



ST VINCENT'S

Promoting Good Behaviour and Discipline Policy

Mission Statement

Jesus, be the centre of our lives.

*As a Catholic School, we take the mission of Jesus Christ as
the centre of all that we do.*

*The home, parish and school come together to
provide a caring family atmosphere through:*

- *practising the Gospel teaching of love, trust and forgiveness;*
- *valuing each member of our school, treating everyone with respect and courtesy*
- *encouraging each child to do his/ her best, by developing their self-esteem*
- *recognising the God-given talents of all, so ensuring equal opportunity;*
- *providing a safe, caring, challenging, happy and prayerful environment;*
- *leading the children to be aware of and respond to the needs of the wider community*

This policy was reviewed in September 2019 and is due to be reviewed by the Governing Body in September 2021

Signed by Chair of Governors:

Signed by Headteacher:

Rationale

Our aim at St Vincent's is to provide a happy and secure environment for all. All pupils are encouraged to behave appropriately through positive reinforcement strategies adopted by all staff. It is our belief that every person has the right to a peaceful environment in which to work and play and that all share the responsibility to ensure that the principles outlined in the Mission Statement are evident in the way we behave towards each other. We aim to follow the example of Jesus where negative behaviour is challenged and corrected in the spirit of continual improvement and forgiveness.

We are committed to safeguarding and promoting the welfare of the children and young people and we expect all staff and volunteers to share this commitment. The promotion of good behaviour is implicit in our Mission Statement contributing to a supportive working atmosphere, social development and an appreciation of Gospel values and their practice.

To achieve the expected standard of behaviour and conduct across the whole school, all inappropriate behaviour which breaks the school rules is addressed promptly, calmly and consistently.

In keeping with our mission statement every member of our school has a right to:

- be recognised for their unique identity
- feel valued and be treated with respect and dignity
- learn and work in a safe and effective environment

We promote excellent behaviour, self-discipline and respect. We expect all pupils to be able to complete assigned work without interruption of behaviour that reduces children's ability to do their best and be the best that they can be. We have a zero tolerance approach to bullying.

Aims

- ✓ To create a positive working environment that encourages and reinforces expected behaviour
- ✓ To define acceptable standards of behaviour through the use of the school rules.
- ✓ To provide a consistent structured approach of dealing with negative behaviour.
- ✓ To promote self-esteem, self-discipline and positive relationships between pupils and adults and pupils and their peers.
- ✓ To ensure that the school's expectations, strategies and systems are known and understood.
- ✓ To encourage the involvement of both home and school in the implementation of this policy.

Our School Rules

1. Treat others as you want to be treated.
2. Do your best in everything you do.
3. Always use kind hands, feet and words.
4. Use equipment and spaces for their intended purpose.
5. Listen first, then talk if you need further instructions or if the task requires it.

Following School Rules

We expect everyone to adhere to the school rules as well as:

- show consideration and courtesy to everyone at all times □ speak using ‘indoor voices’, politely and respectfully at all times
- respect his/her own and other people’s belongings
- take care of the environment both inside and outside of school
- move calmly and quietly around the school
- respond sensibly to tasks set
- work under the guidelines of the adult leading the learning e.g. in silence during extended writing tasks, in groups with group talk etc. allowing learning to take place at all times

Expectations

To achieve the priorities expressed in our Mission Statement we expect everyone to:

- show consideration and courtesy to everyone at all times
- to respect and celebrate diversity in all areas and recognise these differences in each other in the spirit of equality and inclusivity
- speak politely and respectfully at all times □ respect their own and other people’s belongings
- take care of the environment both in and out of school
- move calmly and quietly around the school
- listen attentively to instructions
- respond sensibly to tasks set
- work quietly without disturbing others.



Living the Statement

At the end of each week a pupil is selected in each class, through pupil voice, who they consider to be a good example of ‘living the statement’. Statements support and reflect our whole school ethos and values which are summed up in our mission statement:

Jesus, be the centre of our lives

The selected pupil is presented with a certificate as “Living the Statement Ambassador” (**Appendix 1**) during the whole school Friday Celebration Assembly. The Class Teacher reads out a selection of comments made by other children about the recipient

Children who have made exceptional progress, or demonstrated an increased effort or pride in the presentation of their work, are also acknowledged during our weekly celebration assembly. In addition a ‘Pen Licence’ may be awarded to pupils in KS2.

Other Incentives and Rewards

The school places great importance on praise and reward to achieve the positive behaviour in an outstanding learning environment. We aim to develop the children’s confidence and self-esteem and focus on good behaviour for learning through the following:

- ☺ Early Years have a positive approach to behaviour management – see **Appendix 2.**
- ☺ Verbal praise and encouragement.
- ☺ Positive written commendations on work, including the use of stamps and stickers.



- ☺ House points are awarded for good work and for outstanding behaviour and attitude. Each child has a House Point Card to record any house points s/he is awarded. This allows the child to achieve the following awards:
 - Bronze – 50 house points.
 - Silver – 100 house points
 - Gold – 150 house points.
 - Platinum – 200 house points.

A certificate will be presented for each award and a voucher on receipt of the Platinum Award. House points are collated and a winning house recognised each term.

- ☺ Share good work within class.
- ☺ Share work showing good progress or attainment with the headteacher/SLT.
- ☺ Displaying pupils' work with respect.
- ☺ Individual staff may also use their own class based reward system.

Sanctions

Rewards are central to the encouragement of expected behaviour. However, there is also a need for sanctions which highlight the consequences of unacceptable behaviour which impacts negatively on the learning environment or puts at risk the welfare of other pupils, staff or themselves. . The following sanctions are used in our school:

- ☹ Verbal warning.
- ☹ Loss of some playtime or lunch time.
- ☹ Complete task in another classroom; parents are informed at the end of the day.
- ☹ If behaviour does not improve sufficiently then the child is put on a relevant Behaviour Card (**Appendix 3**) which is monitored daily by senior staff. For KS2 these are:
 - ❖ Yellow – for internal monitoring. The child is graded for each lesson and playtimes and the card is signed by a senior member of staff. The child also assesses his/her own behaviour.
 - ❖ Green – as with yellow but the card is also taken home for a parent/guardian to sign.
 - ❖ Orange – used for a one-off incident and sent home for a parent/guardian to sign.
 - ❖ Red – used to inform parents that their child has been rude to a member of staff.



The above cards are also used for Key Stage 1 pupils but are modified with the use of sad and smiley faces. A child will remain on the card until their behaviour meets school expectations or when the card is no longer effective.

Recording and referral of Behaviour Incidents

When a child does not meet the school's expectation for positive behaviour then monitoring procedures will be put in place to support the child with improving their behaviour. At this point, a senior member of staff will be involved in discussions with the pupil and Class Teacher, and if appropriate, with parents. All behaviours will be recorded electronically using CPOMs and member/s of staff who dealt with and/or witnessed the behaviour will record the incident on CPOMs.

Any referrals made by the staff should be to:

- Reception and Nursery - Early Years Leader
- Years 1 and 2 - Key Stage 1 Leader

- Key Stage 2 – Deputy/ Assistant Headteacher

Moving around the school

Children are expected to move around the school in a sensible manner, demonstrating awareness of others and their own safety. There is a simple traffic light system promoting safe and orderly movement around the school. Children should face the direction they are walking in and should move around the school quietly. Good manners are always encouraged and pupils are expected to step aside to allow adults/visitors or other children carrying equipment to pass. Politeness is openly promoted and rewarded.

Prejudicial Incidences

We have a zero tolerance approach to any prejudicial activities or remarks, such as those involved in bullying, racial or sexual discrimination. We recognise that such behaviour can take many forms and is often motivated by prejudice or differences between children. We seek to ensure that all people in our school community are valued. Any prejudicial incidences will be referred to a senior member of staff and recorded electronically on CPOMs. Please refer to our school's Anti Bullying Policy for further guidance on how the school deals with any bullying incidences.

Outside school

The school will respond to negative behaviour or bullying that is reported to the school from outside agencies and may discipline pupils for misbehaviour when the pupil is:

- wearing school uniform;
- taking part in any school organized/activity related event;
- travelling to or from school;
- posing a threat to other pupils/members of the public; □ adversely affecting the reputation of the school.

Exclusions

Whilst reserving the right to use exclusions as a last resort, or where the severity of an incident means an exclusion is an appropriate step to take, every effort will be made to avoid such a measure. If such action is to be taken then the severity of the situation will be considered when determining the length.

Exclusions can also be applied for the lunchtime period only.

At times it may be more appropriate to implement an internal exclusion. In this case, a child would be removed from the normal timetable, away from other pupils in their class, and work under the supervision of another class teacher in a different class.

Physical Restraint

Steps, such as dialogue and diversion should always be taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. If this is the case then the following points should be noted:

- If a child is physically aggressive in the classroom then the rest of the children should be removed.
- The office should be notified immediately of a serious incident, by use of the telephone.
- Whenever possible, staff trained in TEAMTEACH should be the ones to restrain a child.

- Staff should have good grounds, such as the risk of injury to persons or damage to property.
- Only minimum force should be applied. Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.
- The time, date and duration of a restraint should be recorded and also the type of restraint used.
- What led to the restraint and any comments from the child should be recorded.
- The headteacher should be notified, on the day, of a restraint being used and parents informed. Any follow up with the child, member of staff and parent should also be recorded.
- The restraint needs to be recorded on a Physical Control and Restraint Pupil Record Form. **Appendix 4. Form then needs scanning and uploading onto CPOMs**

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary.

Any actions will be carried out as formulated in our “Care and Control Policy”.

Confiscation

Any prohibited items (such as items of high value e.g. mobile phone/ fitness trackers or potentially harmful items. Examples include: Sticks and stones/ Sharp objects) found in children’s possession will be confiscated. These items will not be returned to children. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching and screening children is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

Children with on-going concerns

When a child’s behaviour is of an on-going concern then an individual programme of support and procedures will be put in place. These are shared and agreed with parents and will involve a senior member of staff supporting both the child and the class teacher. This may include a referral to an outside agency, such as Behaviour Support or the Educational Psychologist.

Critical Incidents

Serious incidents, such as the ones listed below, must be recorded on CPOMs and a member of SLT alerted to verbally:

- Any physical confrontations between pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.
- Threatening behaviour.
- Incidents of smoking, solvent or drug abuse.
- Pupil absent from the site without permission.

The Governing Body will monitor any of the above incidents.

Appendices

Appendix 1: “Living the Statement Ambassador” certificate

Appendix 2: Early Years Positive Behaviour

Appendix 3: Behaviour Cards

Appendix 4: Physical Control and Restraint Pupil Record Form

'Living the Statement' Ambassador



APPENDIX 1

Statement to live by _____



Ambassador of the week is

APPENDIX 2

EYFS Procedures – these follow the school behaviour system but are adapted in view of the age of the children

In the EYFS we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. The overarching message is to treat others as you would wish to be treated. Children are praised for good behaviour and poor behaviour is dealt with promptly and appropriately.

How we encourage positive behaviour

- We use praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards.
- If appropriate, we refocus the child's attention on another activity and then praise immediately.
- We focus on activities and routines that encourage sharing, negotiation and cooperation.
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up classroom rules for behaviour within our setting.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children to resolve conflicts with other children.

Any incidents that are judged as severely unacceptable behaviour must be recorded using a Behaviour Incident Form. This will then be shared with parents and if necessary this will be followed by a monitoring period that the parents are made aware of. A monitoring sheet is kept for each child to track incidents.

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Any Behaviour Referral Forms (Appendix 4) that are completed will be shared with EYFS Leader and then with the Head Teacher.

Appendix 3 – Behaviour Report Cards

Internal Monitoring Card – Yellow

Internal Monitoring Card	Name:
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Date	.../....	.../....	.../....	.../....	.../....	.../....	.../....	.../....	.../....	.../....	.../....
9.00 – 11.00	P	P	P	P	P	P	P	P	P	P	P
	S	S	S	S	S	S	S	S	S	S	S
Break											
11.20 - 12.15	P	P	P	P	P	P	P	P	P	P	P
	S	S	S	S	S	S	S	S	S	S	S
Lunch											
1.30 - 3.20/30	P	P	P	P	P	P	P	P	P	P	P
	S	S	S	S	S	S	S	S	S	S	S
Senior Teacher											

P = Pupil grade S = Staff grade

Key: **1** = Positive, hard working; **2** = Generally attentive and on task; **3** = Lack of effort/insufficient work; **4** = Disruptive/Unresponsive

Senior Staff Monitoring Card – Green

Senior Staff Monitoring Card **Name:**

Dear Parent / Carer

Your child has been placed on this report card following some persistent unacceptable behaviour. The card will be monitored by a senior member of staff and sent home each evening so you will be aware of how your child is responding. Please initial the card each evening, in the appropriate place, and return to school the next day. Thank you.

Date	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...
9.00 – 11.00											
Break											

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11.20 - 12.15											
Lunch											
1.30 - 3.20/30											
Senior Teacher											
Parent / Carer											

Key: 1 = Positive, hard working; 2 = Generally attentive and on task; 3 = Lack of effort/insufficient work; 4 = Disruptive/Unresponsive

Incident

Report Card – Orange

Incident Report Card **Name:**

Dear Parent / Carer

Unfortunately, your child has been referred to a senior member of staff,, following some unacceptable behaviour. Brief details are given below but please contact the named member of staff if you require further details. Please sign the card this evening, in the appropriate place, and return to school tomorrow. Thank you.

Date	Period: 1 = Before/After School 2 = In class ¾ = Play/lunch time	Incident	Parent's signature

Rudeness Card – Red

Rudeness Card **Name:**

Dear Parent / Carer

Your child was spoken to today by a senior member of staff,,
for speaking rudely to, or showing disrespect towards, another member of staff.

.....

Please speak to your child about this unacceptable behaviour. If there is a repeat of such behaviour then the above member of senior staff will contact you personally. Thank you for your support in this matter.

St Vincent's Primary School

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for all.

Mrs Armstrong
Head Teacher



Please sign and return to acknowledge receipt of this card

Parent signature:
