



ST. JOHN'S R.C.SCHOOL

DISCIPLINE AND BEHAVIOUR POLICY

“Good behaviour is a necessary condition for effective teaching and learning to take place” (HMI Report – Good behaviour and discipline)

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 whenever possible 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.

The factors most associated with good behaviour:

1. Good relationships with mutual respect between teachers and pupils.
2. Teachers' high expectations of their pupils' academic and social abilities.
3. Curriculum and teaching methods well matched to pupils' needs.
4. The nurturing of pupils' growing maturity and self esteem.

Pastoral Care

Where pastoral care involves all staff, it is more likely to provide effective support for learning and good behaviour by creating a climate where pupils feel secure and aware of their obligations. It is our aim to develop a corporate and individual understanding of acceptable norms with these ideals being firmly, fairly and consistently reinforced in practice.

Mission Statement

“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.

Teaching and Learning

The qualities of teaching and learning in each lesson and each classroom have direct effects on behaviour. Lively and stimulating teaching is almost always associated with good behaviour. When the work is well matched to the ability of the children and when they are involved in worthwhile activities and encouraged to take some responsibility for their own learning, they respond positively. Conversely, poor behaviour can, at least in part, be caused by low expectations and negative attitudes on the part of the teacher.

Rewards and Sanctions

“The best results are found where schools lay particular emphasis on rewards. Pupils appear to achieve more, to be better motivated and to behave better when teachers commend and reward their successes and emphasise their potential rather than focusing on their failures and shortcomings” (HMI report – Good behaviour and discipline)

School Rules

- We should all be nice and polite to each other.
- We should walk quietly and sensibly around the school building and on the paths to the playground.
- We should not play rough games.
- We should only use Aleah’s garden for quiet activities.
- We should not play with toys or play unsupervised ball games on the playground. We can play with skipping ropes.
- We should wear indoor shoes, with backs and non-slip soles, in the school building.
- We are not allowed in the wooded areas around school unless we are with an adult.
- The only jewellery we are allowed to wear in school is a watch and stud earrings. Earrings must be covered or removed in P.E. lessons.
- We are not allowed to wear make up or coloured nail varnish to school or have ‘extreme’ hair styles.

Merit System

1. All children are placed into one of four houses.
2. Every class keeps a record of merit points / stars achieved each week.
3. The winning house in each class is awarded 20 points per week.
4. Each teacher awards two merit certificates per week based on the contribution made to class life during the week .e.g. quality of work, thoughtful or helpful behaviour, effort etc. etc. Each certificate winner scores an extra five points for his / her house.

Sanctions

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.

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.

1. Withdrawal of privileges. This can take the form of loss of responsible jobs, e.g. prefects, monitors etc.
2. Loss of break time. If a teacher decides to keep a child in at break time that teacher must ensure that the child is supervised.
3. Children may be sent to other teachers.
4. Children may be sent to the Head Teacher.
5. In extreme cases a disruptive child may be excluded from class trip or outings. (The Head Teacher should always be consulted on this issue)
6. Where a child's behaviour deteriorates markedly or is consistently inappropriate, parents will be contacted as it is vital that the school and the home work collaboratively on these issues.

Lunch time Supervision

The lunchtime staff are organised by a senior member of the teaching staff.

If a child is badly behaved at lunchtime the following course of action should be taken.

1. If there is a serious breach of discipline, i.e. physical or verbal abuse of children or staff, foul language, leaving the school premises etc. a member of the teaching staff should be contacted immediately.
2. If a child is badly behaved at lunchtime he / she can be sent into to the Head Teacher.
3. Inappropriate behaviour should be reported to the class teacher at the end of break who will decide on the course of action to take.
4. Any reported incidents of bullying will be dealt with in accordance with the procedure laid down in the Anti-Bullying Policy.

Exclusion from school

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.

Date reviewed: OCTOBER 2016

Date of next review: OCTOBER 2017

Signed: _____