

# St Mary's Catholic Primary School

## Positive Behaviour and Discipline Policy

**“We are Learning and Growing as the Children of God”,**

## Contents

	Page Number
Our Mission Statement	Page 3
Aims and Objectives	Page 3
The Beatitudes	Page 4
Who is Responsible for the Positive Behaviour and Discipline of Pupils	Page 4
Strategies for promoting positive behaviour	Page 5
Good Orderly Environment Principles	Page 6
Religious Education (RE) and Personal, Social & Health Education (PSHE)	Page 6
School Rules - What would Jesus do?	Page 7
Gospel Virtues	Page 8
Sanctions	Page 9-11
Inclusion	Page 11
Record Keeping	Page 12
Reporting Behaviour	Page 12
Parents	Page 13
Appendix A Home school Agreement FS and KS1	Page 14
Appendix B Home school Agreement KS2	Page 18
Appendix C Pupils Behaviour Log	Page 21
Appendix D Adult Incident Log	Page 23
Appendix E Weekly school report	Page 25

## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of behaviour management at St Mary's Catholic Primary School. It was developed through a process of consultation with staff, parents and pupils.

## **Our Mission Statement**

St. Mary's is committed to provide our children with an excellent education, within a loving and caring community based on the life and teachings of Christ and the traditions of the Church. Our Mission statement, "[We are Learning and Growing as the Children of God](#)", is in keeping with this.

- We are reflections of Christ called to reach our potential in all we do
- We are reflections of Christ called to respect and care for each other in words and actions
- We are reflections of Christ learning and growing as the People of God within our school, parish and local community

## **Aims and Objectives**

It is the aim of the school is 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 based upon the guiding principles of our mission statement. The policy is 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 in which everyone feels happy, safe and secure and to develop self confident, caring children who value themselves and others and take responsibility for their own learning through their attitude to work.

Our policy, which is based on Gospel Values aims to:

- Ensure that each child/person feels valued
- To apply discipline fairly and consistently.
- To treat everyone - staff and children with respect.
- To make our expectations of acceptable behaviour clear to everyone
- To help all children acquire good social and emotional intelligence.
- to promote good behaviour, rather than merely deter unacceptable behaviour

## The Beatitudes

Whilst other 'values' may be found within the four Gospels and New Testament it is the Beatitudes which depict the countenance of Jesus Christ and portray his charity.

The Beatitudes also reveal the goal of human existence, the ultimate end of human acts and as such are the objective 'values' given by Christ himself.

Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

***Faithfulness and Integrity***

Blessed are those who mourn, for they shall be comforted.

***Dignity and Compassion***

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

***Truth and Justice***

Blessed are the merciful, for they shall obtain mercy

***Forgiveness and Mercy***

Blessed are the pure in heart, for they will see God

***Purity and Holiness***

Blessed are the peacemakers, for they shall be called children of God

***Tolerance and Peace***

Rooted in the teachings of Christ, these Gospel values should constitute the targets and outcomes of every Catholic school.

### **Who is Responsible for the Positive Behaviour and Discipline of Pupils?**

St. Mary's promotes a supportive climate at all levels and each member of the community is responsible for promoting positive behaviour, this includes pupils and staff.

All staff are responsible for disciplining pupils when needed and this responsibility may be given to certain pupils under special circumstances, for example a prefect asking a pupil to walk more slowly.

## **Strategies for Promoting Positive Behaviour:**

### **Positive Praise and Reward**

A positive, structured framework which gives praise for making the right choices about behaviour and use of reward are part of the core of this policy.

Our main emphasis is on the children who behave well and members of staff will recognise and reward these children. This good behaviour will be acknowledged by:

- Verbal and written positive praise
- Positive body language (smiles, thumbs up)
- Reward stickers and certificates
- Head teacher sticker
- Deputy Head Teacher sticker
- Smiles for consistently good behaviour and effort
- Bronze, silver and gold Smile certificates
- Receiving house points
- Weekly achievement certificate
- Weekly behaviour certificate
- Postcards home to parents.
- Always club
- Handwriting certificate.
- Text messages sent home
- Attendance rewards

### **Smile scheme**

The whole school scheme is based on "smile" awards through which children can be rewarded for academic and non-academic achievements. They receive a "smile" for consistently good behaviour, positive attitude, excellent work etc. A smile is for going above and beyond the norm. Smiles are given out by all members of staff to children who make them smile with their positive behaviour and achievements. Each class has a smile chart and children work towards bronze, silver and gold certificates. They receive a prize and a certificate in the weekly merit assemblies once they have achieved the associated number of smiles. When the whole class have achieved their bronze certificates the class has a 1 hour treat, for silver this is an afternoon and for gold it is a day. There is a smile trophy for the class with the most smiles achieved each half term. At the end of the year the child with the most smiles in KS1 and KS2 receive a smile trophy to take home.

### **Good Orderly Environment Principles**

St. Mary's believes a calm and orderly environment promotes positive behaviour. Examples of key factors to ensuring good order can include:

- Ensure high standards and expectations.
- Following whole school time routines.
- Being well prepared for lessons or activities.
- Effective communication systems.
- Give, and expect to receive respect, to and from everyone as we are all unique individuals made in God's image and likeness.
- Greet with a smile and positive words.
- Adults set the example by speaking in a respectful tone and modelling good relationships in front of the children.
- React positively by avoiding confrontation, listening carefully, establishing the facts and judging only when certain.
- Ensuring consistency.
- Respect the environment which we share and keeping the school and its grounds clean and tidy.

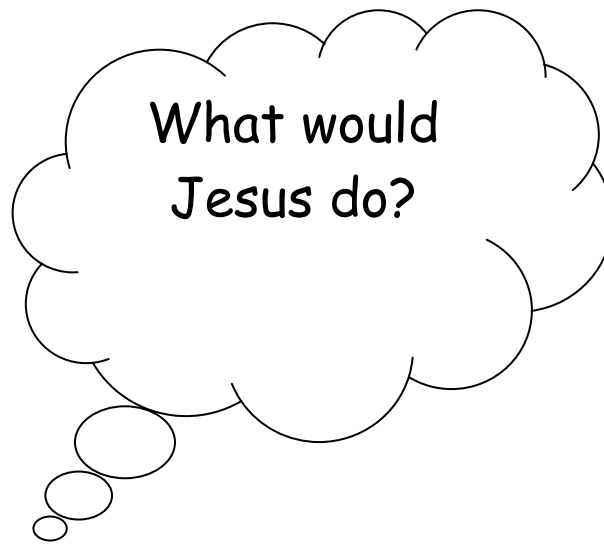
### **Religious Education (RE) and Personal, Social and Health Education (PSHE)**

St Mary's embeds certain elements of the RE and PSHE curriculum in order to maintain and develop a supportive environment where positive relationships are created. The use of these will promote positive behaviour through for example:

- Teaching children to recognise their own and others emotions.
- Teaching pupils to respect and treat others as they would like to be treated.
- Dealing with conflict and negotiating.
- Being aware of our conscience and asking ourselves 'What would Jesus do?'

## School Rules

**We always ask ourselves:**



**Be gentle**

**Be kind and helpful**

**Work hard**

**Look after property**

**Listen to others**

**Be honest**

## Gospel Virtues

In September 2015 St. Mary's began to follow the new Catholic Pupil Profile which is being developed across the Diocese to ensure that we all have a shared understanding of the Gospel Virtues. Each half term, the children at St. Mary's develop their understanding of two new virtues and strive to apply these to their everyday lives. This will be a rolling program year on year.

Term	Virtues
Autumn 1 2015	Grateful & Generous
Autumn 2 2015	Attentive & Discerning
Spring 1 2016	Compassionate & Loving
Spring 2 2016	Faith-filled & Hopeful
Summer 1 2016	Eloquent & Truthful
Summer 2 2016	Learned & Wise
Autumn 1 2016	Curious & Active
Autumn 2 2016	Intentional & Prophetic



Pupils at St Mary's Catholic Primary School are <b>Learning and Growing as the Children of God</b> to be	Schools in the Archdiocese of Birmingham help their pupils grow...
<b>Grateful</b> for their own gifts, for the gift of other people, and for the blessings of each day; and <b>generous</b> with their gifts, now and in the future.	By encouraging them to know and be <b>grateful</b> for all their gifts, developing them to the full so that they can be <b>generous</b> in the service of others.
<b>Attentive</b> to their experience and to their vocation; and <b>discerning</b> about the choices they make and the effects of those choices.	By promoting the practice of <b>attentive</b> reflection and <b>discerning</b> decision making: in teaching, in the examine, prayer and retreats; and through the practice and example of school leaders and staff
<b>Compassionate</b> towards others, near and far, especially the less fortunate; and <b>loving</b> by their just actions and forgiving words.	By being <b>compassionate</b> and <b>loving</b> in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.
<b>Faith-filled</b> in their beliefs and <b>hopeful</b> for the future.	By passing on the living and <b>faith-filled</b> tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.
Learned, finding God in all things; and wise in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise.
<b>Curious</b> about everything; and <b>active</b> in their engagement with the world, changing what they can for the better.	By leading pupils to be <b>curious</b> about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be <b>active</b> in the life of the school, the Church, and the wider community.
<b>Intentional</b> in the way they live and use the resources of the earth, guided by conscience; and <b>prophetic</b> in the example they set to others	By being a school community which is <b>intentional</b> in its way of proceeding to build-up quality of life; and which is <b>prophetic</b> in the way it offers an alternative vision of education and the human person rooted in the gospel.



## Sanctions

As part of growing up pupils need to discover where the bounds of acceptable behaviour lie and there will be times when children break school rules. A Behaviour Policy must state these boundaries firmly and clearly. Adults within the school community have a huge responsibility to model positive behaviour in their dealings with children and towards each other. All staff have the responsibility to deal with the behaviour of pupils and will use our consistent and graded approach.

### Graded Behaviour Sanctions

#### Level 1

- Misdemeanour 1 A **positive reminder** of the behaviour expectations at St. Mary's.
- Misdemeanour 2 A **warning** – informing the child of the continuing unacceptable behaviour and the consequence of its continuation. This is recorded as a **W** in the yellow class behaviour folder if warnings are becoming frequent.
- Misdemeanour 3 A **5 minute time out** within the classroom at the designated class time out table. This is then recorded in the yellow class behaviour folder as a **T**. The child is also informed of the consequence of continuing with their unacceptable behaviour.
- Misdemeanour 4 **'Time out' in an agreed class.** Pupil is sent to the parallel classroom for 20 minutes to sit at their time out table. This is then recorded as an **I** in the yellow class behaviour folder. Parents must be informed of the child's isolation by the class teacher and recorded in the folder as **PI**.

If the unacceptable behaviour continues, despite being reminded of the consequence, when they return to class move to level 2

#### Level 2

- Misdemeanour 5 The deputy head is called for to discuss behaviour and modifying this. They will then complete a behaviour log sheet (see appendix A) explaining their actions. Parents will be informed of this meeting. This is recorded as a **lunchtime detention** code **L** in the behaviour folder.

If a child receives 3 isolations in a half term or have reached level 2 twice move to Level 3

### **Level 3**

#### **Step 1**

Meet with the Headteacher or Deputy Headteacher who will ask the pupil to complete a behaviour report diary for 1 week and parents will also be informed.

#### **Step 2**

Formal meeting will be held with the parents and the pupil where a behaviour contract is agreed between all parties. This contract will be monitored via a weekly report sheet which is completed both at home and School with the child involved in the reasoning and decision making behind the outcomes. In such cases communication between School and home is vital.

#### **Step 3**

Suspension

#### **Step 4**

Exclusion

Examples of behaviour which may be dealt with using this graded approach include

- Not getting on with work
- Stopping other children from working
- Talking at the wrong time
- Being cheeky
- Consistently not being prepared for lessons
- Rough play
- Dishonesty
- Unkindness

When an issue has been dealt with, it is important that the matter is closed so that all parties are able to move on and make a fresh start. Children have regular opportunities through class, key stage and whole school gatherings to reflect on their behaviour and their treatment of each other. Saying sorry and asking forgiveness are part of the culture and ethos of the school.

Serious misdemeanours do not warrant this staged approach and a sanction is imposed further up the graded approach. Children consistently choosing unacceptable behaviour can face exclusion. Examples of serious and unacceptable behaviours can include:

- Bullying
- Physical abuse (fighting, kicking, punching, pinching, biting etc.)
- Destructive behaviour
- Stealing
- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language)
- Disrespectful behaviour towards members of the school community.
- Leaving school premises without permission

There are times where the teacher will issue a consequence for certain behaviours. A consequence may include:

- Missing a break time (which is supervised).
- Time out of a game or activity
- Missing a treat, e.g. trip

### **Physical Restraint**

On rare occasions there is no alternative to restraining pupils physically, in their and others' interests and safety. In such instances no more than minimum force should be used, taking into account all of the circumstances. Such interventions should be made only when they are likely to succeed. Desirably, more than one adult should be present. Restraint is normally necessary only to prevent a pupil causing harm to him or herself or to others, seriously damaging property, or committing some criminal act which risks harm to people or property, when verbal commands will not control the behaviour. The purpose of intervention is to restore safety, and restraint should not continue for longer than is necessary. Physical contact and restraint should never be used in anger, and teachers should seek to avoid any injury to the child. They are not expected to restrain a child if by doing so they will put themselves at risk. Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated child than holding or physical restraint. If it has been necessary to restrain a child the relevant paperwork must be completed and parents informed by the HT or DHT.

### **Inclusion**

Our systems always maintain to be fair and consistent; however, there will be times where the system operates throughout the School with some adaptations for our youngest children, children with Special Educational Needs and those with disability.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to a consequence.

### **Record Keeping**

All teachers keep a record of behaviour sanctions and rewards in their class behaviour folder. Pupils will record their actions on a behaviour log (see appendix B) which is then kept in the class

behaviour folder. Teachers will also record serious incidents to be filed in the class behaviour folder (see appendix C). Pupils displaying persistent behaviour will complete a report diary which is signed by the class teacher and head teacher or Deputy Headteacher. Alternative recording systems may be used by pupils on the SEN register for behaviour, where parents may be involved in the recording of behaviour. **Staff must also complete the relevant paperwork if a child has made physical contact.**

## Reporting Behaviour

LARs/Directors are informed of exclusions and the LA is formally notified of any exclusions.

## Parents

The school recognises and welcomes the positive contribution and support of parents.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers other school staff and children
- By modelling positive behaviour within the home
- By signing the Home -School Agreement at the beginning of a key stage
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

## Appendix A

# Home school Agreement FS and KS1

ST. MARY'S  
CATHOLIC PRIMARY  
SCHOOL



HOME-SCHOOL AGREEMENT

**"We are Learning and Growing as the Children of God"**  
(Extract from our School Mission Statement)

### PARENTS/GUARDIANS

I/We will try to:

- support my child in prayer, worship and celebrations through the Gospel values of Christ.
- see that my child attends regularly and on time, notifying the school of reasons for absence.
- ensure that family holidays are not taken in term time.
- encourage a positive attitude to school work and ensure homework is completed
- ensure my child always wears correct uniform and brings their P.E. kit when required.
- support the school's behaviour policy.
- encourage my child to respect others and the school environment.
- attend discussions about my child's progress and behaviour.
- inform the school about concerns I may have about my child.

Signed ..... Parent/Carer

Date .....

## SCHOOL

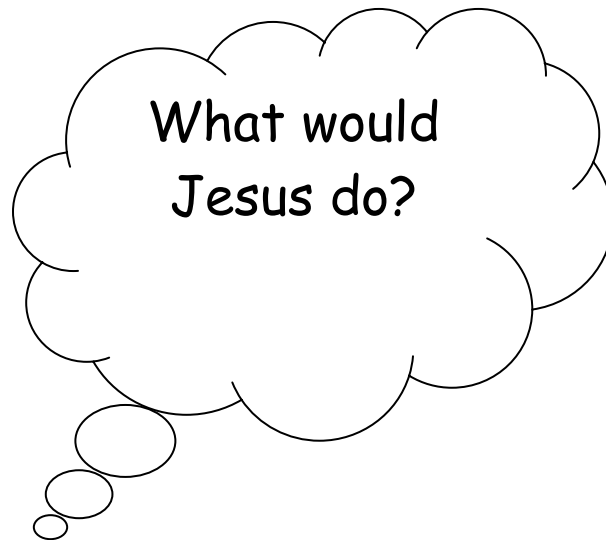
We will try to:

- educate the whole child through the Gospel values of Christ and encourage prayer and worship in the school and parish community.
- do our best to provide the best possible education we can for your child and enthusiastic teaching rooted in our beliefs, our values and our skills
- give and mark appropriate homework.
- care for your child's safety and happiness.
- promote high expectations of learning and behaviour.
- encourage good relationships and develop a sense of responsibility.
- keep parents informed about your child's progress and school activities
- work in partnership with children and parents to celebrate success and to try and resolve difficulties.

Signed ..... Headteacher

Date .....

**PUPILS**



**Be gentle**

**Be kind and helpful**

**Work hard**

**Look after property**

**Listen to others**

## Appendix B

# Home school Agreement KS2

ST. MARY'S  
CATHOLIC PRIMARY  
SCHOOL



HOME-SCHOOL AGREEMENT

**"We are Learning and Growing as the Children of God"**

(Extract from our School Mission Statement)

**PARENTS/GUARDIANS**

I/We will try to:

- support my child in prayer, worship and celebrations through the Gospel values of Christ.
- see that my child attends regularly and on time, notifying the school of reasons for absence.
- ensure that family holidays are not taken in term time.
- encourage a positive attitude to school work and ensure homework is completed
- ensure my child always wears correct uniform and brings their P.E. kit when required.
- support the school's behaviour policy.
- encourage my child to respect others and the school environment.
- attend discussions about my child's progress and behaviour.
- inform the school about concerns I may have about my child.

Signed ..... Parent/Carer

Date .....



## SCHOOL

We will try to:

- educate the whole child through the *Gospel* values of Christ and encourage prayer and worship in the school and parish community.
- do our best to provide the best possible education we can for your child and enthusiastic teaching rooted in our beliefs, our values and our skills
- give and mark appropriate homework.
- care for your child's safety and happiness.
- promote high expectations of learning and behaviour.
- encourage good relationships and develop a sense of responsibility.
- keep parents informed about your child's progress and school activities
- work in partnership with children and parents to celebrate success and to try and resolve difficulties.

Signed ..... Headteacher

Date .....

## PUPILS

I will try to:

- follow the teaching of Jesus in all areas of my life.
- support the prayer and worship of my school and parish community.
- attend school regularly and on time.
- wear the school uniform and be tidy in appearance.
- do all my classwork and homework as well as I can.
- Follow the school rules
- be polite and helpful to others.
- always take care of the school buildings, grounds and equipment.
- respect others.

Signed ..... Pupil

Date .....

**Appendix C**

**Pupils Behaviour Log**

**My Behaviour Log**

Name:	
Class:	Date
Were you given a positive reminder about your behaviour? Yes/No	
Were you given a warning about your unacceptable behaviour continuing? Yes/No	
Have you had a 5 minute time out in the classroom? Yes/No	
Have you had a 20 minute isolation in another classroom? Yes/No	
In your own words tell me what has happened	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
What do you think should happen now?	
.....	
.....	

What would you do differently next time?

.....

.....

Signed:

## Appendix D

### Adult Incident Log

















































































Pupils name:	Date:
Where incident took place:	Time:
A description of the incident	
Were there any visible triggers that started the incident off?	
Is there anything that could be done differently next time?	
The post discussion and consequence	
Name:	Signed:

## Weekly Report Card

Name \_\_\_\_\_

Date \_\_\_\_\_

Class Teacher \_\_\_\_\_

Target	Mon		Tues		Wed		Thurs		Fri	
	am	pm	am	pm	am	pm	am	pm	am	pm
1.										
										
2.										
										
3.										
										
4.										
										

<b>Teachers Comments and signature</b>  	<b>Headteacher Comments and Signature</b>  
<b>Parents Comments and Signature</b>  	