
- We are honest. We take personal responsibility for our actions and apologise for poor choices.
- We forgive others who seek our forgiveness.
- We understand that behaviour is about making good choices and not to copy other people or join in with other children who are making inappropriate choices.
- Other groups, including visitors to the school, are expected to show the same levels of consideration and respect whilst working in school or with members of the school community.
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Guidance

In addition to the guidance provided herein the Governors also endorse and support the statutory obligations specified by the Department for Education in its update of January 2016 "Behaviour and discipline in schools." The Governors therefore support the guidance which allows for the Headteacher to be supported should the following be required;

- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;

- the power to confiscate pupils' property.
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

SEND code of practice 6.37

The Equality Act 2010 Part 4 and schools May 2014

Class Code of Conduct

- Each class teacher, at the beginning of every school year, will formulate a class code of conduct with their children developed from the Mission Statement and based on the principles of our Golden rules. All children and class teacher/teachers will sign the Code and it will be displayed in the classroom. There will be visual reminders about what a behaviour looks like.
- Within classes, teachers will devise their own reward system. This may be in the form of stickers, marbles in the jar, and use of house points or reward/golden time.
- Children are reminded about positive social interaction with their peers how their behaviour affects the feelings and actions of others. The S.E.N.C.O. and class teacher liaises with external agencies, as necessary to support and guide the progress of children.

We aim to use social stories to support our SEND children.

Rewards and Sanctions

The children need to understand the concept of cause and effect. It is very important that the children know from a very early age that each person deserves to be treated fairly and allowed freedom and space to develop without interference from others.

The children are aware that each individual has rights which the whole community must protect to ensure each person's wellbeing and keep each other safe.

In order to promote good standards of behaviour there is an agreed school reward system alongside appropriate sanctions for those who struggle to comply and keep everyone safe.

Golden Rules: These are displayed prominently all around the school and referred to by all staff.

- Follow instructions: Listen to all adults working in the school
- Be gentle, kind and polite: keep hands, feet and unkind words to yourself
- Value people's belongings: respect the school and other people's property
- Be honest, tell the truth

If a child breaks a Golden rule they will receive an orange slip, will miss one or two playtimes depending on rule broken. For our younger children in EYFS the class teacher and head of KS1 will decide on relevant sanctions after investigating any incidents of behaviour.

For SEND children we identify skill deficits we provide social skills and opportunities to practice desired behaviours. We share social stories.

Rewards

Effort and achievement are always rewarded. All staff are trained to notice children's endeavours, however small. Pupils are expected to be kind, respectful, obedient and hardworking and be aware of each other's safety. At our Praise Assembly each Friday, children's achievements and endeavours are recognised and rewarded. A variety of rewards are used in school depending on the age and ability of pupils. These are used consistently and include:

- Housepoints
- Verbal praise, stickers and positive comments
- Children who have behaved well and obeyed the four golden rules enjoy Golden time on a Friday afternoon and the class receive a certificate in the Praise assembly.
- At the end of each half term six children from each class will be nominated for a Celebration Assembly certificate which can be awarded for Achievement x2, Attitude, Improvement, Politeness, Perseverance
- At the end of the school year, trophies and certificates are awarded and 100% Attendance awards are given

Sanctions

"No school however positive or imaginative can eliminate disciplinary difficulties entirely" D E S "Good Behaviour and Discipline".

There are occasions when pupils make the wrong choice about their behaviour. Pupils need to understand that rules are made for a reason and that when rules are broken there are consequences. There are sometimes circumstances which explain why a pupil chose to behave in a certain way but this does not excuse poor behaviour or mean that sanctions can be waived. The school and parents need to work in partnership, to support them to make better choices. Adults in school will model good behavior and treat all children fairly and courteously. They will make sure the pupil knows what they did wrong and why it is wrong. The adult should make it clear what is acceptable behaviour, and make sure that the child understands this. Should children not conform to the agreed rules, the following sanctions will be applied in order.

Within the classroom

Each classroom has rules displayed which the whole school shares. Children should be given verbal warnings in the first instance. Following this, should the child's behaviour not improve, the child should be moved away from the main body of the class for an appropriate length of time. Should misbehaviour continue, the child should be sent to the Head of Key Stage for an appropriate length of time with suitable work to complete.

If the child has broken a golden rule an orange slip will be filled out by the adult in consultation with the child as a way of outlining which of the four Golden Rules have been broken including a discussion on how the child should have acted and what they need to do next time. The child should then bring this slip to the designated senior

leader during the next playtime/ lunchtime where they will stay to reflect on their behavior choices and the orange slip filed.

EYFS- Orange slips will not be issued in EYFS until the summer term. Children who have broken the golden rules will speak to the Head of Key Stage One about the incident and how to improve their behaviour in the future. KS1-Orange slips will be issued and a suitable sanction will be recommended to take place on the same day to issue the behavior is reflected on and addressed on the same day.

Within class in EYFS and Year 1, the children use the system of the sunshine and cloud as well as the rainbow to move up to in order to promote positive behaviour. In EYFS there is also the school logo to encourage children to do their best in terms of behaviour and learning behavior. If a pupil's name is placed on the school logo it represents recognition of the highest standards in learning behaviour.

Internal Sanction

A pupil may be taken off timetable to revisit our Golden rules and make support strategies. Following certain more serious incidences or re-occurrences of the same incident an Internal Sanction may be introduced. This could be for one lesson or up to two days where a child will work in an open but designated area of the school with appropriate work set. They will have access to a member of staff at all times and will be free to use necessary facilities including accessing school dinners/snacks and milk. Parents will be fully informed. Referrals made if SEND is suspected.

Exclusion

Parents will be notified of the reason for the exclusion. Every possible effort will be made to have a reintegration meeting if it is in the child's best interests. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school will be made. One copy will be kept in the school's record and one sent to the parent.

Procedures for providing children with opportunities to discuss appropriate behaviour

- ☐ Conferencing with a senior member of staff
- ☐ A programme of personal social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility (see PSHE policy). This may include play therapy, social skills group work, Lego therapy, drawing therapy.
- ☐ A clear focus for work on relationships and feelings as part of the PSHE work throughout school
- ☐ A programme of religious education which includes ethical issues (see RE policy)
- ☐ Circle time – an opportunity for open discussion held in class groups at regular intervals

- The agreement of a set of rules by each class at the beginning of the autumn term

Staff will use a range of quality teaching strategies to support SEND.

Outside agencies

Any worries about any pupil should be discussed with the special needs co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Educational Psychologist
Behaviour Support Service
Teacher for Hearing Impaired
Teacher for Visually Impaired
Speech Therapist
Physiotherapist
Pre-School Advisor
School Doctor
Social Services

Dialogue with the SEN department and these outside agencies should include discussion around the appropriate nature of sanctions applied to those children with SEN and whether all reasonable adjustments have been made in line with the Equality Act 2010.

Role of the Parents in Managing Behaviour in School

If it is in the child's best interests, parents will be kept informed about their child's behaviour. The parent's role begins before the child enters school and continues for many years after. It is a parent's duty to prepare their child to face the outside world. Parents have the task of building up their child's self-esteem and feeling of self-worth and developing positive attitudes. Children learn by example. Their first role model is the parents, closely followed by the wider family, parish and community including friends and teachers. Children will reflect what they see around them:

- Tolerance of others
- Development of social skills of sharing, taking turns
- Respect for the rights and possessions of others
- The need to be good listeners
- A sense of right and wrong

Children may develop further social skills through their contact with others outside the home. These new skills will be additional to those they have learned from you. They need to know your standards first. They are then able to make valid judgements when comparing what others want of them, against what they know is acceptable.

Our school community will support the family and child by Promoting good relationships

The promotion of good relationships within school depends on five essential principles. Our success depends on these essential principles.

Recognition	We are all human beings created by God, and equal in the eyes of God. Therefore we must not intimidate those who are different from ourselves
Respect	Other people may disagree with us and have a right to do so.
Listening	Listen and hear the other person's point of view.
Understanding	The other person has wants and needs.
Forgiveness	A development of Christian spirit that allows us to move forward so that we do not dwell on blame and condemnation.

When your child tells you of an incident which has happened to them in school try not to look for blame.

Listen to both sides of the story as s/he sees it. Ask questions to help your child understand the circumstances and hopefully see the problem from both sides.

Why do you think that happened?

Is there anything we need to understand to help sort out this situation?

Is there anyone else who is able to help?

Can you think of anything that might help to stop this from happening again?

Encourage the child to express how s/he feels about what has happened so that they are able to reason

things out by questioning their own involvement. Try to encourage your child to be forgiving when other children make poor behaviour choices and to allow the other child/ren to re-build bridges and re-establish relationships with their peers. Do come to school to discuss the problem if necessary to ensure that any concerns about the school are shared privately with the head teacher and/or the relevant member of school staff. Criticism in front of the children will serve to undermine the child's confidence, relationships with staff and their positive attitude to school and learning. The School believes firmly that the best outcomes for children are when home and School work together and we work tirelessly to build and maintain the strong relationships we have with our parents and carers.

Approved by governors: