

HOLY CROSS CATHOLIC PRIMARY SCHOOL



Behaviour and Discipline Policy

Statutory

GB Annual

July 2019

Review July 2020

'WE CARE, WE SHARE, WE VALUE'

OVERVIEW

We at Holy Cross expect members of staff, pupils and parents to treat each other with the respect and dignity they would wish to receive themselves. We recognise that everyone needs praise, success, recognition and affection and that low esteem affects behaviour, learning and relationships. This document is a statement of principles and strategies for the management of behaviour and care within Holy Cross School and is based upon our mission statement and aims. The policy covers behaviour in all situations where pupils are in the care of school e.g off site school trips and residential visits. The policy also applies to pupils beyond the school gate, as we see pupils as ambassadors of our school in the local community.

AIMS AND OBJECTIVES:

- To nurture the spiritual and moral growth of our children within the context of the Catholic faith.
- Creating a welcoming, caring and safe environment, where children can develop self-respect and a sense of individual worth.
- To provide stimulating, educational experiences within which individual talents and gifts from God are nurtured and full potential is achieved.
- To foster independent learning and develop skills for the future.
- To maintain and develop positive and productive relationships between the school community, the Parish, the local community, the Archdiocese, St Helens CYPS and the wider global community.

STRATEGIES

To fulfil these aims we have high expectations of pupils, staff, governors and parents/carers.

Pupils will be expected to...

- Treat adults and children with respect
- Work to the best of their abilities and allow others to do the same
- Obey instructions
- Take care of property and the school environment
- Co operate with other children and adults

Behaviour Beyond the School Gate

- Pupils of Holy Cross School are expected to behave outside school within the spirit of the school Behaviour Policy and Anti-Bullying Policy, as they represent our school community.

Staff and Governors will be expected to...

- Treat pupils, colleagues and parents with respect
- Provide an environment and curriculum based upon the Christian values and teachings of the Gospels (as reflected in the Mission Statement and Aims of the school)

Parents/Carers will be expected to ...

- Demonstrate respect for staff members, each other and pupils
- Promote their child's behaviour by ensuring their children are aware of appropriate behaviour in all situations including trips off site and residential trips
- Ensure their child arrives in time for the school day and attends regularly
- Support the school should any disciplinary matters arise
- Show an interest in all their child does in school

- Communicate with the class teacher to discuss any issues which arise on a day to day basis
- Address concerns or complaints in a polite non-aggressive manner
- Dress appropriately when on school site i.e no pyjamas/nightwear
- Do not bring dogs on to site (blind dog exception)
- Ensure their children behave appropriately before and after school on site (for example pupils should not be climbing on playground equipment).

Around the school we expect pupils to :

In the classroom	In the Hall at lunchtime
Try their best Work quietly and well Keep own desks tidy Listen! Speak pleasantly to each other Respect own and others property Treat each other as you would wish to be treated	Walk in quietly Be polite to one another Use appropriate voice level Use manners - please/thank you, use cutlery to eat hot meals. Do not leave a mess at your place Treat all staff with respect
On the playground	Whole school
Act safely Act sensibly Respect each other in actions and ways of speaking Play nicely Listen to Welfare Ladies instructions Show respect to adults supervising on playground Obey rules about toilets Take care of equipment provided Do not play games hitting, punching, pulling	Wear correct uniform, no jewellery, nail varnish, false nails Move around sensibly, carefully and safely in single file in corridors and on stairs Use correct voice levels Listen to and be polite to all adults Listen to and be polite to each other Look after each other and our school Keep our school tidy Respect school property and the property of others Do not use inappropriate language (racist/ homophobic/ foul language) DO NOT take part in any bullying behaviours

POSITIVE/ASSERTIVE DISCIPLINE TECHNIQUES TO ENCOURAGE ACCEPTABLE BEHAVIOUR

We will teach our pupils appropriate behaviour intrinsically, within the context of the Catholic faith, as part of the curriculum and PSHCE, the SEAL programme and when other opportunities arise.

The Assertive Discipline philosophy adopts a positive approach of certainty and consistency rather than negative severity.

We will not condone staff members shouting/ intimidating pupils, using sarcasm or making derogatory comments. *We follow the Keeping Children Safe in Education September 2018 guidance from the DfE*
 In this spirit, we will also not condone pupils or parents raising their voice towards staff members, using sarcasm or making derogatory comments.

Throughout the school there is an agreed tiered system of rules -

- Positive recognition for appropriate behaviour
- Consequences and consistent agreed sanctions for inappropriate behaviour

Within each classroom there is a charter for behaviour, developed in partnership with the pupils, reflecting their age and stage of development. What constitutes acceptable and unacceptable behaviour, rewards and sanctions are discussed with and made clear to pupils regularly.

Classroom Charter work is always carried out during the first week of the Autumn term alongside a reflection on our Mission Statement.

Rewards will be:

- Given immediately after earning
- Something the child wants/likes (discuss with them beforehand)
- Given consistently
- Linked to behaviour targets whenever possible
- Proportionate to the achievement

After positive strategies have been employed it will at times be necessary to implement sanctions.

Sanctions will be:

- Given immediately after last warning
- Something the child feels is a punishment
- Given consistently
- Linked to behaviour targets whenever appropriately
- Proportionate to the transgression

Children are aware of the sanctions, they have discussed them with staff and will be expected to take responsibility for their choices and actions.

Pupils will be taught behaviour expectations within specific areas:

- Leaving and entering the Hall/classroom in an orderly fashion
- Lining up on playground/ moving in and around school appropriately
- Appropriate behaviour in dining hall/towards adults outside of the classroom
- Sitting appropriately on the carpet
- Voice levels within the different parts of the school and different activities

Systems

We use a reward system ('Monster Points) for all pupils. Pupils who have earned 100 + Monster Points per half term **and** whom have not received 3 red cards or more, will be invited to take part in the 'Treat Day activity' at the end of each half term.

PARENTS/CARERS ARE RESPONSIBLE FOR THE FOLLOWING:

Pupils wearing correct uniform

Pupils' good attendance

Pupils' punctuality

Pupils daily reading at home

Pupils completing homework

Pupils bringing in planner daily (signed weekly by parent/carer).

Monster points are removed for breaking school rules: not having PE kit in school, not completing homework, no planner in school, being late for school etc.

Classroom behaviour (All staff will follow these steps when a pupil is disrupting teaching and learning or behaving inappropriately in class/ around school).

1. Look/eye contact/.
2. Verbal warning ("If you continue, you will lose a point and a red sticker will go in your planner...")
3. Loss of Monster Point- work out of class+ red sticker in planner (parent/ carer must sign acknowledgement)
4. *(Same day) Sent to Key Stage Leader/ Pastoral Manager.
5. (Same day)Sent to DHT/ HT. Parents contacted by senior member of staff.

NB All children know that there is a fresh start every day

6. 3 red stickers in 1 half term= meeting arranged between teacher and parent/carer.

7. More than 3 red stickers in a half term-meeting arranged between Senior staff/ pastoral lead and parent/carer.
8. If behaviour continues in the same way then meeting between parent/carer and Headteacher.
9. If no improvement then a disciplinary meeting with Governors will be arranged to consider the child's placement in the school.
10. Serious incidents require immediate involvement of a Senior Leader. Dependent on the severity of the incident, an immediate exclusion (internal, unit or formal) may be the action.

Lunchtimes

Pupils are expected to maintain good behaviour in the hall and on the playground.

Rewards

- Monster points are given out by lunchtime staff for good behaviour choices.
- The 'Golden Table' is used once a week to reward exemplary lunchtime behaviour.

Sanctions

- Any child showing disrespect to lunchtime staff will be given 1 warning. If this behaviour is repeated a red sticker will be issued in planner via the class teacher.
- Any children fighting/ physically hurting others deliberately will be brought off the playground to 'Reflection' and will be kept in for 5 days. Parents will be informed of this via a 'Red letter'. If a Senior member of staff deems this to be a more serious incident, **dependent on the severity of the incident, an immediate exclusion (internal, unit or formal) may be the action.**

Appendix 1

GUIDANCE TO THE STAGES OF INAPPROPRIATE BEHAVIOUR AND ACTION TO BE TAKEN

In the classroom

Behaviour	Process and/or Sanctions	Action
Less Serious		
Wandering about Calling out Interrupting staff when talking to whole class/group Interrupting conversations Distracting/annoying other pupils Talking to other pupils at inappropriate times Silly noises Pushing/pulling others in line wasting time, not finishing work Minor challenges to authority	Discussion with child as to what they think they should do next time and how to make amends Class Rules 1. Look/eye contact/. 2. Verbal warning. 3. Loss of Monster Point- work out of class+ red sticker in planner (parent/ carer must sign acknowledgement) 4. *(Same day) Sent to Key Stage Leader/ Pastoral Manager. 5. (Same day)Sent to DHT/ HT. Parents contacted by senior member of staff. NB All children know that there is a fresh start every day 6. 3 red stickers in 1 half term= meeting arranged between teacher and parent/carer.	If work is unfinished, child will be kept in to complete their work. If completion of unfinished work is to be done at playtime then member of staff must supervise. When a child repeatedly fails to complete work, the class teacher will inform parents/ carers.

	<p>7. More than 3 red stickers in a half term-meeting arranged between Senior staff/ pastoral lead and parent/carer.</p> <p>8. If behaviour continues in the same way then meeting between parent/carer and Headteacher.</p> <p>9. If no improvement then a disciplinary meeting with Governors will be arranged to consider the child's placement in the school.</p>	
More Serious		
<p>Deliberately being disruptive Deliberately creating a disturbance. Swearing/ other offensive language/ verbal aggression. General refusal to do anything Continued cheek/challenge to authority to any member of staff Throwing objects. Rough behaviour Repeated defiance/ failure to comply with instructions.</p> <p>Repeatedly annoying/ hurting other pupils either physically or verbally.</p>	<p>Immediate sanction= step 3 (as above) or higher depending on severity(ie no verbal warning for more serious behaviour).</p> <p>Separation from class group- child may be sent straight to isolation or to work in another class. Withdrawal of privileges</p> <p>Send for /send pupil to/consult with Senior member of staff (hierarchical, as above) 1Key Stage leader 2.Pastoral Manager or DHT 3.HT</p> <p>When a child deliberately physically hurts another child, they will be brought off the playground to 'Reflection' and will be kept in for 5 days. Parents will be informed of this via a 'Red letter'.</p>	<p>Record incidents if a pattern of repeated incidents apparent - inform parents carers and consider involvement of BI Team.</p> <p>Consider referring to Pastoral Manager.</p> <p>Consider use of Behaviour Log</p> <p>Consider use of Internal Exclusion Base (Cowley/Minerva). Time (possibly later to discuss behaviour, invite child to look at consequences of actions, whether apology appropriate etc)</p>
Very Serious: Warning to parent/carer that repeat of incident could merit exclusion		
<p>Physical/aggressive behaviour with intent to harm Damaging school or other's property Stealing Deliberate, repeated name calling racist, homophobic or sexual comments after warning Serious challenges to authority, i.e Leaving class without permission Repeated refusal to complete set tasks Continued inappropriate</p>	<p>Requires immediate involvement of Headteacher. Dependent on the severity of the incident, an immediate exclusion (internal, unit or formal) may be the action.</p> <p>Contact parents/carers to request meeting, discuss- phone if possible. Liaise with Police if necessary Warning to parent/carer that repeat of incident could merit exclusion</p> <p>Implement appropriate sanction - inform pupil/parent/carer.</p>	<p>Liaise with SENCO- refer to BI Team if not already done. Liaise with LA services.</p> <p>Temporary placement in school isolation/ Behaviour Unit (Minerva). Refusal to attend will be recorded as fixed term exclusion.</p> <p>Possible involvement of</p>

<p>language and swearing</p> <p>Physical assault of staff.</p>	<p>1st incident= short term exclusion - internal isolation/ Exclusion Unit (usually Minerva Centre if available)/home- official. Parent/carer informed. Warning to pupil and carer that repeated incidents can lead to Managed Transfer or Permanent exclusion.</p> <p>2nd incident=Longer fixed term , formal exclusion. Discussion with parents about options such as PACE if not already done (HT/ DHT/ PM/BI Team).</p> <p>3rd incident- Managed Transfer OR PACE placement (this may follow fixed term exclusion or extended use of exclusion unit). OR Permanent exclusion (extreme circumstances)</p>	<p>outside agencies</p> <p>Daily behaviour log or IBP.</p> <p>Record all incidents, inform LA of any exclusions off site and put all exclusions and reasons in writing to parents (HT/ DHT). PSP to be put in place- SENCO/ Pastoral Manager/ BI Team/ parents/ carers.</p>
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NB Class teachers maintain log of incidents on CPoms.

Permanent/ Fixed Term Exclusions		
Extremely serious	Sanctions	Actions
<p>Taken from the National Standards \list of reasons for exclusion from the DFE</p> <p>Persistent disruptive behaviour includes</p> <ul style="list-style-type: none"> ➤ Severe challenging behaviour ➤ Persistent disobedience ➤ Persistent violation of school rules <p>Extreme dangerous or violent behaviour towards themselves other pupils or members of staff</p> <ul style="list-style-type: none"> ➤ Running out of school buildings ➤ Fighting ➤ Wounding ➤ Obstruction or jostling which could constitute a 	<p>Remove pupil from other pupils</p> <p>Phone parents to inform of situation</p> <p>Child may need to be immediately removed for calming down period/safety reasons</p> <p>Short term exclusion considered</p> <p>On return to school - implement support, report card, monitoring procedures etc</p>	<p>These examples of inappropriate behaviour merit differing degrees of exclusion. Placement at Pupil Referral Unit (PACE) if available and appropriate.</p> <p>Place at Inclusion Base (Minerva). Non- attendance will result in fixed term exclusion.</p> <p>Procedures will be implemented at discretion of the HT in consultation with relevant staff, the GB and with reference to DFE and LA guidelines</p>

<p>form of bullying</p> <ul style="list-style-type: none"> ➤ Carrying offensive weapons ➤ Deliberately throwing 'missiles' either as in temper or to harm others <p>Repeated or aggressive verbal abuse of members of staff or pupils including racist homophobic or sexual abuse and harassment</p> <ul style="list-style-type: none"> ➤ Threatened violence ➤ Repeated or aggressive swearing ➤ Persistent truanting <p>Persistent Bullying both mental , verbal and physical</p> <p>Lewd behaviour assault or abuse of sexual nature.</p> <p>Bringing cigarettes matches lighters into school and/or smoking on the premises. Plus any other substance abuse.</p> <p>Severe damage to school or personal property belonging to any member of the school community i.e. vandalism, arson, graffiti</p> <p>Theft Includes</p> <ul style="list-style-type: none"> ➤ Stealing school property ➤ Stealing personal property ➤ Stealing from shops/venues whilst on a school outing ➤ Selling/dealing in stolen property 		
<p>Repeated fixed term exclusions may result in a permanent exclusion</p>		

ANY CHILD EXCLUDED FROM SCHOOL (SHORT TERM OR PERMANENT) IS NOT ALLOWED ON ANY PART OF THE SCHOOL SITE.

CLASS BEHAVIOUR SYSTEMS

The School Council have reviewed this policy for class behaviour systems and have endorsed it.

The Governing Body will be asked to adopt this policy at the next meeting.

This policy has been formulated after discussions with pupils, governors and staff at the school.

Parents were invited to comment and copies are available in the School Reception area

Responsibility for ensuring a consistency of approach lies with members of staff, pupils and parents but ultimately with the Headteacher and the Governing Body of the school.

Anti-Bullying

Please see Anti-Bullying Policy

Review : Annually

Appendix 1- Examples of acceptable/ Unacceptable behaviours

Examples of acceptable behaviour	Examples of unacceptable behaviour
Following school and classroom rules Participating fully within lessons and activities Treating classmates, all staff and property with respect Using good manners Using appropriate language	Disrupting lessons Instigating or copying inappropriate behaviour Violence or bullying Verbal/physical aggression Not telling the truth Foul language Being disrespectful to any adult in the school

Appendix 2- Examples of Rewards and Sanctions

Examples of Rewards	Examples of sanctions
Smile	Head shake/ a warning look
Private praise	Verbal warning.
Monster points (usually given in 1s)	Loss of Monster point
Stickers/badges/reward stamp	Sent to work out of class + red sticker
Headteacher praise/stickers	Red letter
Special jobs	Loss of break time/ reflection room for lunchbreaks
Marbles in jar	Completing unfinished class work in break time
House points	Internal exclusion (isolation) for part or all of a day
Certificates/Praise	Exclusion to Exclusion Unit (usually Minerva Centre)
Star of day/Pupil of week	Parental meetings with teacher, Senior staff, head teacher, governors
Phonecall/ postcard or speaking to parents to praise behaviour	Loss of invitation to half term treat
Headteacher Award	Barring from representing school on trips, sporting events, visitor events etc.
Pupils achieving 100 Monster Points or more will be invited to take part in the whole class half termly treat (This includes After School Club Time). *(3 red stickers in a half term would mean no right to treat for that half term).	