



Love One Another As I Have Loved You
John|15:12

Our school is a caring, safe place where everyone is equal. Inspired by the Holy Spirit and guided by the teachings of Christ, we know, love and respect each other. At St John's Catholic School we help one another to be the best that we can be.

ST. JOHN'S R.C.SCHOOL

DISCIPLINE AND BEHAVIOUR POLICY

October 2017

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DISCIPLINE AND BEHAVIOUR POLICY

“Love One Another As I Have Loved You” John 15;12

At St John's our approach to discipline and behaviour management reflects our mission statement, helping us to create a place where everyone feels safe, cared for and respected. We teach our children to 'follow' in Jesus' footsteps' by making good choices and thinking of others.

The school has always had an excellent reputation for its standards of discipline and behaviour and it is vital that these high standards are maintained. It is important that a positive approach is adopted and it is this same positive attitude that will give children a feeling of caring, being cared for, of belonging to and having a real place in society.

Aims

The aims of this policy are as follows:

- To ensure the safety and well-being of every member of our school community
- To help pupils take responsibility for their actions and choices
- To encourage caring and positive relationships
- To promote high levels of self-esteem and encourage reflective thinking
- To allow children and adults to demonstrate our mission statement through their behaviour by being 'the best that they can be'
- To develop a clear understanding of the need for rules and high expectations

Key factors associated with good behaviour:

1. Good relationships with mutual respect between teachers and pupils
2. A consistent approach to managing behaviour
3. Consistently high expectations for pupils' academic and social abilities
4. Curriculum and teaching methods that are well matched to pupils' needs
5. The nurturing of pupils' growing maturity and self esteem

Rights and Responsibilities

Everyone in our school has the right to be treated with care and respect and treated equally to others. With this in mind, teachers and pupils have outlined the following rights and responsibilities for staff and pupils.

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| <p>Staff rights</p> <ul style="list-style-type: none"> • To be in charge and give instructions • To be respected, including to be spoken to in a respectful way • To be listened to • To work in a comfortable environment • To feel happy and safe • To be treated with kindness | <p>Pupils' rights</p> <ul style="list-style-type: none"> • To be respected, including to be spoken to in a respectful way • To be listened to • To work in a comfortable environment • To feel happy and safe • To be receive a good education • To be able to learn • To be treated equally • To be allowed to make mistakes • To stand up for themselves in the right way • To be helped • To be treated with kindness |
| <p>Staff responsibilities</p> <ul style="list-style-type: none"> • To have fun with their class • To care for the children • To keep children safe and make sure they feel safe • To encourage children to do their best • To prepare lessons • To be understanding and forgiving – to give second chances • To teach children new things • To listen • To help others • To smile and be friendly! | <p>Pupils' responsibilities</p> <ul style="list-style-type: none"> • To listen to all adults at school and show them respect • To listen to each other • To complete homework and hand it in on time • To take care of school property • To treat each other with kindness • To get to school on time • To learn well and try their best • To make good behaviour choices • To follow school rules |

Whole School Behaviour Rules

Based on these discussions we have created five key school behaviour rules:

1. We all respect and listen to each other

2. We help each other
3. We use kind words and actions
4. We are polite and remember our manners
5. We move safely and quietly around school

Setting Class Rules

At the beginning of each school year, time is taken to creating and establishing a clear set of rules together. Teachers engage the children in this in an age-appropriate way, making sure that they have a clear understanding of the expectations. It is important to us that our children understand the reasoning behind the rules we put in place. Rules are displayed in a prominent place within the classroom.

Rewards

We believe that the best way to promote good behaviour is to reinforce the many positive behaviour choices that our children make. Therefore we focus on rewards rather than sanctions whenever possible.

Zone boards – EYFS and KS1 classes use weather zones and KS2 classes use coloured zones to demonstrate positive and negative behaviour choices. Every day is a fresh start with all children starting in a 'neutral' zone. Children can also work their way back up to a positive zone by changing their actions/choices.

Merit Certificates – each week every teacher will choose a class member to receive a merit certificate during our celebration assembly. These are then displayed outside the hall to celebrate their achievements.

House points – every child is a member of a house team (Bethlehem, Nazareth, Galilee or Jerusalem) and can earn points through their effort, achievement and behaviour in school. There is a weekly winning house and a cup winner each term. Year 6 house captains are appointed each year.

Star Listener - each week every teacher will choose a class member to be named as their 'star listener' for the week. These children will meet with the head teacher or assistant head teacher on Friday afternoon for a 'tea party' to celebrate and reward their hard work.

Class Rewards – Within different classes teachers and children often create their own whole class reward system. These are individual to needs and ages of the children but encourage a team approach to effort and behaviour, working for a group aim rather than purely individual goals.

Managing Poor Behaviour

No school can eliminate disciplinary difficulties entirely and where children refuse to conform to accepted standards of behaviour there needs to be a clear, consistent policy stating the course of action to be taken. The school has to make explicit the values and attitudes it seeks to promote. Where sanctions are involved, pupils should be brought to understand why their behaviour is unacceptable and how they can put things right.

Restorative Approach

We use a restorative approach to dealing with poor/negative behaviour and encourage the children to reflect on the impact of their behaviour on themselves and others.

This process involves asking key questions such as:

1. What happened?
2. What were you thinking/feeling?
3. Who has been affected? How?
4. What do you need to feel better?
5. What needs to happen to put things right?

It is important to listen to the child to find out about the reasons behind their actions and behaviour and to help them consider what might help them to behave better in the future.

Sanctions

The class teacher has the main responsibility of maintaining acceptable standards of behaviour within the class room as well as assisting with a consistent approach across the school.

Where a child consistently disregards the school rules, there are several courses of action open to the teacher, depending on the level of behaviour. Behaviour will always be discussed with the child/children concerned and all parties will be listened to.

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| <p>Level 1 behaviours</p> <ul style="list-style-type: none"> • Teasing • Pushing in • Interrupting • Poor listening • Being unkind (name calling, spoiling games/work) • Not following the rules • Play fighting/rough play • Not treating others with respect • Not treating school property with respect | <p>Level 2 behaviours</p> <ul style="list-style-type: none"> • Arguing or answering back • Coercion • Rudeness • Lying • Deliberate hitting/kicking • Fighting/squabbles • Refusal to follow instructions • Swearing/using inappropriate language • Throwing or damaging objects • Spitting | <p>Level 3 behaviours</p> <ul style="list-style-type: none"> • Repeated fighting/rough play • Stealing • Physical abuse to any adult • Repeated verbal abuse • Extortion • Running out of school • Bullying (see our Anti-bullying policy) • Biting • Graffiti • Intentional damage to property |
| <p>The following steps provide a framework for managing poor behaviour. Repeated level 1 behaviours are likely to be responded to with step 2 actions.</p> | | |
| <p>Step 1</p> <ul style="list-style-type: none"> • Thorough discussion • Producing a written account of their actions • Making an apology, either verbal or written • Making an agreement for the future • Loss of break time/lunch time – to be spent completing work or completing a reflective behaviour form • Change of place within class | <p>Step 2</p> <ul style="list-style-type: none"> • Parents will be informed if a pattern of behaviour is emerging • Level 2 behaviours must result in the completion of a reflective behavioural sheet (these should then be passed to RB to be filed) • The key stage leader and head/assistant head should be informed of level 2 incidents | <p>Step 3</p> <ul style="list-style-type: none"> • Should serious poor behaviour continue a behaviour plan will be written – this will be in conjunction with the SENCo and involve the parents and a member of SLT • Additional agency advice may be sought to support ongoing behavioural needs |

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| • Removal of privileges | | |
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Exclusion from school (Step 4)

It may, under very rare circumstances be necessary to exclude a child from school. These decisions can be taken by the Head Teacher (or a member of the Senior Leadership team where the Head is not present) and then only after all other options have been explored. See Exclusion Policy.

Partnership with parents

Parents have responsibilities which contribute to the good conduct of their children. These include ensuring the following:

- Regular attendance and punctuality
- Provision of suitable uniform and equipment
- Providing a suitable breakfast and lunch time arrangements
- Ensuring homework is completed and returned on time
- Encouraging their child to participate fully and positively in school life
- Supporting the school in implementing the behaviour policy and reinforcing high expectations at home

The school staff also have responsibilities towards parents. These include:

- Providing a welcoming environment
- Drawing parents attention to both good and bad behaviour
- Taking time to explain incidents and explaining school procedures

The school recognises that in some situations carers other than the child's natural parents may have parental responsibility. They will make sure that relevant carers are informed. They will do their best to be alert to family situations and circumstances which may affect a child's behaviour and will as sensitive as possible towards these issues.

Date reviewed: OCTOBER 2017

Date of next review: OCTOBER 2019