



St Gabriel's Catholic Primary School

Behaviour and Discipline Policy

MISSION STATEMENT

St Gabriel's is a welcoming school where:

- We pray together, care for each other and learn together
- We feel safe and respected
- We try to do our best
- Everyone is treated fairly
- We have fun with our friends

With Jesus Christ at the heart of our loving Catholic community

As a Catholic school, our behaviour policy is based upon learning to treat all members of our school community with respect as shown through teachings of Christ, ensuring that every child feels secure, safe and confident to express themselves.

- Encouraging the children to develop a sense of right and wrong
- The children developing a degree of self-discipline
- Rewarding and praising good work and good behaviour
- Minimising disruption within classrooms and around the school
- Maximising pupils learning opportunities
- Creating a calm, safe learning environment

- Helping each child to feel that they are special
- That children know there is always someone who they can talk to, that will be listening to and the correct action taken.

This is put into practise by using set structures and patterns which give the children a feeling of security, whilst reducing the opportunity for inappropriate behaviour. In order to fulfil the requirements of this policy, the children must be clear about what is acceptable practise and what is not. **There must be consistency amongst all who are concerned with disciplining children.** All staff, both teaching and non-teaching must take responsibility for maintaining good discipline throughout school.

General Rules

- Behaviour targets/follow reminders on wall in prominent places
- Always walk around school
- Always be polite to children and adults
- Always be helpful
- Always treat others and their property with respect
- Follow our mission statement

Each child aware of always trying to move up the Class Behaviour Ladder.

Classroom

- Teachers should always be in class to receive children
- Children must arrive to lessons promptly
- They should enter and leave classrooms in an orderly manner
- They should settle to work quickly
- Other children and adults working around them should not be disturbed
- They should speak politely to everyone at all times
- They should show consideration and respect at all times for those around them and their property.

Around School

- Children should move around school in an orderly and calm fashion
- They should never run around school
- They should show respect to adults and other children around school
- The school buildings should be treated with respect
- Examples of good practice such as holding the door, orderly walking to and from assembly, should be highlighted and praised.

Playground

The playground should be a safe, happy place

- Children must not interfere with or spoil each other's games
- Games played should not result in injury to others
- Fighting or hitting someone is never allowed
- Playground equipment is allowed under the direction of teachers and lunchtime supervisors.
- Children should always respond to the directions and requests of lunchtime supervisors.
- Bullying is never tolerated. Bullying is when one child or group of children physically or verbally hurt another child knowingly and with intent
- Children should treat each other with respect
- Children should treat each other's property with respect
- Children should not be in the building without adult supervision
- Children should respond to the bell immediately and line up ready to go into school quietly.

Dining Hall

- Key Stage 1 children have their lunch first
- Key Stage 2 children should wait until they are called
- Children should eat their lunch in a polite manner, remembering their table manners and always eating food sitting at a table
- Incidents of good practice e.g. good manners, placing rubbish in bins, should be highlighted and praised
- They should show respect to the catering staff and lunchtime supervisors
- Food should never be dropped on the floor and uneaten lunch taken home

Rewards and Sanctions

It is important that all children feel valued and that there are suitable reward systems in school to support this.

It is through praise and encouragement that we strive to bring out the very best in our pupils. Positive encouragement and time invested in our children will always reap positive results.

We use two separate reward systems within school to help promote both positive learning behaviours and the living of the Gospel Virtues:

Each class has a **Behaviour Ladder**. This supports the children by encouraging them to further develop positive and constructive behaviours. The ladders are divided into different stages. Children start at the middle stage, 'Ready to Learn', and are then able to move up or down the ladder. Moving up the ladder enables children to achieve

rewards for their learning behaviours, moving down the ladder means that they have to encounter sanctions for unacceptable and/or negative learning behaviours. Class teachers reward behaviour which demonstrates a child working at their very best, while sanctioning behaviour which detracts from the child's learning.

Each week, everyone starts on Ready to Learn. On a daily basis, if a child is above Ready to Learn at the end of the day (e.g. Visit Mr Hayes, Sticker, Great Learning) they stay where they are for the next day. If they are below Ready to Learn (e.g. Warning, Miss a Break, Visit to Mr Hayes) then they will go back to Ready to Learn for the start of the next day.

The structure of the Behaviour Ladder is as follows:

Visit Mr Hayes

Sticker

Great Learning

Ready to Learn

Warning

Miss a Break

Visit Mr Hayes

We also use a House Point system. This is based on the Gospel Virtues which we promote on an on-going basis through the manner in which we live our lives at St Gabriel's. The Gospel Virtues are:

Loving - compassionate

Hopeful - faith-filled

Attentive - discerning

Curious - active

Wise - learned

Eloquent - truthful

Prophetic - intentional

Generous - grateful

Discerning - attentive

St. Gabriel's School has a rich and diverse Catholic Life programme; we believe our faith permeates all we do for, and with, our children. From the academic year 2015/16 we have adopted the Archdiocese of Birmingham's Catholic Schools' Pupil Profile. This means we will be working together, across all phases of the school to look at those values and virtues that come from the Gospel and teachings of Jesus. These values and virtues are taken from the Jesuit Institute, rooted in the

teachings of St Ignatius. A Pupil Profile has been created in which 8 pairs of complementary virtues have been placed together.

Each half term, our school will focus on one pair of virtues; we will spend time reflecting on the meaning of these virtues; how we see them in action in our lives and in the lives of others and how we can work to encapsulate these values in our lives.

All classes will discuss the meanings of the virtues; during assemblies and Masses, as well as during RE lessons, we will take time to consider and reflect upon them.

We will reflect quietly and peacefully together so that we can listen carefully and try to hear the inner callings of our hearts.

The Gospel Virtues are also linked to our House Point system. A child will receive a house point for living out any of the virtues and each half term, the child in each class with the most house points for virtuous behaviour will be awarded a certificate.

When a child demonstrates that they are living one of the Gospel Virtues, a teacher can choose to reward this through a House Point. Each child is in a different House (St Joseph, St Theresa, St Francis and St Bernadette) and the House Points they gain contribute to their overall House Total.

In order to ensure consistency of approach for the children, all classes use the Behaviour

Ladder and House Point systems. Other reward / sanction systems are not used within school.

Playground

- First incident - discretion of the teacher on duty/lunchtime supervisor
- Second incident - "time out". IF children are to stand out, a maximum time of 5 minutes is suggested. Supervisors will involve Senior Lunchtime Supervisor where necessary.
- Third incident - Assistant Head, Deputy Head or Head
- Fighting - Straight to the Assistant, Deputy or Head
- Children who persistently misbehave or who are un co-operative will have a lunchtime detention in a designated place with the Assistant Head, Deputy Head or Head. Children who are causing harm to others at lunchtime, may under the direction of the Head, and after other discussion with parents, be excluded from school at lunchtime. Serious incidents of misbehaviour are recorded by the Headteacher and parents are informed.

General

- A child who is giving cause for concern should be highlighted and discussed with a member/s of the Senior Leadership where appropriate. These discussions will be supported by evidence gathered in the Classroom Behaviour Log.

- A child may be withdrawn from normal lessons to work with senior members of staff
- Children may, under the direction of the Head Teacher, be excluded either temporarily or permanently from school. (Refer to Staffordshire County Council Policy. **Evidence must be well documented.**)

Emergencies

In an emergency, the child should be taken to the Assistant Head, Deputy Head or Head Teacher. If the class cannot be left, a reliable pupil should be sent with a message to the Assistant Head, Deputy Head or Head.

When disciplining children, physical restraint should not be used. It is only acceptable to physically intervene or restrain a child for safety reasons e.g.

- If the child is likely to hurt him or herself
- If a child puts him or herself in danger
- If he or she is likely to cause hurt or harm to another child or a member of staff
- If a child's behaviour is likely to cause damage to school property
- Parents will always be informed and a record kept by the Headteacher

Only a senior member of staff should restrain a child unless it is an emergency situation.

Any incident that involves a child having to be restrained should be reported and recorded in accordance with our Restrictive Physical Intervention Policy.

We aim, through the implementation of this policy, to ensure that our school community is a safe, caring community where there are high expectations of behaviour and self-discipline in our children.

Please refer to:

Appendix 1 - Expectations in the Classroom

Appendix 2 - Expectations around inappropriate e-safety behaviour

Appendix 3 - Hierarchy of strategies and techniques to promote better behaviour

Appendix 4 - Protocol for Involving Parents

Appendix 1 - Expectations in the Classroom

These issues to be promoted and explored through development of a class contract and constantly re-explored and re-visited through Circle Time, Class Council and individual talks throughout the year.

CLASSROOM

Every class teacher is ultimately responsible for the attitudes and behaviour of the children in their care. All the systems, processes, teaching styles should reflect this.

- All children will listen with their eyes and ears - quality audience
- Total respect at all times for speakers - one person speaking at a time. No talking out of turn (TOT)
- Unnecessary movement around the classroom is unacceptable - this is separate to building independence
- Fidgeting, toe tapping, playing with pens, hair, drumming on their desks is totally unacceptable
- Use of slyness, nasty facial expressions, unwanted gestures to provoke others is unacceptable
- An appropriate stance at all times e.g. chair - sitting on bottoms, no slouching or swinging. Pushing chairs in - responsibility for tidiness of classroom - encourage a POSITIVE POSTURE

TEACHERS MUST BE AWARE OF WHAT IS HAPPENING IN YOUR CLASSROOM AT ALL TIMES AND ALL PLACES

e.g. 360° vision - where are you sitting? Constant surveillance - preventing rather than dealing with consequences

- Independent work should be completed in a quiet environment to promote productive working environment - quality worker - success criteria
- Opportunities for discussion should be carefully controlled e.g. response partners, think - pair-share - time restraints
- Driving/constant/consistency - children need reminding every day
- I am the teacher - you will do as I say
- Awareness of authority
- You are here to learn
- Play hard, play safe, play fair

WITH TIME AND ENERGY TEACHERS MAKE IT HAPPEN - NO ONE ELSE CAN

Appendix 2 – ONLINE SAFETY – INAPPROPRIATE BEHAVIOUR/SANCTIONS

If members of staff suspect that misuse might have taken place, but that the misuse is not illegal it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation.

In such event the SWGfL "Procedure for Reviewing Internet Sites for Suspected Harassment and Distress" should be followed. This can be found on the SWGfL Safe website within the "Safety and Security booklet". This guidance recommends that more than one member of staff is involved in the investigation which should be carried out on a "clean" designated computer.

It is more than likely that the school will need to deal with the incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows.

Students / Pupils

Actions / Sanctions

Incidents:		Refer to Head of Department /Head of Year/other	Refer to Headteacher	Refer to Police	Refer to technical support staff etc	Inform Parents/Carers Access rights to network/Internet removed	Warning further sanction e.g. detention/exclusion
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable/inappropriate activities)							
Unauthorised use of non-educational sites during lessons							
Unauthorised use of mobile phone/digital camera/another handheld device							
Unauthorised use of social networking/instant messaging/ personal email							
Unauthorised downloading or uploading of files							
Allowing others to access school network by sharing username and passwords							
Attempting to access or accessing the school network, using another student's/pupils account							
Attempting to access or accessing the school network, using the account of a member of staff							
Corrupting or destroying the data of others							
Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature							
Continued infringements of the above, following previous warnings or sanctions							
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school							
Using proxy sites or other means to subvert the schools filtering system							
Accidentally accessing offensive or pornographic material and failing to report the incident							
Deliberately accessing or trying to access offensive or pornographic material							
Receipt or transmission that infringes the copyright of another person or infringes the Data Protection Act							

Staff

Actions / Sanctions

Incidents:		Refer to Headteacher	Refer to Local Authority/HR	Refer to Police	Refer to technical support staff etc	Warning / Suspension / Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable/ inappropriate activities)						
Excessive or inappropriate personal use of the internet/ social networking sites/ instant messaging/ personal email						
Unauthorised downloading or uploading of files						
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network using another person's account						
Careless use of personal data e.g. holding or transferring data in an insecure manner						
Deliberate actions to breach data protection or network security rules						
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software						
Sending an email, text or instant message that is regarded as offensive, harassment or a bullying nature						
Using personal email/ social networking/ instant messaging/ text messaging to carry out digital communications with students/pupils						
Actions which could compromise the staff member's professional standing						
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school						
Using proxy sites or other means to subvert the schools filtering system						
Accidentally accessing offensive or pornographic material and failing to report the incident						
Deliberately accessing or trying to access offensive or pornographic material						
Breaching copyright or licensing regulations						
Continued infringements of the above, following previous warnings or sanctions						

Appendix 3 – HIERARCHY OF STRATEGIES AND TECHNIQUES TO PROMOTE BETTER BEHAVIOUR

Behaviour Ladder / House Point
Gospel Virtues
Class Contracts

In class behaviour – book managed by teacher to sessional behaviour over the week with reward at the end to see JH/WB/ST

Circle Time – where they have caught child being good. Class Council to address regular issues/offenders. Work on good choices in classroom

Star of the Week
House Points
Rewards linked to the Behaviour Ladder

Moving up the Behaviour Ladder
Public Acknowledgement

LOW LEVEL DISRUPTION: STRATEGIES TO BE USED BY THE TEACHER

Move down Behaviour Ladder.
Formal warning – public threat of losing playtime/privilege

Move down Behaviour Ladder.
Definite loss of class privilege

Work completed at play/lunch/home time (organised by teacher)
Quiet aside chat to reflect on behaviour

POSITIVE PRAISE FOR GOOD BEHAVIOUR
Pick out good role model. Disrupters to reflect

LOOK, SINGLE NAMES USED, REMARK, GESTURE, TAP, SILENCE, HUMOUR

Standing up/Standing out
Isolation (time out within class)
Think – chair/desk

Quiet – aside
Motivational chat

Quality audience in 5 seconds + Others

SENDING A CHILD OUT OF CLASS SHOULD BE THE LAST RESORT

Classroom Behaviour Log to be completed if a child's behaviour is so poor that they have to be brought /sent/ removed to be dealt with by a member of SLT or Mrs McKay (Welfare Support) if appropriate.

Appendix 3 – PROTOCOL FOR INVOLVING PARENTS

Home/school relationships are of the extreme importance that our children are happy in their education. Parents and staff should work together to reach solutions which best benefit our children.

POSITIVE BEHAVIOUR

Teachers should seek the opportunity to inform parents of a child's positive, as well as negative, behaviour.

Examples of instances where parental contact should be sought:-

- Continuous good behaviour
- Acts of exceptional behaviour
- Where a child has been praised for good behaviour by a person/organisation to the school.

This could be communicated in person, by letter, by phone or by email.

NEGATIVE BEHAVIOUR

Where a child is displaying inappropriate behaviour, it is the duty of the school to seek parental contact, in order to best support the child.

Examples of instances where parental contact should be sought:-

- Disregard for school rules
- Continuous low level disruption in class/on the playground
- Acts of exceptionally poor behaviour i.e. fighting
- Significant deterioration in a child's behaviour
- When the school has received a complaint from outside regarding a child's poor behaviour

PROCEDURE

The initial contact with a parent is the class teacher. This may happen on a number of occasions.

If there is no improvement, the concern should then be raised with the Headteacher or Assistant/Deputy Headteacher who will also speak to the parent. If there is still no improvement, the Headteacher or Assistant/Deputy Headteacher will request a more formal appointment with the parent and/or child.

This may involve our 3-stage letter system:

Behaviour Letter - stage 1

Behaviour Letter - stage 2

Behaviour Letter - stage 3

However, if there is a serious breach of school rules, the Headteacher or Assistant/Deputy Headteacher may intervene at an earlier stage.

PARENTS CONTACTING SCHOOL

Where a parent has concerns about issues which may affect their child in school, they should initially contact the class teacher. However, if the issue is of a more serious nature, they can contact the Headteacher or Assistant/Deputy Headteacher at an earlier stage.

Where an issue is a first-time event or of a low level and the parents seeks to contact the Headteacher or Assistant/Deputy Headteacher, they may be directed to speak to the class teacher first.

J Hayes
Headteacher

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