



**ST CHARLES'**  
**CATHOLIC PRIMARY**  
**SCHOOL**

**BEHAVIOUR AND**  
**DISCIPLINE POLICY**

<b><u>BEHAVIOUR AND DISCIPLINE POLICY</u></b>		
<b><u>AGREED: OCTOBER 2017</u></b>	<b><u>REVIEWED: OCTOBER 2019</u></b>	<b><u>NEXT REVIEW: OCTOBER 2020</u></b>

**Our Mission at St Charles' Catholic Primary School is to...**  
**LOVE, LEARN, GROW TOGETHER**

**St. Charles' Catholic Primary School**  
**Behaviour and Discipline Policy and Procedure**

**Overview**

The purpose of this Behaviour Policy is to communicate and clarify the ways in which our school promotes good behaviour and relationships, which enable every member of our school community to work and learn together in an effective and considerate way. It also states the consequences of children not behaving well.

**Inclusion**

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Staff are aware of the potential of such additional needs to impact upon the behaviour of children, and the school has proactive systems, with respect to the identification of and response to, these additional needs.

**Aims**

Everyone at St Charles' Catholic Primary School has a mission to:

- Value and nurture each individual for their unique qualities and talents
- Demonstrate how to live together in a caring Christ-centred community
- Prepare pupils for life by providing opportunities for growth in faith and education

We will do that by:

- developing a whole school approach to behaviour and discipline that is supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- teaching, through the school curriculum, values and attitudes as well as knowledge and skills that promote responsible behaviour and encourage respect for themselves, others and for property.
- helping all pupils move towards taking responsibility for their own actions through development and encouragement of self-discipline, which is the most effective form of discipline.
- encouraging good behaviour by providing a range of rewards for children of all ages and abilities, rather than simply punishing bad behaviour.

**Teaching good behaviour**

- Children will be made aware of the expectation that good self-discipline should be a way of life at St Charles'.
- The school Code of Conduct will be shared with all children and adults.
- Time will be allocated in assemblies to stress the importance of our high expectations for behaviour.
- Playground and lunchtime rules should be enforced.

### **Our Code of Conduct**

We are the apple of God's eyes

Jesus taught us to...

- Achieve -Always try your best
- Pray – Talk to God
- Persevere – Never give up
- Love – Love one another
- Enjoy – Enjoy being you

### **Reinforcing Positive Behaviour**

Rewards are used to acknowledge and promote good behaviour. In St Charles', we aim to provide meaningful rewards for:

1. Academic and non-academic achievement
2. Effort and attitude towards work
3. Caring attitudes for others and school property
4. Improvement
5. Punctuality
6. Attendance

### **Praise and rewards**

#### In Class

- Words of encouragement from the teacher/other adult
- Highlighting good work/attitudes to peers
- Positive verbal or written comments
- Smiley Face awards
- Individual class teacher rewards/treats

#### Whole School

- Presentation of weekly Star of the Week certificates for each class in assembly
- Smiley Face weekly winner from each class receiving prize
- Presentation of Headteacher Special award
- Presentation of award for punctuality for one class per week
- Presentation of award for attendance for one class per week
- Prizes at the end of each half term for 100% attendance

### **Sanctions**

#### In Class

- Identify a specific problem with the child and give a quiet warning
- Isolate a child within the room who persists after a warning and write name on board
- Send out to another class for five minute 'Time Out'
- A child may be last out to play or to go to lunch
- In cases of incomplete work, a child's playtime may be used to catch up
- Have a quiet, low key word with a parent
- A Yellow or Red Card

#### On the playground

- A verbal warning must be given by teacher or welfare assistant. If the behaviour persists, the child will be given a Time Out, which will be 5 minutes in a designated area on the playground The child can only leave that area when the adult on duty gives permission
- Persistent bad behaviour will result in the pupil being given a Yellow Card

## **Levels of misbehaviour and response**

At each stage, children will be given opportunities to redeem themselves.

### **Level 1**

- Disrupting learning in the classroom

#### **Staff responses to Level 1**

- Misbehaviour should be dealt with by the teacher/responsible adult in charge giving a verbal warning.

#### **Staff response to **persistent** Level 1 misbehaviour**

- These events will be logged in the conduct book
- Pupil will lose next playtime
- Teacher will discuss with the child why their name has been logged and remind them of the school Code of Conduct.
- At the teacher's discretion, they may want to take the opportunity to have a low key chat with the parents (optional)

### **Level 2**

- Continuing to cause a disruption after a warning.
- Inappropriate use of language.
- Threatening violence.
- An act of vandalism.

#### **Staff responses to Level 2**

- Misbehaviour should immediately be stopped by the teacher/adult in charge and a Yellow card issued
- Behaviour logged in conduct book.
- Parents may be informed
- If a child receives five Yellow Cards over the period of a half-term then the Head Teacher will contact parents to inform them and discuss possible next steps

### **Level 3**

- Acts of physical violence.
- Racial abuse (of any description).
- Persistent bullying.
- Bringing in/ carrying an offensive weapon.
- Continual refusal to co-operate with adults/follow school rules which then puts safety in jeopardy

#### **Staff responses to Level 3**

- Misbehaviour will be immediately stopped by the teacher/adult in charge and referred to the Headteacher.
- The teacher/adult in charge must log the behaviour in Behaviour book
- Parents will be formally contacted by the Headteacher either by letter or telephone to inform them of the problem.
- Persistent examples of Level 3 misbehaviour may result in fixed term exclusion
- Racist abuse is not tolerated. Incidents of racism will be recorded and the school is duty bound to send this record to the Local Authority

- Guidelines from DfES will be followed in the event of an offensive weapon/knife being brought into school.
- If an exclusion is being considered, then the governing body will be informed

### **Playtimes and Lunchtimes**

Our expectations of reasonable behaviour at playtimes/lunchtimes are:

All children should play without disturbing or upsetting others.

All children should, at all times, play co-operatively, keeping their hands and feet to themselves.

All children show respect to other children and adults on the playground. Homophobic language/behaviour will not be tolerated.

#### **Playtimes/lunchtimes:**

- All children will be dismissed onto the playground in a calm manner by their teacher.
- Children must respond to the whistle during playtimes in case of emergency. At the end of playtime children will stand still on the first whistle and walk quietly to line on the second whistle.
- Fighting, play fighting, wrestling, pushing, shoving, kicking, name calling and teasing are not allowed.
- Children should be mindful of their own and others' safety at all times.
- Children should not play on the grassy area without permission.
- Infants are not allowed to go onto the junior playground.
- Football may be allowed on the junior playground in the designated area, and in line with the agreed rota, if the teacher on duty permits it, and is to be safely supervised by Welfare Assistants.
- Children must not go back into the school building under any circumstances unless they have permission from an adult on duty.

To support the orderly return to class, teachers must be on the yard when the first whistle sounds, helping the teacher on duty to ensure good behaviour.

#### **In our Dining Hall**

- Talking is permitted and actively encouraged, lunchtime is a very social time for children.
- Excessive noise is not tolerated.
- Children should only talk to those sharing their dining table; shouting between tables is not allowed.
- "Please" and "Thank you" must be used at all times.
- Children are not allowed to stand up and move around the hall unless they have permission to do so.
- A hand up in the air shows a child is waiting for adult attention and they must wait patiently.
- All litter from packed lunches must go home so parents can see that their child is eating what is provided and that food is not thrown away.
- No deliberate littering of the floor is permitted.
- Welfare Assistants may give Smiley Face awards for good behaviour/manners
- Any misbehaviour will be recorded in the Lunchtime conduct book.

### **Our St Charles' "Non-retaliatory Programme"**

We understand that this requires everyone's support, particularly parental, as well as a lot of hard work.

We also recognise that it may be against the ethos of children's experiences outside of school. With our support and staff commitment, we trust our children to make this work!

The simple rule is: **"We don't hit, but if someone hits me, then I tell a teacher."**

1. The children must always be encouraged to tell a teacher.

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2. The teacher must support the child.
3. The teacher must be seen to respond otherwise the child will revert to retaliation.
4. Parents must know of, and support, our programme even though it may go against their own advice at home.
5. Success of this whole school stance will only be confirmed if all supervisory staff are involved in supporting it.

## **Expectations**

### Expectations of all staff

To provide a friendly welcome to every child, and a secure, happy Christian environment in which they can learn

To ensure that every child is valued, treated with dignity and respect, and encouraged to treat everyone else in this way

To lead by example, demonstrating our Catholic faith and our school's foundation in the teachings of Jesus, through what we teach and the way we live and worship

To challenge every child to aim for the highest standards and excellence in all they do, both in work and behaviour

To inform parents/carers of any concerns regarding their child's behaviour

To treat parents, carers and pupils with courtesy at all times.

### Expectations of all pupils

To attend school regularly and on time

To wear their school uniform with pride, and bring in all the things they need every day

To behave well, work hard and allow others to do the same

To listen to, and follow instructions from adults

To take care of school property, and do their best to keep the school tidy

To always do their best to:

Treat everyone with respect

Help to make school a safe and happy place for everyone

Keep our school rules

### Expectations of all parents/carers

To support the school's behaviour policy and school rules

To ensure that they give their children a consistent message about these rules and how to behave in school.

To support the school when it applies reasonable sanctions to punish a child.

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 head teacher. (See also Complaints Policy)

## **Outcomes**

- Standards of behaviour are high.
- Incidents of poor behaviour are dealt with promptly, appropriately and consistently.
- All children feel safe.
- Parents have confidence in the school's policies and procedures

### **Monitoring, Evaluation and Review**

The school keeps a variety of records concerning incidents of misbehaviour:

- The class teacher records persistent or serious classroom incidents in Behaviour Book
- The Deputy Headteacher/Headteacher record those incidents where a child is sent to them on account of bad behaviour
- Incidents that occur at break or lunchtimes, or at After School or Breakfast Clubs are also recorded appropriately in Behaviour Books
- The School Leadership Team and the Governing Body monitor the effectiveness and efficiency and impact of this policy annually.