



# ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

## Behaviour and Discipline Policy

### Rationale

Every member of our school community is of equal importance in the eyes of God. Pupils grow academically, socially and emotionally in an environment where the adults set consistent behavioural limits, teach self-discipline and at the same time establish caring relationships that value the uniqueness of each student. All staff have a shared responsibility for all children and therefore a whole school approach to promoting good discipline is both desirable and necessary. Our school values are respect, compassion, integrity and unity, and it is in this context that we have developed our behaviour and assertive discipline policy. When children behave responsibly and their behaviour is positively recognised their self-esteem rises and their motivation to achieve increases.

### AIMS

- To contribute to the wider education of the whole child.
- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values as laid out in our School Mission Statement.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

### PARENTS

We recognise the absolute necessity of having the understanding and support of parents.

Parents can help by:

- ✓ recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- ✓ adhering to the Home School Agreement

- ✓ discussing the Golden Rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- ✓ attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- ✓ knowing that behaviour can impact on learning
- ✓ remembering that staff deal with behaviour problems patiently and positively.

### **Special Educational Needs**

In order to meet all children's needs it is important that all staff work with the SENCo to ensure that there is appropriate support and that agreed interventions are implemented. In some cases different strategies may need to be developed to support the needs of a child and in such situations a behaviour plan will be drawn up for the individual child.

Referrals may be made to support agencies such as Primary Project and CAMHS (Child & Adolescent Mental Health Service)

If there should be any need to exclude a child the school will adhere to the LA guidelines and the Governing body will be informed.

### **Equal Opportunities**

Account must be taken of pupils from different cultural backgrounds and of language needs. Staff should be trained to have an understanding of different cultures.

### **Monitoring and Review**

This policy will be reviewed annually and will be promoted and implemented throughout the school.

## **GUIDELINES**

Adults in the school will be assertive, means that they will set consistent, positive behavioural limits while providing warmth and support for appropriate behaviour

All pupils will be expected to follow our Golden Rules:

- WE ARE GENTLE (respect for physical safety)
- WE ARE KIND (respect for emotional safety)
- WE LISTEN (respect for others people's views)
- WE ARE HONEST (respect for truth)
- WE TRY OUR BEST (respect for learning)
- WE LOOK AFTER PROPERTY (respect for property)

At St Joseph's Catholic Primary school, we seek to reward good behaviour of pupils. All staff are encouraged to use:

- ✓ Praise
- ✓ Golden time
- ✓ Celebration assembly (every two weeks)

- ✓ Star of the week (these children will be invited to have a celebration tea with a member of SLT)
- ✓ Good news postcards
- ✓ Sharing success with other adults including, TAs, teachers, phase leaders, DH or HT
- ✓ Notes/text to inform parents
- ✓ Head teacher's award
- ✓ Stickers
- ✓ House Points

Children will be rewarded for keeping these rules with a session of Golden Time each week. Children will be able to earn up to 10 minutes extra Golden Time as a reward for good behaviour. When appropriate a consequence for breaking the rules may be the loss of Golden Time.

Children should be involved in the planning of Golden Time to ensure involvement in their rewards.

Each class will also display a list of class codes that must be followed. There will also be codes in place for the dining hall, playground and corridors. Teachers will introduce the classroom codes and the Golden Rules to the children and return to it periodically.

Every day is a new day.

**Golden time** will not be used as a sanction for Year 1 and 2 children as it is felt that children of this age need more instant behaviour sanctions.

Individual children, groups and the whole class can earn extra minutes for everyone by good behaviour.

Each class will have a 'Golden time clock' which will have the time increased with each 'reward' so it is a visually representation of the children's good behaviour.

Each class will have a set of special 'golden time' activities for use only during this time – in order to make it different from their usual activities.

### **Consequences**

Our Behaviour Consequence ladders will be explained to parents and children. Parents and children will be asked to make a signed commitment to the home school agreement.

Issues have to be dealt with immediately as they arise. Corrective actions are designed to help pupils reflect on their behaviour and make better choices. Pupils need to understand that if they choose to misbehave, consequences will occur. Consequences should never embarrass or humiliate the child.

Corrective action should always start with giving the child the chance to choose more appropriate behaviour.

**SUPPORTIVE FEEDBACK** - this must be sincere and meaningful and should be given when pupils behave according to expectations. Feedback to pupils about their behaviour means that specific comments are made about the appropriateness of the behaviour. The goal is to help pupils make good choices for their own sake, not for adult approval.

### ***Classroom consequence ladder***

- Chance/Reminder

- Warning
- Time out/Loss of playtime/golden time (apology letter/cards/lines)
- Teacher - informal meeting with parents
- Loss of lunchtime (partial) (apology letter/cards/lines)
- Reflection sheet
- Loss of privileges at lunchtime
- Teacher - formal meeting with parent
- See phase leader (Loss of play/lunch time, community pay back) Recorded in school behaviour folder from this point onwards by SLT
- See deputy head - Formal meeting with parents, complete loss of play/lunch time, incident book  
See head teacher - Formal meeting with parents, parents called into see head, internal or external exclusions or other punishment as deemed fit

***Playground consequence ladder***

- Chance/Reminder
- Warning
- Time out bench in playground
- Loss of privileges i.e. playing with equipment, use of MUGA,
- See phase leader (Loss of play/lunch time, community pay back) -recorded in school behaviour folder from this point onwards by SLT
- See HT/DHT (they will decide on further consequences)-complete loss of play/lunch time, incident book, pupil to complete a reflection sheet

**NON-NEGOTIABLES:**

Swearing, racial or inappropriate language

Deliberate physical harm

Answering back to an adult

Bullying

Stealing

Damaging property

Title	Behaviour and Discipline Policy
Version	2
Date	19/10/15
Author	Zara Flitton
Approved by head teacher	
Approved by Governing Body	
Next Review Date	September 2016

Modification History			
Version	Date	Description	Revision Author
1	13/10/15	Initial draft	Zara Flitton
2	19/10/15	Edited	Irene Ciapryna/Zara Flitton

## Summary of Strategies, Rewards and Consequences at St Joseph's School

Strategies:	Rewards:	Consequences:
<p>High expectations  Clear class behaviour code (involving pupils)  Calm quiet voice  Golden rules  Modelling of good behaviour  Praise  Positive reinforcement  Positive language  Visual prompts  Clapping/shaker/music/hand signals to gain attention  Non-verbal gestures  Countdown/timers  Circle time  Cloud time (to indicate they need to speak to an adult)  Coins/marble system  Roles and responsibilities  Learning mentor  Conflict resolution: time to explain reflection time  Social skills group</p>	<p>Praise  Golden time  Celebration assembly (every week)  Star of the week/day  Good news postcards  Sharing success with other adults including, TAs, teachers, phase leaders, DH or HT  Notes/text to inform parents  Head teachers award  Stickers  Good news post card  House Points</p>	<p>Classroom consequence ladder</p> <ul style="list-style-type: none"> <li>• Chance/Reminder</li> <li>• Warning</li> <li>• Time out/Loss of playtime/golden time (apology letter/cards/lines)</li> <li>• Teacher informal meeting with parents</li> <li>• Loss of lunchtime (partial) (apology letter/cards/lines)</li> <li>• Loss of privileges at lunchtime Teacher formal meeting with parent</li> <li>• See phase leader (Loss of play/lunch time, community pay back) Recorded in school behaviour in folder from this point onwards by SLT</li> <li>• See Deputy head -Formal meeting with parents,</li> <li>• Complete loss of play/lunch time, Incident book reflection sheet</li> <li>• See Head teacher - Formal meeting with parents, Parents called into see head, internal or external exclusions or other punishment as deemed fit</li> </ul> <p><b>Playground consequence ladder</b></p> <ul style="list-style-type: none"> <li>• Chance/Reminder</li> <li>• Warning</li> <li>• Time out bench in playground</li> <li>• Loss of privileges i.e. playing with equipment, use of MUGA, time out bench</li> <li>• See phase leader (Loss of play/lunch time, community pay back) Recorded in school behaviour in folder from this point onwards by SLT</li> <li>• See DHT/HT (they will decide on further consequences) Complete loss of play/lunch time Incident book reflection sheet</li> </ul>



Child's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Unfortunately your child was involved in a physical incident in the playground today, which involved another child. We have dealt with the matter in line with our behaviour policy but we would value your support. Please could you talk to your child and help him/her to avoid being involved in any further incidents of physical behaviour/fighting. The other child involved has also been spoken to.

I am confident that you will recognise the need to work in partnership with the school to ensure that it is a place where every child is happy and achieves of their best.

Should you wish to discuss this with us please do not hesitate to contact us to make an appointment.

Please sign the slip below and add a comment should you wish.

Thanking you for your support.

Yours sincerely,

Mrs. I. Ciapryna

Miss Z. Flitton

**Headteacher**

**Deputy Head**

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Date:.....

I confirm that I have discussed this incident with .....

*(child's name)*

Signed: .....



Child's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Unfortunately your child used inappropriate language today. We have dealt with the matter in line with our behaviour policy but would value your support. Please could you talk to your child so that they understand how use of such language is unacceptable.

Should you wish to discuss this with us please do not hesitate to contact us to make an appointment.

Please sign the slip below and write a comment should you wish.

Thanking you for your support.

Yours sincerely,

Mrs. I. Ciapryna

Miss Z. Flitton

**Headteacher**

**Deputy Head**

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Date: .....

I confirm that I have discussed this incident with .....

*(child's name)*

Signed:.....

Individual Behaviour Report:

		Break time		Lunch time	
Monday	  	  	  	  	  
Tuesday	  	  	  	  	  
Wednesday	  	  	  	  	  
Thursday	  	  	  	  	  
Friday	  	  	  	  	  

## St Joseph's Behaviour Log

Date & Time	Activity	Antecedent	Behaviour	Consequence

## Golden Rules

We believe that discipline originates from mutual respect for each other. Our approach is to praise children being good and reward them with encouragement.

We have six Golden Rules that staff and pupils have agreed upon which form a Code of Behaviour

**Be Honest** - do not cover up the truth

**Work Hard** - do not disturb others

**Listen to Others** - do not interrupt

**Look after Property** - do not waste or damage things

**Be Gentle** - do not hurt others

**Be Kind and Helpful** - do not hurt people's feelings

We wish our children to show independence and a sense of responsibility. Our ultimate aim is to develop children's self-discipline so that they behave with care, courtesy and good manners, showing a respect for other people and property.

Unacceptable anti-social behaviour is not tolerated. Parents are informed of a serious breach of good behaviour and joint action is taken in the best interests of the child concerned.

We do ask for support from parents and it is sometimes necessary to enlist your help in discipline matters so that we may all work together to ensure a constant standard of good behaviour at school.

## Playground Consequence ladder

Actions/Behaviours	Consequence ladder
<p>Poor manners, rough playing, shouting in dining hall, not lining up correctly, uniform worn incorrectly</p>	<p>Chance/Reminder</p>
<p>Entering school building without permission during play time, repeating of above behaviours</p>	<p>Warning</p>
<p>Continuation of above behaviours Name calling</p>	<p>Time out bench in playground</p>
<p>Continuation of above behaviours</p>	<p>Loss of privileges i.e. playing with equipment, use of <b>MUGA</b> time out bench</p>
<p>Deliberate physical harm Refusing to follow adult instructions Dangerous behaviour,</p>	<p>See phase leader (Loss of play/lunch time, community pay back) <i>Recorded in school behaviour in folder from this point onwards by SLT</i></p>
<p><b>NON-NEGOTABLES:</b> Swearing, racial or inappropriate language Deliberate physical Answering back an adult Bullying Stealing Damaging property Uniform</p>	<p>See deputy head/ headteacher (they will decide on further consequences)</p> <p>Complete loss of play/lunch time Incident book reflection sheet</p>