

St John Bosco Catholic Primary School Behaviour and Discipline Policy

Mission Statement

“Living, Learning and Growing in God’s love.”

1. Aims and Expectations

1.1 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. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of schools rules, but 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.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- All members of staff congratulate children.
- All members of staff give children house points/stickers for good behaviour in school.
- Each week, staff nominate up to 3 children to be awarded merit certificates and stickers in our Congratulations Assembly and their names are displayed in the Congratulations book/board.
- These children are awarded for either consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All pupils have an opportunity to show examples of their best work.
- We also celebrate achievements that have been made outside school – eg.

Football, swimming etc.

- At the end of each term we award special certificates for consistent hard work or good behaviour.

2.2 St John Bosco are using the 'It's Good to be Green' behaviour scheme. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. (Please see 'It's Good to be Green' behaviour policy.)

2.3 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.4 The school employs a number of sanctions to enforce the school rules, and to ensure the safe and positive learning environment. We employ each sanction appropriately to each individual situation

- We expect children to listen carefully to instructions in lessons. If they do not do so, a warning will be given. If inappropriate behaviour continues, the child will be asked to move; either nearer to the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task in 'Time Out'.
- If a child is disruptive in class, the teacher reprimands him/her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. An agreed Behaviour IEP will be put in place.

2.5 The class teacher discusses the school rules with each class. In addition to the rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher discusses these with the whole class as part of the RSE curriculum.

2.6 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti Bullying Policy).

2.7 House points are used throughout the school to promote good behaviour, effort in work and acts of kindness. (Please see the House Point policy for further details.)

2.8 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3. The role of the class teacher and support staff.

3.1 It is the responsibility of the class teacher and support staff to ensure that the school rules are enforced in the classroom and that their class behaves in a responsible manner during lesson time and throughout the day.

3.2 The class teacher/support staff in our school have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.

3.3 The class teacher/support staff treats each child fairly and enforces the classroom code consistently. The teacher/ support staff treat all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher/support staff keeps a record of all such incidents. In the first instance, the class teacher/support staff deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher/support staff seeks help and advice from the principal or key stage lead.

3.5 The class teacher/support staff liaises with SENCo who will seek advice from external agencies, for example Sandwell Inclusion Support SEMH to support and guide the progress of each child. The class teacher/support staff may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about behaviour or welfare of a child.

4 The role of the principal

4.1 It is the responsibility of the principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.

4.2 The principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The principal keeps records of all reported serious incidents of misbehaviour on CPOMs.

4.4 The principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the principal and ultimately, if the concern remains unresolved, the school governors.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guide lines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the principal in carrying out these guidelines.

6.2 The principal has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the principal about particular disciplinary issues. The principal must take this into account when making decisions about matters of behaviour.

7 Behaviour Management in The Early Years

7.1 Acceptable behaviour is taught through the 'Managing Feelings and Behaviour' element of Personal, Social, Emotional development in the EYFS curriculum 2012. Observational assessments are made as part of the child's learning journey and interventions/support are put in place for those children working below their age-related expectation.

7.2 Rewards are used in the form of praise, stickers and happy faces. The 'It's Good to be Green' behaviour scheme is in place in the EYFS, children are aware of the consequences if they are misbehaving. Initially children are given a warning.

Consequences are dependent on the age of the children. The 'Time Out' spot continues to be used to take children out of a situation. It is the teacher's role to explain what the child has done wrong and why it is not appropriate.

7.3 Parents are kept informed of any behavioural issues regarding their child. In school, strategies are discussed with parents and, if needed, support is given for strategies at home.

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