



## **St Gabriel's Catholic Primary School**

### **Behaviour and Discipline Policy**

## **Mission Statement**

### *'Nurturing Hearts and Minds'*

God's love is at the heart of all that we do at St Gabriel's Catholic Primary School.

Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

At St Gabriel's children learn to love, respect and care for each other and God's entire world. Our school is a place where children are filled with a love of life and learning.

As a school we are aware of our duties under the Equality Act 2010, and we take account of pupils race, religion and culture, and of pupils with SEN, a disability and the circumstances of other vulnerable pupils. We aim for this policy to work for the majority of pupils, however on occasion, we understand that adaptations may need to be made depending on circumstance.

### **Aims and expectations**

1. 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's 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.
  - For the school's mission statement to be evident in the day to day running of the school.
  - To develop a consistent approach to behaviour throughout the school, supported by parental co-operation and involvement.
  - To develop a caring Christian atmosphere within the school.
  - To foster positive attitudes towards everyone where learning and achievements at all levels are acknowledged and valued.
  - To enable each child to recognise their responsibilities to others.
  - To develop increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.
  - To make boundaries of acceptable behaviour clear to ensure safety of self and others.
  - To teach and model expected behaviours, to act as appropriate role models.
  - To enable home and school to work together towards a common goal.
  - To build positive working relationships with all members of our school community.

Our school values are our 'school rules'. Shared within our whole school community and consulted with our pupils, these values represent all we seek to be in our lives. These are our 'Be' values. This is our starting point for who we are, reflecting our mission, reflecting Christ's teaching to 'love one another'. These values we believe are clear for all pupils to understand and promote within school.

Our 'Be' Values

**1. Be respectful**

'I will respect our school, everybody and everything within it, and beyond'.

**2. Be Kind**

'I will have kind hands, use kind words and have a kind heart'.

**3. Be Polite**

'I will use my manners saying please, thank you, excuse me and sorry, and for being thankful for all that I have'.

**4. Be Safe**

'I will take care of others and myself'.

**5. Be Your Best**

'I will work hard, with a positive attitude to be the best I can be'.

**2. Rewards and sanctions**

**2.1 What we do to encourage good behaviour.**

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. Far from wanting to 'catch' children doing wrong, we want to 'catch' them performing well and reward them appropriately. 'If a child lives with encouragement he /she learns confidence'.

- We teach our children that we are all part of God's creation and as such, each individual should be treated with respect.
- We make clear our expectations of good behaviour.
- We model, teach and promote mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise good behaviour both privately and publicly.

**2.2** We also celebrate the achievements of all our pupils. In celebration of a child's positive behaviour we use several strategies and rewards.

- Teachers congratulate children with positive acknowledgements daily.
- A quiet word of encouragement.
- A public word of praise in front of group, class or assembly.

- A written comment on pupil's work, either in general terms or to achieve a specific purpose of increasing motivation.
- A visit to a more senior member of staff and/or Head Teacher for commendation – either verbal or written.
- Teachers and the Headteacher reward children, for consistent good work and behaviour, and also to acknowledge outstanding effort or acts of kindness.
- Opportunities for greater responsibilities.
- Stickers are awarded for good work, good behaviour, helpfulness etc, initially by the class teacher then for outstanding achievement by the Head Teacher or Deputy Headteacher resulting in 'A Headteacher Award'.
- Each week we nominate a child from each class to be 'Star of the week'.
- Each 'Star of the week' receives a certificate in the school assembly.
- Each week we nominate a child from each class to receive 'A Kindness Award' in the form of a certificate, celebrating a specific act carried out that week.
- End of year awards are shared for Star of Year, Our School Values Award and a Progress Award.

### 2.3 In support of all of these strategies we employ a House Point system.

All children in the school are split into four house teams: St Mary, St Joseph, St Theresa and St Oscar Romaro.

House points are awarded to children who display good behaviour in class and around school and evidence our 'Be Values'. When children are awarded a house point, they are recorded and then counted, with the winning team announced in a celebration assembly. The house points are intended to encourage and reward good behaviour, whilst promoting teamwork amongst children in each house.

### 2.4 In identifying the 'positive' behaviour, St Gabriel's promotes the 'Good to be Green' strategy.

#### **'Good to be Green' Behaviour Scheme**

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see Behaviour Policy).

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day/lesson, they can start afresh the following lesson/day.

Every child starts their day/lesson on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to

associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is acknowledged and can be awarded a house point.

If, during the day, in lessons, or at break times, a child has to be warned of their behaviour, the second warning brings a 'time to think' card placed on the table where then pupil is working, reminding them of the expectations. If the pupils chooses to continue with inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences. A Red Consequence Card would equate, for example, to 5 minutes off playtime.

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistent behaviour would equate to a red card which would then have a consequence of loss of playtime of lunchtime. Persistent unacceptable behaviour could result in a temporary/permanent exclusion. A child who has received three red cards in a week would be a cause for concern, and parents would be notified.

Teachers and all staff respond to inappropriate behaviour using the 'Good to be Green' scheme.

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for very good behaviour by being awarded further house points or certificates presented in Friday's Congratulations Assembly. In addition, there are a wide range of school initiatives and programmes which reward appropriate/ good behaviour, and these are outlined further below.

- 2.5** The school employs a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

All classes from Reception to Year 6 follow the 'Good to be Green' scheme.

- 2.6** Golden Time is used in each class as an incentive for all children to remain on 'Green' in the form of an additional 10 minute break. This is awarded each Friday in KS2 and in KS1 where additional time is given to being outside.

- 2.6** The class teacher discusses the school 'Values' with each class. Each class will display these values. In this way, every child in the school knows the standard of behaviour that we expect in our school.  
Each class will also have its own classroom code, (to ensure the classroom works effectively and is kept tidy etc) which is agreed by the children and displayed on the wall of the classroom. If there are issues of poor behaviour there are opportunities for children to voice concerns and find resolutions.

- 2.7** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children feel safe in school.

**2.8** All members of staff are aware of the advice for headteachers regarding the use of force by as set out by the DfE 'Use of reasonable force, Advice for headteachers, staff and governing bodies' (July 2013). The use of positive handling for staff is **ONLY** to only intervene physically to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

### **3. The role of the class teacher**

- a) It is the responsibility of class teachers to ensure that the school values are promoted in their classes, and that their classes behave in a responsible manner during lesson time. These are supported through using the 'Good to be Green' scheme.
- b) The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

**3.1** The class teacher treats each child fairly and promotes expectations consistently. The teachers treat all children in their classes with respect and understanding.

**3.2** The class teacher with the support of the headteacher liaises with external agencies, As necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, school nurse or LA behaviour support service.

**3.3** The class teacher may contact a parent at any time if there are concerns about the behaviour or welfare of a child.

### **4 Lunchtimes**

**4.1** During the midday break, the children are in the care of the Lunchtime Mid-Day Assistants. The Head Teacher is generally on site but in his absence the Deputy Headteacher takes responsibility. Other staff can be on duty in the dining hall and other staff are on site and can be called upon in an emergency.

**4.2** The Midday Assistants are responsible for upholding the values and expectations held by the school. This involves:

- ensuring they are aware of the school behaviour policy and the hierarchy of consequences for positive and negative behaviours
- ensuring the children are in the correct place at the correct time.
- supervising the children in the playground at lunchtimes.
- dealing with accidents and making lunchtime safe and sociable for everyone.
- ensuring children are supervised in their classrooms during wet lunchtimes.
- rewarding good behaviour with praise.

**4.3** At all times the Mid-Day Assistants must remain unbiased. A reasoned approach is one that is firm, but fair and never threatening in the form of staff shouting. This procedure will be used by all the Mid-Day Assistants in conjunction with the staff. If problems with behaviour arise at lunchtime, children should be taken to one side and reminded of the school principles. This reasoned approach, offering the choice to acknowledge the inappropriate behaviour and seek suggestions from the pupil to move forward is always the desired approach. Problems should, however, be kept in perspective. Again, no misdemeanour should be carried forward to a following day.

Each day is a new day.

- 4.4** Should a serious incident occur which needs to be reported to the class teacher, the name of the pupil is recorded in the Lunchtime Behaviour log (at Reception) and relayed to the class teacher.
- 4.5** Stickers are issued to a child will identify a 'positive' behaviour observed which can be relayed to the class teacher at the end of lunchtime.
- 4.6** Positive strategies will work for the majority of the time and with most pupils. When they don't Midday Assistants will firstly:
- Ask the child to stop misbehaving.
  - Take a reasoned approach to discuss incidents with the child/children involved (away from peers if necessary)
  - Encourage children to try to resolve disagreements themselves
  - Where deemed necessary, staff should inform a class teacher or senior member of staff.
- 4.7** The midday assistants on the playground will assess the incident. If they feel that it is a minor one, (e.g. one which has not happened before and where no one has been injured), they will have speak to the pupil quietly, taking a reasoned approach with all children involved and suggest ways to move forward and make the correct choices next time.  
If the incident is a regular occurrence or if a child has been injured as a result of deliberate action and of a more serious nature then details will be passed to the class teacher.

#### Example behaviours and consequences

<b>behaviour</b>	<b>strategy</b>
Falling out/arguing	reasoned approach
Name calling persistent	reasoned approach time out area
Rude to peers persistent	reasoned approach time out area, recorded in behavior log
Aggressive behaviour  2 <sup>nd</sup> aggressive behaviour	time out area, recorded in behavior log, , teacher informed  Send to senior member of staff Contact parent
Rude to staff/shouting/ignoring instruction	Send to senior member of staff Contact parent
Using foul or abusive language	Send to senior member of staff Contact parent

- 4.8** If the class teacher thinks it is necessary, the incident will be reported to a senior

member of staff or Headteacher. The Head Teacher will decide the course of action and next steps. If the number of log book entries is too frequent (i.e. more than 3 in a two week period) then a child reaching this level of sanctions, will receive a letter home. If this pattern of behaviour is continuous then more detailed intervention may be required.

- 4.9** If a behaviour occurs that is considered serious enough to require immediate intervention (for example, a physical attack or a significant threat to safety) then a senior member of staff or the headteacher will act accordingly involving parents and other agencies where necessary.

## **5 The role of the headteacher**

- 5.1** It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2** The headteacher keeps records of all reported serious incidents of misbehaviour in a school behaviour log.
- 5.3** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **6. The role of parents**

- 6.1** The school collaborates actively with parents, through morning chats before school, informal discussions, within the Home School Agreement so that children receive consistent messages about how to behave at home and at school.
- 6.2** We explain our School Values in the school prospectus, and make them visible around school and publish them on the website. We expect parents to read them and support them.
- 6.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- 6.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

## **7 The role of governors**

- 7.1** 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 adhering to these guidelines.



**7.2** The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

## **8 Fixed-term and permanent exclusions**

**8.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the guidance '**Exclusion from maintained schools, Academies and pupil referral units in England- A guide for those with legal responsibilities in relation to exclusion (2012)**'. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<https://www.gov.uk/government/publications/school-exclusion#history>

**8.2** Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**8.3** If the headteacher excludes a child, s/he informs the parents immediately; giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

**8.4** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**8.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

**8.6** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

**8.7** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

**8.8** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **9 Drug, alcohol, weapon-related incidents**

**9.1** It is the policy of this school that no child should bring any drug, legal or illegal to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This

should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

- 9.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion. If the offence is repeated, the child may be permanently excluded, and the police and social services may be informed.
- 9.3** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs or a weapon e.g. a knife. Any child who is found to have brought to school any type of illegal substance or weapon may be punished by a temporary exclusion. The child may not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 9.4** If the offence is repeated the child may be permanently excluded.
- 9.5** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services may also be informed.

## **10 Monitoring and review**

- 10.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2** The school keeps a variety of records concerning incidents of misbehaviour. CPOMS is an online tool that records incidents and events that have been recorded. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: Midday Assistants give written details of any incident in the incidents book that we keep on near to the Reception desk.
- 10.3** The headteacher keeps a record of any child who is suspended for a fixed-term, or is permanently excluded.
- 10.4** 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 10.5** The governing body reviews this policy every year. 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.

**Signed:**

**Date: February 2024**

**Review Date: September 2024**