



Behaviour and Discipline Policy

Behaviour and Discipline Policy - Contents

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1. INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies and guidance from the Local Authority:

- Anti-bullying policy and practices
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Equality and Inclusion Policy and Plan
- Accessibility Plan

At St. Paul's we are committed to enabling all children to access education successfully. We pride ourselves in being "inclusive" as part of our Catholic ethos within school; part of this commitment is concerned with establishing a high standard of behaviour throughout the school.

We promote our key values of kindness, respect and resilience, which is thread across all aspects of school life. These values support our Mission Statement of:

Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.

We aim at all times:

To create an atmosphere where children are able to develop a moral awareness and are empathetic towards the needs of others within our community, nationally and globally with specific links to the importance of social justice and conservation.

To notice and praise positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-regulation.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school.
- Promoting good citizenship, good self-esteem, self-regulation and emotional intelligence.
- Preventing bullying.

The vast majority of pupils are confident self-assured learners who have excellent attitudes to school and their learning. They take pride in their work and the school's positive ethos has instilled the desire of wanting to learn - to be resilient. Children who are identified as needing support in this area are able to access counselling /appropriate therapeutic services/social support to equip them with the strategies needed to overcome these barriers.

2. PRINCIPLES

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Whole school approach to discipline.
- We will seek to give every child a sense of personal responsibility for his/her own actions. Choice is a vital part of this.
- Effective communication systems within school and with home.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support within the classroom and whole school for developing problems.
- Strategies may be recorded in a One Page Profile.
- We will seek advice and support from appropriate outside agencies when and if required.

3. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading self-discipline. Good behaviour does not happen by accident. It needs to be modelled, coached, revisited, reinforced, reviewed and adaptable to circumstances and changing situations within daily life. Children need supporting in making appropriate choices in how to behave in different situations.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. We take care however to recognise that we only have certain 'spheres of influence' and that we cannot take on the parenting roles and responsibilities. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

St. Paul's staff follow these restorative behaviour themes:

1. Consistent Calm Adult Behaviour
2. First Attend to Best Conduct
3. Relentless Routines
4. Follow up Repair and Restore
5. Script Difficult Interventions

Our whole school culture encourages deliberate 'botheredness'

- Botheredness - it is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in others, that matter most.
- The drip effect - too much too soon and too little too late are both counter-productive. Care and botheredness should trickle over time.
- Praise publicly.
- Ramp up recognition - ramp up non-materialistic recognition on effort.
- Notice the unnoticed - acknowledge the pupils who 'always' go over and above.
- Positive Praising - 'Do your homework; show your willingness to learn with us.'

We regularly encourage our pupils to reflect on their behaviour for learning:

- How much effort have you put in?
- What have you done to help others?
- Is there anything you can do to improve?

We Identify - Target - Script (positive behaviour)

- As a school we identify behaviour that will make a difference, we target it as a whole school team and relentlessly script positive interventions.
- E.g. Ahmed, you helped Polly when she fell over on the yard. You know we value **kindness** for each other in our school, so I'm so proud of you - thanks.
- E.g. Jamie, you waited patiently for us to finish our conversation, before politely interrupting with your message. You know we value **respect** for each other in our school, so I'm so proud of you - thanks.
- E.g. Katie, you persevered with that activity until you found all of the solutions. You know we value **resilience** in our school, I'm so proud of you - thanks.

We Identify - Target - Script (negative behaviour)

- As a school we identify behaviour that will make a difference, we target it as a whole school team and relentlessly script positive interventions.
1. Describe the behaviour
 2. Reminder of our key values: kindness, respect, resilience
 3. Drop the consequence
 4. Draw from the relationship bank
 5. Thanks and move on
- E.g. Ahmed, you're having some problems settling today, and you're disrupting others. You know that learning is really important at St. Paul's and we always need to try our best. You know we value respecting each other. This means you need to go and sit in the quiet area for a few minutes to calm down, when you are ready we can have a chat. You were great last week when you helped Polly on the yard and made a real difference. Thanks for listening - I'll be with you in one minute.

4. THE ROLE OF THE HEADTEACHER & SLT

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of poor behaviour in our incident book within school (refer to CPOMS).

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

5. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner.

The class teachers in our school have high expectations of all children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Staff Code of Conduct consistently. All teachers treat all children in their class with kindness, respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on CPOMS.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

6. THE ROLE OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner.

The staff at this school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and enforce the Staff Code of Conduct consistently and treat all children in their group with kindness, respect and understanding.

Support staff should report any significant incidents back to the class teacher.

7. FAMILY INVOLVEMENT

Staff welcome early contact if parents / carers have a concern about their child's behaviour or fear that they are being upset by others. At St Paul's we have an open door policy and parents are welcome to come into school at the beginning of the day or after school to discuss any matters with the class teacher (where appropriate) or a member of SLT. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Families can help in the following ways:

- By ensuring that pupils attend school regularly.
- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, kindness and respect for other people at all times.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

8. SCHOOL BEHAVIOUR POLICY

At St. Paul's discipline is recognised to be a collective responsibility between families, staff, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by everyone and that it is consistently applied. If this partnership is working effectively then we expect:

Parents:

- To be aware of and support our behaviour policy
- To co-operate with school
- To encourage our key values: kindness, respect, resilience.

Staff:

- To follow and apply the Staff Code of Conduct, behaviour policy and blue print
- To be fair and consistent
- To develop an effective working atmosphere

Children:

- To follow our key values: kindness, respect and resilience.
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities: kindness, respect and resilience, as well as promoting other Gospel values such as:

- Love
- Consideration
- Tolerance
- Co-operation
- Patience
- Empathy

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; Racist or Sexist remarks; mimicking; excluding from groups; the making of comments about home situation or circumstances, family or siblings (including Cyberbullying).
- Aggression towards pupils and adults.
- Threatening remarks or gesticulations to others.
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Regulate their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and / or collaboratively.
- Work without disturbing others.
- Work consistently, always giving their best.
- Accept differences and everyone's rights to be treated fairly.

9. WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM

We have moved towards scaffolding rather than relying on pre-defined differentiation, which puts a ceiling on pupils' learning. We aim for all pupils to access age related content as far as possible. Fluid scaffolding based on teacher assessment from day to day enables us to do this. Scaffolding is subtly removed over time to encourage independence. Scaffolding may take the form of using equipment, adult/peer support, vocabulary mats/reference materials, sentence stems or voice recording (amongst other approaches). A record of work may take a variety of forms over time, such as books, photographs, videos and voice notes. Pupils will be encouraged to present their understanding in a variety of formats, as we value learning above 'task completion'.

10. STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** should:

- Aim to be good role models.
- Never walk past ignoring poor behaviour: **Stop – Notice – Support – Move on.**
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage group games in the playground, placing emphasis on taking turns.
- Use key words for reinforcement e.g. **kindness, respect, resilience.**
- Praise individuals, groups, classes as and where appropriate.
- Involve outside agencies where necessary through consultation with the SENDCO

11. CLASSROOM MANAGEMENT PROCEDURES

To promote good discipline within the classroom, staff should aim to:

- Establish defined classroom expectations to pupils and parents when required.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Be well prepared and organised.
- Share responsibilities between all children. Remind them about this regularly.
- Maintain a calm atmosphere.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Use positive language e.g. use of 'please walk', rather than 'don't run'.

12. POSITIVE BEHAVIOUR MANAGEMENT

At St. Paul's we believe that most behaviours are correctable via good learning and teaching and from the advice and experience of others within the staffing group.

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and the inability to regulate feelings and responses. Less obviously these include poor motivation, poor organisational skills and poor concentration.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. We will start each day afresh and with a clean slate in order to give new opportunities to change and develop.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- 3.** As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 4.** Where possible, identify when behaviour problems are likely to arise and try to divert, deflect, deviate, deflate to modify the pupils' behaviour before discipline is needed.
- 5.** Be clear, firm and polite about the behaviour boundaries.
- 6.** Know what sanctions you can use, but try to avoid using them - especially if a quiet word or reminder will do. But if you say you are going to...follow through.
- 7.** Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- 8.** Avoid telling a pupil off in public.
- 9.** Avoid the use of sanctions when support strategies will suffice.

10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school. Remember a child's behaviour is not one person's problem. It is a whole school issue, so share the burden. Collectively we will be able to solve most difficulties.

13. INTERVENTION TECHNIQUES

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with SLT and SEND Team.

- **Ignoring** i.e. where practical, ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. What are you doing? What should you be doing? Good you know what to do so can you do it.
- **Positive Choices** If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.
- **CPOMS** All staff have appropriate access to online reporting system.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' - an opportunity to work under supervision but may be away from the classroom situation for a period of reflection.

14. PUPILS CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

15. CONFISCATION OF INAPPROPRIATE ITEMS

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Confiscated items will be kept in a secure place by the teacher or the office.

16. USE OF REASONABLE FORCE

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Please Note: Parental consent is not required to restrain a pupil.

(See DfE 'Use of reasonable force' legislation on our website)

REASONABLE FORCE:

- Reasonable force to bring a situation under rapid control and can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to prevent them from doing damage to themselves, others or property.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

17. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to SLT where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

Rewards can include the following:

- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the child, parent, another adult in school
- Phone calls home (fortnightly)
- Recognition boards
- Peer group praise e.g. a clap, name read out in class assembly
- Merit points, stickers certificates for academic and non-academic achievement
- Headteacher award on work or as a sticker
- Hot Chocolate with Headteacher
- Wrist bands (kindness, respect. resilience)
- Placing value on achievements e.g. work shown to another class, name in the school Newsletter, part of Friday Assembly
- Special responsibilities e.g. being a monitor or lunch time prefect
- Golden time type activity where groups work towards their chosen end reward- extra play time, end of term film or games session

18. REPAIRING CHALLENGING BEHAVIOUR

School staff work through these five guidance steps (see policy blueprint):

1. REMIND
2. CAUTION
3. SHORT TIMEOUT
4. LAST CHANCE
5. REPAIR LATER

Use of Restorative Meetings

We ask pupils to stay in for a short period of time; not as a punishment but a chance to talk. We will focus on the outcome, not the argument. We will not dwell on what the pupil did but what they can do better. We encourage new responses.

Things to consider:

- Avoid power plays. Show you care and understand.
- Instead of detaining them so that they finish their work, give them a choice. Let our pupils take responsibility. They could catch it up in breaks and / or registration, or they must complete the unfinished work that evening, signed by the parent / carer.
- Avoid feeding badly - behaved children the same.
- Show them that they will not be abandoned.
- Consider body language - smiles present a lower threat to people.

Tips: RESTORE - REDRAW - REPAIR

- Sit alongside or walk and talk
- We correct challenging behaviour privately to avoid 'faming and shaming'
- Provide water and / or therapeutic toys
- Stick to the matter
- Ask questions - don't give judgemental statements
- Give your full attention - resist the urge to make copious notes
- Try therapeutic interventions to make them feel more relaxed e.g. Lego blocks, mindfulness colouring as you play, chat and reflect.

Further Support

In addition, the class teacher can seek the involvement of the SLT and / or the Headteacher. The Headteacher can follow up by:

- Asking parents to escort children to and from the premises before and after school, on safety grounds
- Ask parents to supervise them at home during lunchtimes
- Fixed exclusion; indefinite exclusion or permanent exclusion

**Exclusions will be carried out in accordance with LA policy and Governors directive and be used in only the most serious cases.*

19. STAGES OF INTERVENTION

The school's discipline procedures can be summarised into five stages.

Stage 1 (IN CLASS)

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties (**RESTORE – REDRAW – REPAIR**).
- If this occurs at lunchtime, and there is no improvement assistance should be sought from their class teacher.
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2 (CLASS & HOME LINKS)

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Senior Leadership Team stating the reasons why.

Stage 3 (SLT & PUPIL)

- Discussions between Head and or Senior Leadership Team and Parents, involving the child as appropriate, to try and resolve the problem. An Individual Behaviour Plan and / or Home Link book may be used where appropriate.

Stage 4 (SLT & HOME LINKS)

- Discussions between the Headteacher /SLT and parents involving the child as appropriate. The class teacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5 (SLT & GOVERNORS)

- The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

20. BEHAVIOUR BLUEPRINT



St. Paul's Catholic Junior School Behaviour Policy Blueprint (2021)

This is how we do it here

When the adults change, everything changes.

Visible adult consistencies:

1. Consistent language related to behaviour values.
2. Consistent positive reinforcement. Praise and recognition boards.
3. Consistent respect from adults. Even in the face of disrespectful behaviours.

Rules/Values:

1. Be kind
2. Be respectful
3. Be resilient

Over and above behaviours:

1. Praise
2. Recognition Boards
3. Hot Chocolate Fridays with ~~Headteacher~~

Our Value Message

The behaviour values of **be kind, be respectful and be resilient** supports our Mission Statement of **Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.**

Stepped Sanctions:

REMIND
CAUTION
SHORT TIMEOUT
LAST CHANCE
REPAIR LATER

1. Show disapproval and remind of desired behaviour.
2. Time away from group to consider behaviour (linked to discussion with member of staff).
3. Consequence linked to behaviour.

~~Microscript~~ 30 second intervention

Child's name. You seem worried, angry, upset, to be struggling, to be having trouble with, to be wandering around, to be having difficulty lining up, like you're not ready to do your work (name the behaviour you see). Do you remember last week/yesterday when you lined up beautifully, got on with your work. That's what I need to see today. Thank you for listening. (Give child take up time)

Restorative questions:

Give all children the chance to explain and listen to one another.

1. What happened? Listen carefully.
2. What were you thinking at the time? (avoid asking why?)
3. Who else was involved?
4. How have they been affected/do they feel?
5. How could we make things better?
6. What could be done differently next time?