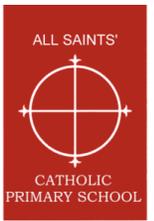


All Saints' Catholic Primary School

Behaviour and Discipline Policy



Rationale

All children should be valued and seen to be created in the image and likeness of God. All disciplinary action should be designed to correct rather than to punish. Its aim should be to provide moral guidance and a means of satisfying integration of the individual in to school society.

The school accepts the principle that good behaviour is a necessary condition for effective teaching to take place and therefore seeks to create an environment which encourages and reinforces good behaviour. The school acknowledges that society as a whole expects good behaviour to be an essential outcome of the educational process.

Following on from these tenets, we conclude that the needs of the group can outweigh the needs of any one individual. However, in seeking to define standards of behaviour we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. Just as we measure academic achievement in terms of progress and development over time, so we measure standards of behaviour in terms of the child's developing ability to conform to our behavioural goals. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and Caring skills. In 'loco parentis', we are good Carers who strive to bring up their children in a caring, loving and disciplined manner.

This Policy uses the term 'Carer' to refer to Carers/ Guardian or other responsible adult who is acting in 'loco parentis'.

Our Aims

- To promote self-esteem, self-discipline and positive relationships
- To define and promote acceptable standards of behaviour
- To create an environment which encourages and reinforces good behaviour
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage consistency of response to both positive and negative behaviour.
- To encourage the involvement of Carers in the implementation of this policy.
- To determine what sanctions will be applied when rules are transgressed and to make these sanctions known to pupils and Carers
- To give incentives to pupils who behave honestly, respectfully, considerately and responsibly.

Desired standards of behaviour

The school has a set of rules ('The Golden Rules'), created by the children, to which every child, and adult, is expected to aspire. These 'Rules' exist to ensure that a safe and harmonious atmosphere prevails and to provide clear guidelines on what is acceptable in terms of behaviour.

Our 'Golden Rules'

(create by the children February 2016)

1. We are a school family where we look after each other and always try to make each other happy.
2. We think about other's feelings and treat each other as we would like them to treat us.
3. We always tell the truth, however hard.
4. We are proud of our school and keep it tidy: we look after our things and those belonging to others.
5. We show respect and listen when others speak.
6. We forgive when somebody has made a mistake for which they are sorry.
7. We are proud of all our special gifts and talents: we celebrate them, and those of others.
8. We are ready to learn and try our best in all that we do.

Dress code

- Children should wear school uniform
- They should try to be tidy at all times.
- They should have all their clothes labelled with their names.
- They should look after their clothes.
- They should respect other people's clothes and property.
- Children may wear small stud ear rings and a watch, but due to health and safety no other jewellery is permitted. All jewellery should be removed for P.E. lessons.
- They should have traditional haircuts, avoiding steps, sculpturing or dyed hair.

At Home-time

- Children should wait for their Carer if they are being collected
- They should return to school if the Carer has not arrived and should inform a teacher.
- They should go straight home if they are given permission to go home alone.

Rewards

'Golden Time'

- Earning Golden Time will be a team effort. At the start of a half term, the class will decide what their Golden Time reward will be e.g. film afternoon, picnic at the park, sport activity afternoon, games challenges. The children can earn up to 2 hours of Golden Time and this will take place one afternoon on the last week of half term. A Golden Time Counter / clock will be displayed in each classroom.
- Golden Time is earned through hard work by the class, special extra efforts, whole class good behaviour etc. This is at the teacher's discretion.

Houses and House Points

- At All Saints' we have four Houses: St Patrick, St George, St Andrew and St David. All the children have been allocated to one of these and will be given a badge to wear corresponding to the colour of their House.
- Each pupil can earn House Points by showing hard work, good manners, keeping the Golden Rules, showing acts of kindness etc. These can range from one to five team points at a given time.
- House Points will be recorded in class and counted up every Friday lunchtime by House Captains in Year 6. Each week the House achieving the most House Points will be announced in the assembly on Friday, where a cup will be presented. The points will then be added up weekly, culminating in an overall winning team who will have an extra playtime, and a special treat, at the end of each half term.
- Each House is overseen by teachers who support and encourage the children at half-termly House-Meetings, to achieve house points.
- Throughout the year 'Inter-house' competitions will be held.

'Passports' and 'Golden Tokens'

- Each child will have a 'Passport' in which they can collect tokens for doing something special that is deemed to deserve a reward of more significance than '5 House Points' e.g. high standard of work, excessive act of kindness, something remarkable, extra effort (including at home)
- In their 'Passport' will be space for 10 tokens (stickers) for them to collect.
- Once 5 tokens have been achieved, a prize from the Headteacher may be chosen.
- One full 'Passport' of 10 tokens achieved in a term will result in a special bronze award, two in two terms will result in a silver award and three in a year will result in a gold award. A gold award will have an additional prize too.
- These will be calculated at the end of each term.

No Yellow Cards (see below) in a Whole Year

Any children who do not receive any yellow cards in a school year will receive a special prize from the Headteacher.

Lunchtimes

Lunchtime staff can award 'Lunchtime Well Done' slips which are given to class teachers following lunch time and then celebrated in class, these feed into the whole school reward system. Lunchtime staff also award certificates for positive behaviour and helpfulness which are celebrated with the whole school during weekly assemblies.

Lunchtime staff can issue 'Blue Cards'. These are for a breach of one of the Golden Rules during lunch times. The Lunch time staff will write on the back of the Blue Card explaining the breach, and give this to the child's class teacher who then decides on the action to be taken.

Playtimes

In the playground, children can use the 'Friendship Bench' if they are feeling lonely or without a friend. Trained 'Playtime Buddies' will help these children to find a friend or organize a group activity/game.

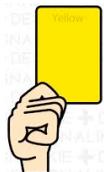
Certificates

Each Friday, a 'Celebration Assembly' is held. Two children from each class receive 'Headteacher Certificates' and stickers to acknowledge achievement and effort.

Sanctions

Most instances of poor behaviour are relatively minor and can be dealt with adequately through minor sanctions. Whereas it is true to say that each incident will be judged by its own merits, generally speaking Parents and Carers will be contacted before major sanctions are applied. Also, whenever behaviour is seen to be deteriorating Carers will be informed initially by the Class Teacher and information sought.

Yellow Cards



Yellow cards will be issued if a child breaks a 'Golden Rule' twice in any given time - appropriate to age.

Yellow cards will be given at the teacher's discretion. Special circumstances will be considered.

*Each yellow card will be recorded by the teacher and 10 minutes will be missed from their playtime.

*Time can be earned back if positive efforts have been made to make up for the mistake.

*Parents will be informed if 3 yellow cards are given, for the same issue, in the same day, this will result in a Red Card being given, all playtimes will be missed for that day.

Red Cards



Red cards will be issued if a child:

- Is deliberately violent towards another child or intentionally hurts another person
- Rude to others e.g. inappropriate language
- Wilfully damaging another's property
- Serious disruption of lesson
- Receives three yellow cards for the same issue in the same day. This is classed as persistent bad behaviour.

Red cards will be given at the teacher's discretion. Special circumstances will be considered.

*Each red card will result in an immediate sanction:

- Sent to the Deputy Headteacher, who will record details of the incident.
- Missing Playtime

*Parents will be informed if a Red Card is given.

*Three red cards in a half term will result in no Golden Time. This will be at the Head and Deputy Headteachers' discretion.

EXCLUSION

A decision may be taken to exclude a pupil from school or a specific activity if:

- there has been a serious breach or series of breaches of the school Behaviour & Discipline Policy
- if the pupil's behaviour has harmed another child/adult
- allowing the pupil to remain in school or participate in an activity would seriously harm the educational and/or physical welfare of the pupil or others in the school.

The school will act in a robust, fair and defensible manner and have regard for its statutory duty not to discriminate against pupils on the basis of protected characteristics such as disability or race. School will give particular consideration to the fair treatment of pupils who are vulnerable to exclusion.

The school will consider alternatives to exclusion e.g. Restorative Processes, internal exclusion, managed moves, mediation.

Unacceptable behaviour which might result in exclusion includes:

- Physical violence

- Racism
- Theft
- Verbal abuse
- Bullying
- Vandalism
- Refusing to follow instructions

For all exclusions the Headteacher (or in her absence the Deputy) will refer to Trafford's Exclusion Guidance and will use standard letters to parents which include statutory information.

Only the Headteacher can authorise a permanent exclusion, but in her absence the Deputy head can authorise a fixed term exclusion.

Following two or more fixed term exclusions a multi agency assessment will be considered.

Monitoring information will be passed to the L.A. on a termly basis, as requested.

Behaviour & Classroom Management

Classroom management and teaching methods have an influence on children's behaviour. The classroom environment gives clear messages about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays can all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an atmosphere conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help to develop self-esteem by demonstrating the value of the work of the individual. Teaching methods should encourage enthusiasm and an active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. As far as possible, criticism should be a private matter between teacher and child to avoid resentment.

- The school's behaviour strategies are consistent and include the teaching of good behaviour (e.g. through RE lessons, PSHE & Citizenship, Assemblies and Circle Time). Different approaches are considered appropriate due to age or cohort needs.
- The school employs clear referral routes and behaviour management hierarchy for both positive and negative behaviour.
- Restorative Practice is used as a day to day tool to support pupils in developing good behaviour, self-discipline and respect for others.

Peer Support:

- Play Leaders and 'Buddies' are trained in supporting peers to play co-operatively/safely and look after equipment at play and lunch times.
- Bespoke strategies involving small groups (or whole classes when deemed appropriate) are used to support individuals and groups to improve/change behaviour

The Role of Staff

For Staff to maintain and support agreed standards we need to:

- show love for, and take pride in, the children
- be sensitive to the needs of children
- insist on high standards at all times
- be clear and fair
- be consistent
- be full of praise and joy for good work and behaviour
- show appropriate disapproval for poor work and behaviour and take appropriate follow up action
- be visible on the playground at the start and end of the school day
- take pride in classrooms
- inform the Head Teacher or Deputy when difficulties cannot be resolved

The role of the Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for determining measures to be taken with a view to promoting self-discipline and proper regard for authority from pupils

The role of the Governing Body

The Governing Body plays a key role in influencing the ethos of the school. It has a responsibility to support the Headteacher, Deputy Headteacher and Staff in maintaining high standards of discipline. The Governors should agree a written statement of the general principles of the school's behaviour policy and in so doing should take the professional advice of the Head Teacher as well as consulting others as they see fit.

Liaison with parents and other agencies

Parental involvement and support is vital in ensuring good behaviour in school and so parents will be informed of any serious deterioration of their child's behaviour so that school and home can work together to ensure good behaviour in the future. The Golden Rules form part of the Home/School agreement.

A copy of the Home/School agreement is given to all children at the start of a school year and this is signed by the person with parental responsibility for the child and the child. If there is a change in parental responsibility, then the adult concerned will be asked to resign. For children in care, the person signing the agreement will be the one with the day to day care of the child.

- Teachers will make contact with Parents and Carers regarding behaviour issues to arrange a mutually convenient time to meet with the classteacher in the first instance, (Deputy Headteacher and then Headteacher if deemed necessary).
- In considering inclusion and equality, staff will not discuss other pupil's sanctions with parents/carers.

Parental Behaviour

In line with Trafford guidelines: the school 'will not tolerate violence, threatening behaviour or abuse of any kind against school staff. Any person who verbally or physically assaults school staff will be immediately reported to the police. The school will pursue all avenues and appropriate actions to secure convictions'.

Refer also to the school's Protocol for Terms of Access by Parents to School Premises

This Policy will be reviewed on a two year cycle, remembering that our school provides an improving environment and, as such, is prepared for positive change.