



# Saint Peter's Catholic Primary School

## Mission Statement

To provide a	Catholic Education, embracing world faiths,
Nurturing	Happy and motivated children
Who want to	Reach to achieve high expectations
	In partnership with parents
	Supported by a committed staff and Governing Body
Who help children	To feel self-worth and know success

## BEHAVIOUR AND DISCIPLINE POLICY

Approving Committee: Curriculum  
Approved /Adopted Date: 22/06/15  
Signed: J. Connolly  
Name:  
Next Review Date: Summer 2018

Meeting Minutes of: 22/06/15  
(Chair of approving/adopting committee)

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The following statement of principles for the teaching and learning of behaviour and discipline at St. Peter's was arrived at by a consultative process, agreed by all staff and is based on the school's aims and values.

**PRINCIPLES**

An effective approach to behaviour management at St. Peter's should:

- reflect the Gospel values of love, care and mutual respect
- encourage all adults to model these values to each other, pupils, parents and visitors
- set high expectations of pupils' behaviour and good manners
- make explicit what is expected of each pupil
- be understood and supported by each pupil's family
- be fairly and consistently applied by all staff
- encourage calm, orderly behaviour within school so that effective teaching and learning can take place
- help to develop each child's sense of self discipline and an acceptance of responsibility for his/her own actions
- encourage pupils to take a pride in, and look after, THEIR school

**CURRICULUM**

We will endeavour to deliver a broad, relevant, stimulating, participative and appropriate curriculum. We will do this using a variety of teaching and learning styles and adapting the curriculum for children with Emotional, Behavioural, Social Difficulties (EBSO) in consultation with the Special Educational Needs Co-ordinator (SENCo), parents and outside agencies, as appropriate. Lessons will be well planned, organised and delivered. Teachers will instigate good relationships with their pupils. Children will be given opportunities to learn and show self-organisation skills. Children will be guided to become increasingly independent learners, showing use of investigative and research skills. Children will be encouraged to become increasingly involved in reviewing their own progress, self assessment and target-setting.

Classrooms will be maintained in good decorative order (subject to budgetary constraints), be tidy and have displays that stimulate, inform, are interactive or a celebration of children's work.

Teachers will acknowledge children's progress in both academic terms and other areas, such as behaviour, through things like stars, stamps, certificates, Star of the Week etc. for individuals and groups.

**BULLYING STATEMENT**

The pupils and staff at St. Peter's school believe in following Christ's commandment of

"Love one another as I have loved you."

Bullying is deliberately setting out to hurt another person, either verbally, physically or emotionally and is both wrong and very serious.

Children are encouraged to tell their parents and teachers if they are being bullied. These disclosures are regarded seriously and are always followed up by the class teacher/Head teacher (depending on who the child discloses to) and agreed procedures adopted, i.e. the "No Blame" approach.

## **RULES**

Assertive Discipline is the method the school uses. The rules were drawn up by pupils and staff and will be explained and revised regularly. All incidents of serious rule breaking will be investigated, recorded and subsequent behaviour monitored. **BULLYING, RACISM (SEE ADDITIONAL STATEMENT BELOW) AND SEXISM WILL NOT BE TOLERATED.**

### **Whole School Rules**

1. We are polite and kind to others.
2. We keep our hands, feet, objects and unkind words to ourselves.
3. We listen and do as adults in school tell us, the first time.
4. We do not swear or call people names.
5. We look after the school and our property.
6. We move around the school in silence in class groups, and at other times quietly, and carefully, keeping to the left-hand side of stairs.

### **Playground Rules**

1. We stop, look and listen when the whistle blows.
2. We walk quickly and quietly to lines and line up in register order.
3. We enter the building calmly and quietly.

### **Dining Hall**

1. We are polite and quiet in the hall.
2. We tidy our place.

## **REWARDS**

We will emphasise positive encouragement rather than negative criticism. Praise will be given in many ways ranging from a nod, smile or approving gesture to stickers and names on the happy side of the board. Children are nominated to be Star of the Week; this is read out in assembly. We use House Points as the basis for our reward system. House Points are given for a wide range of different things from lining up well to producing good work. The winning house each week receives the House Cup. Whole class rewards can be in the form of marbles in jars, which will be translated into for example extra play or extra golden time (KS1 only). For good work a child may receive a sticker, and may be sent to the head teacher to receive a special sticker either on the child's work or in their link book. KS1 pupils start each week with half an hour of golden time, they may lose time from this, however it can be earned back.

## **SANCTIONS**

### **Ladder of Consequence**

If pupils choose to break the rules the following sanctions will be applied consistently:

1. Reminder of the rule.
2. Visual reminder i.e. sad face/cloud etc.

3. Child remains behind at the end of the lesson and teacher discusses the child's behaviour and reminds him/her of the rule.
4. Child misses his/her next playtime and considers his/her actions and the consequences and plans how to improve. Teacher and child will discuss. Teacher may decide to take golden time at points 1-3 dependent on the bad behaviour.
5. Child is sent to the head teacher who will talk with the pupil, investigate the rule breaking, record the incident(s) and plan with the child how to change the behaviour. If the child breaks the rule a further time within a term the head teacher will contact the parents and invite them in to discuss their child's behaviour.
6. If a child swears or is physical this is logged centrally and if it happens a second time in a term, parents are called by the Head Teacher.

## **SERIOUS INCIDENTS**

Insolence, blatant defiance, wilful damage, fighting and bullying are serious incidents and are dealt with immediately by the head teacher.

For all serious incidents the pupil(s) will be sent to the head teacher and steps similar to sanction 5 will operate. For the first offence a child will be given an in-house exclusion at lunchtime. If a child offends a second time within a term, a meeting with the child's parents will be held as soon as possible to discuss the misbehaviour and agree steps to prevent its recurrence. A Behaviour Contract may be set up, if thought necessary.

Repairs for wilful damage will be charged to the child's parent(s), as set down in the governing body's Charging and Remissions Policy.

## **EXCLUSION**

The head teacher has the right to exclude pupils if this is felt to be appropriate. This may be a temporary exclusion (up to 45 days in any term) or permanent exclusion (the child is expelled from school).

## **PLAYTIME AND LUNCHTIME PROCEDURES**

The staff on break duties and midday supervisors will praise positive playground and dining hall behaviour. Incidents of rule breaking will be reported to the class teacher at the end of break.

Dinner supervisors will record names in their books after having given children one warning. These will be monitored daily by the senior leadership team (SLT).

## **MONITORING AND RECORDING**

Class teachers will keep records from time to time of rewards and sanctions to monitor their consistency and children's behaviour.

Teachers will discuss with the head teacher pupils who choose to break rules frequently, and strategies will be discussed to help pupils to modify their behaviour. Discussion will take place with the pupil. If appropriate, a written contract will be agreed and signed by the teacher, pupil and parent(s) (see appendix i, ii). Parents will be included from an early stage. Support and encouragement will be offered. An Individual Behaviour Plan (IBP) will be set up, if necessary (see appendix iv). Pupils' progress will be monitored closely and shared with all staff so that they understand and can support the pupil and 'catch him/her being good'. The Headteacher has a record of children with in-house exclusions, lunch time exclusions and fixed term exclusions.

## RESPONDING TO RACISM

Any incident, including verbal exchanges will be treated as a racist incident if it is so perceived by any of those involved, including third parties. The following are considered to be forms of racism:

- Verbal or physical abuse (including damage to property)
- Display of racist, derogatory, defamatory or offensive pictures, material, insignia or graffiti
- Rejection or isolation of someone because of her/his ethnicity
- Unwelcome comments, jokes, innuendoes, taunts, insulting gestures based on ethnicity, colour and place of birth or ancestry

As a school we will take the following actions when a racist incident is reported to any adult in school:

1. We will not ignore the incident
  - An immediate response will be made, making a direct reference to the colour/race issue and criticise the behaviour, not the person
  - Intervene physically, if absolutely necessary
  - Explain how the behaviour makes the victim feel
  - State that the adult dealing with the incident feels hurt and disappointed by this behaviour
2. Support the victim
3. Bring the parties together to state the school's stance on this behaviour
4. Make it clear to any others near by that this behaviour is unacceptable
5. Record the incident in the agreed format (see appendix v)
6. Report it to the head teacher
7. Head teacher will record it on incident card. If a second incident happens in the term then parents will automatically be contacted.
8. The head teacher will work with staff and children to prevent further incidents
9. Involve parents if appropriate (and see 7 above)
10. The head teacher will report annually to the governing body any racist incidents in school
11. The governing body will report annually to the LEA any racist incidents in the school

This policy is a working document and as such will be reviewed, amended and revised in the light of teacher experience, Government legislation and school evaluation.

This policy was approved by the governing body in Summer 2015 and will be reviewed in Summer 2018.

Signed Jim Connolly (governor)

Date 22<sup>nd</sup> June 2015