

St. Robert's Catholic



Primary

St Robert's Catholic Primary School

Ysgol Gynradd Gatholig Sant Robert

Discipline and Behaviour Policy

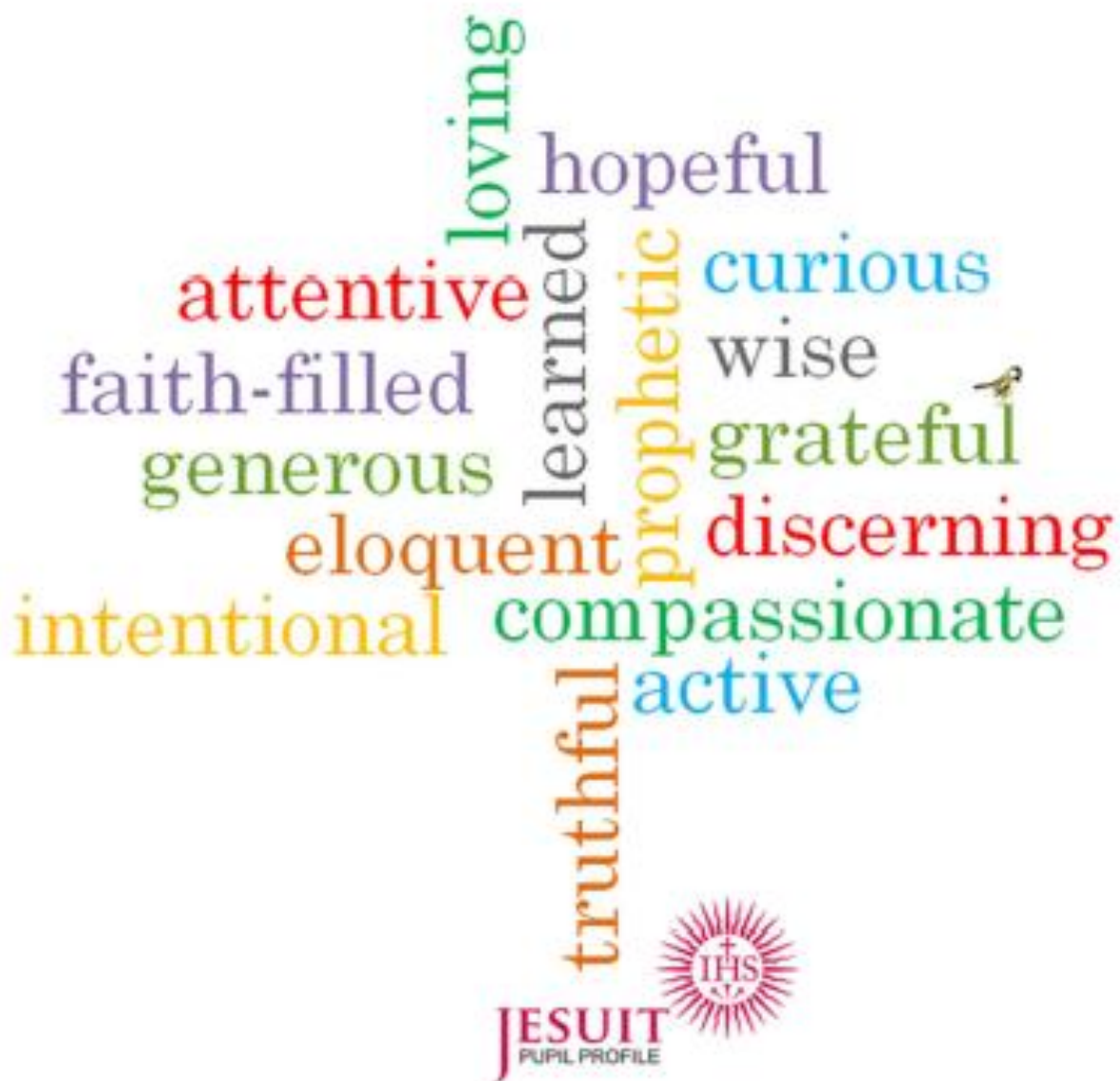
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| Scope | This policy applies to all stakeholders of the school |
| Policy Adopted By | Head Teacher and Governing Body |
| Signed | <i>C Beveridge</i> |
| Date | Autumn 2025 |
| Date of Review | Autumn 2027 |

Mission Statement - 'Jesus in Us' 'Iesu ynom Ni'

Jesus and the 'Good News' that He brings is the basis of our school life.

Each person in our school is unique and our intention is that they will be Ambitious, Capable Learners, Ethically, Informed Citizens, Enterprising, Creative Contributors & Healthy, Confident Individuals.

They will be Virtue - led and develop to their full potential - with Jesus as their guide, the Holy Spirit as their inspiration and God as their loving Father.



Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the Pupil Discipline and Behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We believe that our children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive behaviour management policy.

As a Catholic school, our focus on Gospel Values permeates our whole school and greatly supports our pupils managing their behaviour. This is enhanced by our RE provision. We also use a variety of other resources such as; RSE resources (Ten: Ten & Fertile Hear) Philosophy for Children (P.4.C.) and our Catholic Pupil Profile.

Aims

Our aim is to develop a whole school policy that is supported and followed by the whole school community, parents, teachers, support staff, children and governors and is based firmly on Catholic Values.

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Purpose of the Policy

To enable pupils:

- To develop responsibility for their own behaviour.
- To develop respect for others.
- To encourage and foster positive attitudes.

- To develop a co-operative approach.
- To develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- To develop an effective range of strategies for dealing with problems.

To enable adults:

- To consistently model high standards of behaviour.
- To encourage and support children to develop in the ways above.
- To consistently follow an agreed format of rewards and sanctions.
- To support each other with the agreed format.
- To provide children with a consistent framework of expectations in their whole career at our school.
- To ensure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. Playground Pals.

Teaching Positive Behaviour

At St Robert's we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are: -

Independence and organisation, Self-image and self-esteem, Motivation Reflection and self-control, Attention, Perseverance, Fairness, Co-operation with adults, Collaboration with other children, Sociability, Empathy, Honesty, Respect for self and others.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by: -

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching RE/ RSE & the our Catholic Pupil Profile

Code of Conduct

All members of the school community are expected to respect each other.

All children are expected to respect their own and other people's property and to take care of books and equipment.

Children are asked to be well behaved, well mannered and attentive at all times.

Children should walk and move quietly round school.

If a child has a grievance with another child it must be reported to a member of staff, who will deal with the matter.

Physical violence is not acceptable, neither is retaliation.

Foul and abusive language must not be used.

Everyone, children and staff are expected to be punctual.

Children must not bring sharp, dangerous or valuable instruments into school.

Children should wear the correct uniform, jewellery should not be worn for PE at all – only stud earrings will be allowed at school.

This code of conduct has been put together with the safety and well being of the children in mind and to enable St. Robert's Primary School to function efficiently as a place of learning.

All adults in school will be expected to support the school rules.

Rules and Routines.

The school's Behaviour Policy should be reviewed regularly. Whole school rules are negotiated and agreed by the school community. These rules should form the basis of classroom, school and playground ground rules and routines. The School Rules are;

1. Follow instructions the first time they are given.
2. Keep hands, feet and objects to yourself.
3. Please keep noise level down, speak kindly and quietly at all times.
4. Play safely and help others.

Each class should work together to establish their own class rules (age specific), which will allow the classroom to operate effectively within a safe, happy and busy learning environment.

Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

Positive Consequences (Rewards)

At St. Robert's Primary we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards: -

- Non-verbal rewards such as a thumbs up sign or a smile,
- Praise,
- Showing work to another teacher and to the headteacher,
- Stickers and star charts,
- Dojo points
- Certificates,
- Class of the week (attendance),
- Happy note home to parents,
- Telephone calls to parents
- Displaying work,
- Fortnightly Headteacher's Awards & Pupil Profile Awards- mentioned in the HT Newsletter
- Class Award e.g. Super Stars/Worker/Star of the week etc.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask her/him to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At St. Robert's we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. In the following tables we have listed inappropriate behaviours and a range of negative consequences which may be used, as deemed necessary.

Behaviours

| Low Level | Moderate Level | Serious Level |
|--|--|---|
| <ul style="list-style-type: none"> • Fidgeting / fiddling • Telling tales • Punctuality • Dropping litter • Noisy e.g. talking/shouting • Failing to keep on task • Leaving desks • Unkind remarks • Bad language (one off) • Time wasting • Telling lies • Running in corridors • Pushing in line • Borrowing without permission • Leaving work area untidy <p>Any persistence of low level behaviours would move into the moderate level</p> | <ul style="list-style-type: none"> • Consistently shouting out • Poor effort • Distracting others • Poor attendance • Unprepared for work (continuously) • Fighting • Stealing • Disregarding supervisors • Threatening / aggressive behaviour • Refusal to co operate • Vandalism – graffiti etc <p>Repeated incidents of any moderate behaviours – Headteacher informed.</p> | <ul style="list-style-type: none"> • Serious assault • Vandalism e.g. extreme damage to school property / toilets • Serious physical / verbal threats made to staff or children • Violent outbursts, verbal / physical • Leaving school without permission • Racist incidents • School refusal |

Physical violence towards members of staff will result in exclusion.

Sanctions / Procedures

| Low Level | Moderate Level | Serious Level |
|---|--|---|
| <ul style="list-style-type: none"> • Frown • Verbal • Withdrawing attention • Repeat activity properly • Sit alone / stand out • Reward others • Warning • Related sanction e.g. completing work, cleaning up mess • Time out of class | <ul style="list-style-type: none"> • Time deducted from free choice time • Time out in another class. • Buddy system/ Circle of Friends • Access ELSA support • Reflect and write/ Restorative Procedures • Contact with parents • Informal parents meeting • Involvement of FEO • Attendance letter • Loss of privileges • Referred to Deputy Headteacher/ Senior Member of Staff. | <ul style="list-style-type: none"> • Send to Headteacher • Involve parents • Involve FEO • Behaviour Plan • Weekly behaviour report • Involve outside agency – staff liaise with HT/DHT to access support. • EWO referral • Home lunch • Modified timetable • Fixed term exclusion • Permanent exclusion |

Consequences

The standard procedure for all forms of inappropriate behaviour problem follows a set pattern. Failure to improve leads to the next stage, each stage being recorded.

All staff follow the clear stepped approach. This is:

*** *Warning given to pupil prior to them engaging on this stepped approach.***

- 1. Name on the board**
- 2. Go to another classroom for 15 mins**
- 3. Sent to a Senior Teacher (DHT or SLT)**
- 4. Meeting arranged by Class teacher to meet with the parents to discuss concerns**
- 5. Behaviour Letter sent to parents to meet with the Head teacher & Class Teacher to discuss concerns/issues**
- 6. Severe clause (Serious Level Incident), straight to HT or SLT in her absence, all other steps missed.**

Exclusions

Fixed Term or Permanent Exclusion is an extreme consequence of bad behaviour and is usually (although not always) imposed when other strategies have been exhausted. It is expected to be rare at our School. In considering exclusion, the Head Teacher will follow the Welsh Government Guidance. In the Head Teacher's absence, the Deputy Head Teacher assumes this role.

A child is at significant risk of exclusion from our School for serious misconduct causing the Head Teacher to believe that allowing the child to remain in the school would seriously harm the education or welfare of the child or of others in the school.

Fixed term exclusions will normally be for 1 – 5 days depending on the seriousness of the incident and the child's previous disciplinary record.

A child may be permanently excluded for one very serious breach of discipline even if their record is good and there have been no previous fixed-term exclusions. Examples of "one-off" unacceptable behaviour justifying such strong action include serious violence or threatening the use of a weapon.

Additional Learning Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour.

They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

School Codes

We have a number of different codes for different areas within the school.

Whole School Code

Playground Code

Assembly Code

These codes are all underpinned by the same philosophy of consistent, positive behaviour management. The codes are written and expressed positively (i.e. not using 'No...' as in 'No running and no fighting' but rather 'We walk and we respect each other.').

The codes are displayed prominently around the school. They are reinforced and referred to regularly, both in assemblies and as part as everyday school life.

School Codes are communicated clearly to parents to ensure their support. The Whole School Code, Playground Code and Assembly Code are written and reviewed in conjunction with the School Council.

Whole School Code

- We walk around our school
- We show respect and listen to everyone at our school
- We do as we are asked by the adults at our school
- We talk politely and respectfully to everyone at our school
- We eat our dinner quietly, tidily and sensibly
- We let grown-ups go through doors before us
- We keep the school neat and tidy

Playground Code

- We play safely and sensibly
- We look after all the equipment
- We are polite and friendly

- We follow the rules of any game we are playing
- We play with a range of people and help everyone to feel welcome and included
- We stay in agreed areas
- We stay out of the school building unless given permission

Assembly Code

- We walk quietly and sensibly to the hall
- We sit on our bottoms and sit next to people we can be sensible with
- We are polite and respectful to everyone
- We keep our hands to ourselves
- We sit quietly and listen actively
- We think about what we are listening to
- We contribute by putting our hand up
- We clap sensibly
- We leave the hall quietly and sensibly

Trip Code

- We are polite and respectful to our helpers and the people we meet
- We sit sensibly on the bus, with our seat belts on
- We walk sensibly at all times
- We listen to instructions from our helpers
- We listen attentively and with interest to the “experts” leading the trip/visit

Pupil Participation

The school council have played an important part in formulating this policy and will continue to play an important role in communicating and reviewing aspects of this behaviour policy.

Playground Pals (Yr 6 pupils) play an important part in supporting other pupils during Lunchtime, leading games and helping to ensure free time is a happy and inclusive experience for all.

Also, all children have opportunities throughout the school to take part in discussions during RSE, RE and P4C sessions.

This means that children are able to discuss issues with their peers and an adult enabling resolutions to occur.

Parents

We recognise that an effective whole school Pupil Discipline and Behaviour Policy requires a close partnership between parents, Parents can help by:

- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending parent's evenings and developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline.
- Remember that staff deal with behaviour problems (issues) patiently and positively (and promptly).

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour using the appropriate proformas (See appendix). The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Links to other School Policies

- Curriculum Policy
- Anti Bullying Policy
- Relationship and Sex Education Policy
- Religious Education Policy

Review of Pupil Discipline and Behaviour Policy

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour Report Sheet

Who was involved?

What happened?

Why was it wrong?

What will I do if the situation happens again?

Behaviour Monitoring Record

My name is

I am in class

My aims for the week are:

- -----
- -----
- -----

Put a tick if they were met. Put a cross if they were not.

| | Session 1 | Play | Session 2 | Lunch | Session 3 | Session 4 |
|-----------|--------------|------|--------------|-------|--------------|--------------|
| Monday | | | | | | |
| Tuesday | | | | | | |
| Wednesday | | | | | | |
| Thursday | | | | | | |
| Friday | | | | | | |

Comments

Example of a letter to Parents requesting a meeting

Date

Dear Parent/Carer,

Some aspects of’s behaviour in school has been causing concern lately, and I would like to discuss this with you at the earliest opportunity.

I would like to suggest the following date and time for an appointment for us to discuss this. Please indicate on the tear off slip below, that this is convenient for you.

Date: Time:

Yours sincerely,

Class Teacher

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APPOINTMENT WITH

Child’s Name: Class:

I/We confirm that I/we can make the appointment on at to discuss our child’s behaviour.

Signed..... Date:.....

GUIDELINES FOR ARRANGING A MEETING WITH PARENTS ABOUT A CHILD WHOSE BEHAVIOUR IS CAUSING CONCERN

Before the Meeting

- Decide whether the child will attend all or part of the meeting.
- Ensure the meeting is held in a safe environment.
- Inform another teacher of the meeting.
- To make eye contact to ascertain all is going well.
- To help keep the meeting to the time limit.
- Or ask someone to be present.
- Form an agenda with a time limit.
- Collect the evidence filed in the Behaviour Support Folder.
- Have a clear idea of the target you wish child to achieve.

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| A typical agenda: Introduction | “Thank you for coming” (introduce self and anyone else present). |
| Outline agenda and purpose of meeting | <p>“I will outline the <u>incidents</u> which have come to my attention and which are causing concern.”</p> <p>“Then I’d like to hear any <u>information</u> or <u>comments you have</u>, and then I hope we can <u>work together to help</u> (child’s name) and <u>find a positive way forward</u> for the future.”</p> <p>(“We will bring (child’s name) in before the end of the discussions.”)</p> |
| Begin discussion Refer back | “You remember I spoke to you recently to explain our concerns about ... (child’s behaviour)” |
| Explain latest incidents | Referring to diary sheets, report book, behaviour sheets. |
| What has happened | Report specific incidents. |
| How investigated | <p>Don’t use names of others involved, indiscriminately.</p> <p>“We do take these incidents seriously.”</p> <p>“We spend a lot of time investigating to find out what happened.”</p> |

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|--|---|
| <p>What has been tried, so far</p> | <p>“I have discussed with ... (child’s name) ... The procedure we expect him/her to follow e.g. seek help from adults on duty.”</p> <p>“There are two teachers on duty in each playground.”</p> |
| <p>Some useful comments that could be used</p> | <p>“It is best if we work together to help ... (child) ...”</p> <p>“(Child’s name) knows our school Code of Conduct and how we expect children to behave at St Robert’s School”</p> <p>“We expect children to play safely.”</p> <p>“We take time talking things through with the children involved until they agree a way forward.”</p> <p>“We do not allow swearing and children are reminded regularly through assemblies etc.”</p> <p>“We expect people to respect others and expect to be respected.”</p> |
| <p>Consider asking</p> | <p>“Does ... (child’s name) ... have friends home to play?”</p> <p>“How do you deal with problems that arise at home?”</p> |
| <p>Ask parent and child to comment at appropriate stage</p> | <p>Listen to comments but don’t get involved in arguing about details, or be led into secondary issues.</p> |
| <p>Discuss ways to change/improve behaviour</p> | <p>At Home:</p> <p>Watch for good behaviour and give praise e.g. “I was pleased that you shared that with your sister, well done!” “Thank you for doing that, it was a great help to me” etc.</p> <p>Parent may feel a sanction is appropriate e.g. less T.V. till better report. Consider reward – making a special time to play a game together e.g. draughts, Connect 4, card game, noughts and crosses, jigsaw puzzle, board game.</p> <p>At School:</p> <ul style="list-style-type: none"> • Make expectations clear. • Set 1 or 2 targets, e.g. <p>To play safely.</p> <p>To put up hand and wait turn.</p> <p>To stay in seat during lesson.</p> <p>To try to control my temper.</p> |

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| Consider need for home/school diary to keep in touch | Use of homework book or may need separate book. Parents asked to report back about how things are going at home. |
| Note down outcomes agreed | You may wish to get parents to sign notes or a simple contract which parent, child and teacher sign as agreement. |
| Explain remaining stages on chain of consequences | Following any further incidents, parents will be called to see the Head Teacher or Deputy Head Teacher and further action considered. If very serious, SEN stages may be discussed or started. |
| Set a review date | After one week, one month or before end of term. Thank parent for coming and for their co-operation. |

RECORD OF MEETING WITH PARENTS (BEHAVIOUR)

DATE:

PEOPLE PRESENT:

Statement of problem:

What has been tried so far:

Parents' views

Child's views:

Possible ways forward: