



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Behaviour and Discipline Policy

Mission Statement

We value the uniqueness of every person in our Catholic Christian Community, realising that each individual is created in God's likeness. While striving for excellence we accept the children as they are and seek to teach them all the Gospel values with Jesus at the centre of all our lives.

Prayer frames each of our days and strengthens us to fulfil our purpose as educators. We acknowledge our parents/carers as the first educators and appreciate their support and involvement in school life. Daily we seek to provide opportunities and rich learning experiences to further the development of the whole child.

We celebrate the children's achievements, strive to realise their hopes, encourage them to reach their goals and dream of whom they may become.

Golden Rules

The Golden Rules are positive statements which summarise the key areas in improving and maintaining positive behaviour - respect for self, others and property.

They are displayed in classrooms and other areas accessed by pupils. Some areas require an extension to the Golden Rules, i.e. the library; music room; dining hall; ICT suite; corridor; playground.

Golden Rules

Do be gentle

Do not hurt anybody

Do be kind and helpful

Do not hurt people's feelings

Do work hard

Do not waste your or other people's time

Do look after property

Do not waste or damage things

Do listen to people

Do not interrupt

Do be honest

Do not cover up the truth



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Termly, everyone will revisit the Golden Rules to focus upon their meaning and our expectations, to encourage ownership and take responsibility for a successful school. An assembly, staff meeting or circle time are examples of opportunities to review and update.

Throughout the year there are opportunities to support and celebrate positive behaviour. These are outlined in the Incentives.

Incentives

By following the Golden Rules throughout the school, pupils are rewarded for both social and academic achievements. There is a consistent approach, which is valued by all as it avoids misunderstandings and everyone maintains a high standard of expectation visibly seen by pupils supporting and upholding each other's decisions.

To ensure that all pupils experience success, there is a baseline of incentives. Therefore every child in school will receive a reward termly for either social or academic achievement.

Incentive rewards include:

- Golden Time
- Stickers
- Stamps
- Well Done Certificates
- Lunchtime Certificates
- Worker of the Week
- House points
- Attendance certificates
- Verbal Praise
- Share good work
- Visit another class
- Letters home
- Class points
- Peer rewards
- Opportunities to celebrate and share achievement and good behaviour.

Golden Box

Throughout the week pupils nominate each other when they see or experience a positive moment. They write down the name of the pupil, the reason for the nomination and then sign their own name. The nomination is written in the pupils' own time. The box is opened at the beginning of Golden time for that week and the nominations are read and handed out.



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Golden Time

- Each week there are 30 minutes of Golden Time allocated to all pupils.
- This time is timetabled and all pupils know when it will take place. Experts have concluded that the best time is on a Wednesday morning, but timetables cannot always be this flexible. Friday afternoon is not the place to put Golden Time.
- During this time, structured activities are available for pupils to enjoy as a reward for following the Golden Rules. By allowing pupils to select the activity they wish to participate in the week before, an incentive to behave is created with the knowledge of the activity they have to look forward to.
- Those pupils who fail to achieve all of their Golden Time sit in the classroom and wait until they are invited to participate for their amount of time. Ideally use of an egg timer would help the younger pupils to see the time passing.

Early Years Foundation Stage

All pupils have their photograph in the sun. When they are caught following the Golden Rules and being good their Photo is placed in the Golden Box. The box is opened daily at 'Special Time' and the pupil is praised and they share the good news. The older pupils are encouraged to nominate each other.

These incentives are some of the examples of the good practice used in school to reward and motivate pupils, to raise their confidence and self-esteem.

Attitude Assessment

Each half term, all the behaviour and attitude of pupils in KS1 & KS2 is assessed in 7 key areas. These are: Attendance, Punctuality, Behaviour in the classroom, Behaviour outside the classroom, Effort, Homework, Uniform (including PE Kit). Each child will be given a rating (Green, Yellow or Red) using a specially designed assessment sheet (see Appendix 3). If the child achieves at least 6 Green ratings and no Reds then they will receive a school reward at the end of the half term.

All assessments are recorded and tracked. Class teachers are responsible for keeping an up to date behaviour/ attitude log which includes recording incidents from playtimes and lunchtimes (eg Blue Tickets).

Sanctions

Sanctions are used to reinforce the ideal of acceptable behaviour, which lead to reward, praise and encouragement. Sanctions consistently applied by all result in a common understanding and a balanced approach to discipline.



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Step 1

All pupils begin each day with their name in the sun (the sun and cloud image is adapted for the KS2 pupils to Traffic Light system -see Appendices 1 & 2) If a pupil fails to follow the Golden Rules sanctions are placed on that child (see App 1 & 2).

Pupil behaviour can impact strongly on the lesson and on other pupils. The following list suggests strategies that illustrate a continuum of least intrusive to most intrusive to the lesson:

- Non-verbal messages
- Tactical or planned ignoring
- Description of reality
- Simple Direction
- Rule reminder
- Question and feedback
- Expressing disappointment or disapproval, or using humour
- Blocking/assertive statements
- Choices and consequences
- Exit procedures

It is essential when dealing with challenging behaviour we focus on de-escalating the situation and reducing the conflict.

- Label the behaviour not the child
- Avoid threatening gestures and body language
- Give the child a choice, but not an ultimatum
- Avoid dealing with the conflict in front of an audience
- Stay calm, but don't try to soothe the child as this can make them even more angry
- Give the child time to comply
- Explain clearly what you want
- Show empathy
- Use humour to defuse the situation

If it is necessary to restrain a child then staff should follow the Positive Handling policy, using TEAM TEACH techniques.

Where behaviour becomes persistently disruptive or is extremely destructive and deliberate, pupils need to know the situation will not be tolerated and these pupils will be dealt with by applying the following steps.



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Step 2: (Class teacher)

- Discussion with Assistant HT and/or SENCO: consider SEN Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a Behaviour Observation checklist if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies (eg Nurture Group) and inform other agencies where necessary.

Step 3 (AHT / SENCo)

Pastoral Support Programme

- Teacher completes a Behaviour Observation checklist to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider SEN Code of Practice
- Consider MCAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from PSP.

If PSP failed, move to **Step 4**.

Step 4 (Headteacher)

Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents and an appropriate member of Governing Body informed.

If behaviour improves return to PSP

If not move to **Step 5**.



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Step 5 (Headteacher)

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activities.
- Parents, Chair of Pupil Discipline Committee,

If behaviour improves return to class on a Behaviour Contract or PSP. If not move to Step 6.

Step 6 (Headteacher)

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

If not move to Step 7.

Step 7 (Headteacher) Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

If not move to Step 8.

Step 8 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.



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Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

See also "Lunchtime Policy"



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Behaviour Assessment Profile, Pastoral Support Programme & Behaviour Contracts

Pupils who have great difficulties responding to the systems in place need support in raising their low self-esteem and help is given by setting small achievable targets so that they can experience success. An achievable target, accompanied by an agreed-on motivating reward can help a pupil to break out of their negative pattern. A contract can be used and the pupil makes their targets known to each adult they work with.

Possible Structure

1. List of pupils causing concern
2. Complete behaviour observation checklist in the relevant context i.e. Classroom, playground.
3. Discussion about the provision required i.e. 1:1, TA support, group work
4. Meet with parents
5. Programme established including learning objectives, key activities and time scale
6. Lesson Evaluations

Learning Objective	Key Activities	Evaluation & Signature

7. Regular updates with programme leader and class teacher commenting on any changes and the impact in class.
8. Scheduled review including parents

On the successful completion of the programme the pupils are acknowledged with a certificate, which is shared in Golden Assembly, to be presented by the programme leader.

Internal Support

SENCo (Ms Conlon)

Nurture Group staff (Mrs Walker & Mr John)

Parent Support (Catherine Brown)

Behaviour & Safety (Mrs Smith)



Lunchtime Rules and Sanctions

Golden Rules

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Do work hard

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Do not interrupt

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Do not cover up the truth

In addition to the school Golden Rules, the dining room also requires additional reminders for safe behaviour.

1. Thank you for not using a loud voice
2. Line up sensibly, (no pushing or saving places)
3. Always use good manners when you are talking to others
4. Do as you are told the first time
5. Raise your hand, wait & remain in your seats if you need help
6. Clean trays properly

Rewards

- Pupils to receive stickers (change the design half termly)
- Pupils to receive golden tickets which are entered into a weekly draw to take place on Fridays at 1pm (led by LOs)
- Lunchtime superstars for the week are chosen on Friday by the LO assigned to each class.



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- Each Golden Assembly, the Lunchtime Superstars are read out and each child receives a certificate.
- A class is chosen each Friday to sit on the "Special Table" at lunchtime. This class receives a special certificate.

Consequences

1. Verbal warning – a quiet word reminding pupils of rules and expectations.
2. Pupil instructed to take time out – this will be in an area designated by the SLO. (Each zone to have a time out area and LOs pair up to support in the management of pupils taking time out.)
 - EYFS – 3 min
 - KS1 – 3min
 - KS2 – 5 min
3. Blue ticket – indicates the behaviours displayed by a pupil. Given to the Class teacher (CT). Pupil will miss a subsequent lunchtime play.
(Important that the CT responds appropriately to this ticket)
4. Serious incident: Each LO has an 'URGENT' card. A pupil takes it to the SLO so LOs can be supported and therefore do not need to move from zone area.
5. SLO informed of the issue and completes a 'Behaviour Incident' book in the school office. CT and Headteacher are informed.
6. After 3 Blue Tickets or in the case of a 'serious incident' parents are invited in to discuss the pupil's behaviour with the headteacher. The meeting is to discuss ways forward, make notes and ask the parents to sign a letter if future arrangements are to be made.

(see Appendices 4 & 5)

Monitoring and Review

The policy monitoring is on going and reviewed termly by the Assistant Headteacher. A full policy review takes place annually by the Governing Body.