

St. Thomas Aquinas Catholic Primary School

Positive Behaviour and Discipline Policy

My command is this "Love each other as I have loved you"

John 15 : 11-13

Linked Policies:

Physical Management

Religious Education (RE)

**Personal, Social, Health, Citizenship and Emotional
Education (PSHCE)**

Anti-Bullying

Approval and review

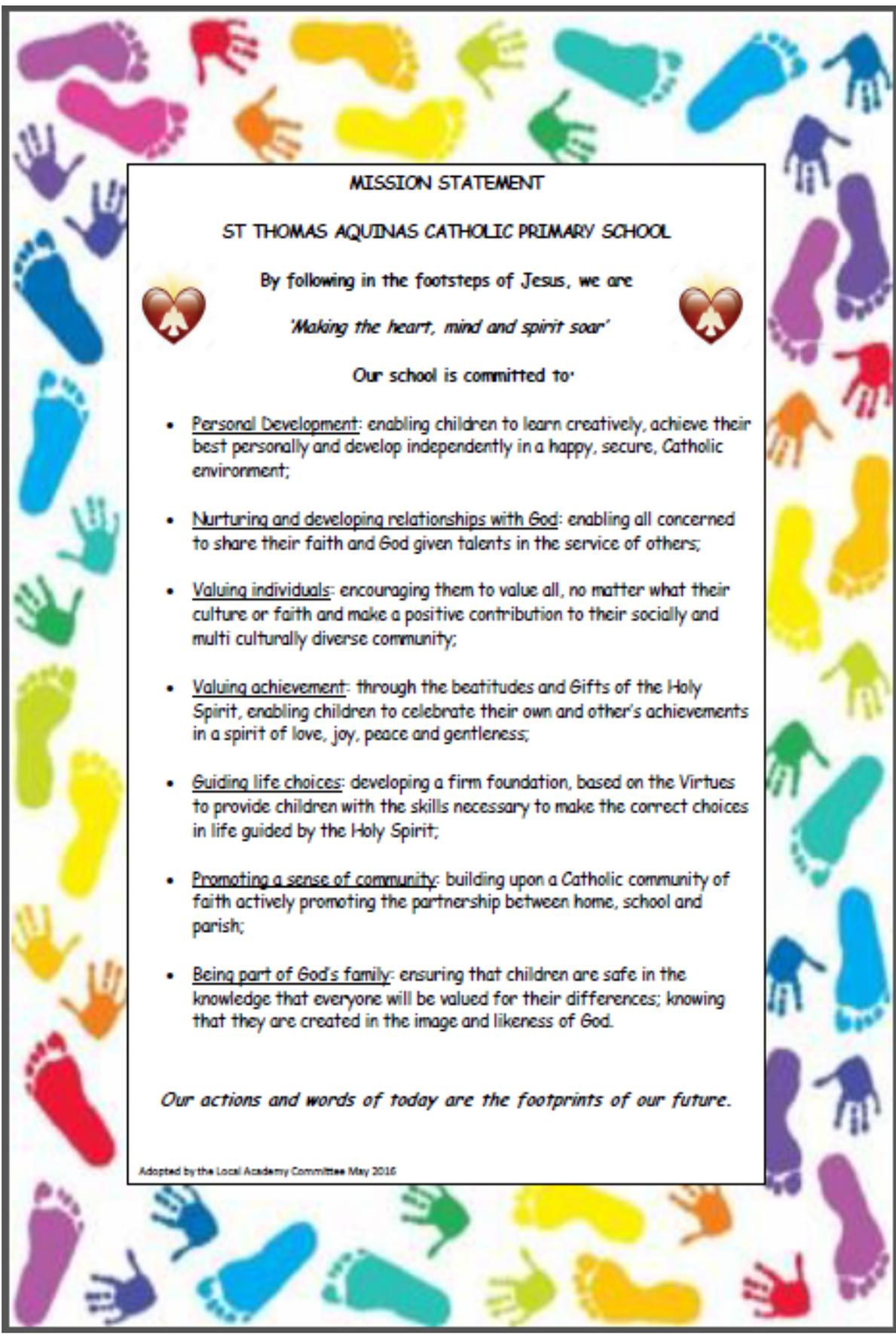
Committee to approve policy	STA Full Board of Governors
Date of Board / Academy Committee Approval	21.11.17
Chair of Board / Academy Representative	Ms V. Gerrard
Signature	
Headteacher	Mrs P. Bekalo
Signature	
Policy Review period	Annually
Date of policy review	September 2018

Version Control			
Version	Date Approved	Changes	Reason for Alterations
2	21.11.2018	4	Addition of the word 'badge' under Virtues section. Addition of the end of half-term treat for the team winning the Dojos. Loss of internet privileges removed from list of consequences. P.12 the words 'Spring 2011' removed

Contents

Our Mission Statement	Page 4
Aims, Objectives and virtues	Page 5
Who is Responsible for the Positive Behaviour and Discipline of Pupils	Page 6
Strategies for Promoting Positive Behaviour:	page 6
Positive Praise and Reward	Page 7
Good Orderly Environment Principles	Page 7
Religious Education (RE) and Physical, Social, Health, Citizenship and Emotional Education (PSHCE)	Page 8
Independence	Page 8
Sanctions	Page 9
Inclusion	Page 11
Record Keeping	Page 11
Reporting Behaviour	Page 11
Parents	Page 11
Appendix A	
Example Expectations of Pupils Responses to STARS	Page 12
Appendix B	
Pupils Behaviour Log	Page 13
Appendix C	
Adult Incident Log	Page 14

Our Mission Statement



MISSION STATEMENT

ST THOMAS AQUINAS CATHOLIC PRIMARY SCHOOL

By following in the footsteps of Jesus, we are
'Making the heart, mind and spirit soar'

Our school is committed to:

- Personal Development: enabling children to learn creatively, achieve their best personally and develop independently in a happy, secure, Catholic environment;
- Nurturing and developing relationships with God: enabling all concerned to share their faith and God given talents in the service of others;
- Valuing individuals: encouraging them to value all, no matter what their culture or faith and make a positive contribution to their socially and multi culturally diverse community;
- Valuing achievement: through the beatitudes and Gifts of the Holy Spirit, enabling children to celebrate their own and other's achievements in a spirit of love, joy, peace and gentleness;
- Guiding life choices: developing a firm foundation, based on the Virtues to provide children with the skills necessary to make the correct choices in life guided by the Holy Spirit;
- Promoting a sense of community: building upon a Catholic community of faith actively promoting the partnership between home, school and parish;
- Being part of God's family: ensuring that children are safe in the knowledge that everyone will be valued for their differences; knowing that they are created in the image and likeness of God.

Our actions and words of today are the footprints of our future.

Adopted by the Local Academy Committee May 2016

Aims and objectives.

It is the aim of the 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 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, is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

Virtues

As a Catholic school we also believe in the importance of developing a virtuous life. The Catechism describes a virtue as

“An interior disposition, a positive habit, a passion that has been placed at the service of the good.”

Recognition and reward to children who are seen demonstrating the virtues in and around the school is given and the children receive a badge and certificate in assembly. Their photographs are displayed in the relevant key stage area. The virtues change each half term and are as follows: Grateful & Generous; Attentive & Discerning; Compassionate & Loving; Faith-filled & Hopeful; Eloquent & Truthful; Learned & Wise; Curious & Active; Intentional & Prophetic.

Who is Responsible for the Positive Behaviour and Discipline of Pupils

St. Thomas Aquinas 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 play leader asking a pupil to take time out within a team game.

Strategies for Promoting Positive Behaviour:

These aims are best achieved through a joined up approach involving:

- Positive Praise and Reward through Class Dojo system

- Good Orderly Environment Principles

- Religious Education (RE) and Physical, Social, Health, Citizenship and Emotional Education (PSHCE)

- Independence.

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
- Class Dojo system
- Positive touch/ body language (smiles, thumbs up, pat on the back)
- Reward stickers and certificates
- Golden time
- Head teacher's award.
- Star/ smiley face charts
- Receiving a Dojo point award.
- Table points
- 'Special person of the week'

The whole school scheme is based on Class Dojo awards through which children can be rewarded for academic and non-academic achievements. Within Key Stages 1 and 2 the children have been divided up into four teams (St. Andrew, St. David, St. George and St. Patrick). Each team's Class Dojos are counted up at the end of the week, and the winning team announced in assembly. Pupils are expected to encourage members of their team to try their best in every aspect of school life. At the end of each half term the winning House members receive a treat such as a non-uniform day just for them or a DVD with popcorn etc.

Good Orderly Environment Principles

St. Thomas Aquinas 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 Physical, Social, Health, Citizenship and Emotional Education (PSHCE)

St Thomas Aquinas embeds certain elements of the RE and PSHCE 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:

- Celebration of children demonstrating the virtues
- 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?'

Independence

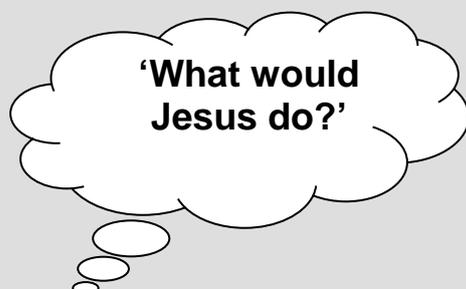
In order for pupils to become independent and responsible members of their own community, pupils need to begin to make their own decisions and choices. In order to do this with support, school rules are used, to allow for the values of the Gospel to be acted out.

School Rules

- **Safe**
- **Team**
- **Achieve**
- **Respect**
- **Smile**

Our school rules can be remembered easily by the acronym **STARS**.

We always ask ourselves:



Appendix A holds examples of expected behaviour in relation to STARS by our children. These examples will help guide pupils to make the right choice about their behaviour.

Sanctions

As part of growing up pupil's 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 pupils behaviour and will use our consistent and graded approach.

<u>Graded Behaviour Sanctions</u>	
Misdemeanour 1	A positive reminder of expectations to the class or an individual to remind the pupil not following the rules.
Misdemeanour 2	A verbal reminder .
Misdemeanour 3	A Warning .
Misdemeanour 4	Approximately 5 minutes 'time out' within the classroom .
Misdemeanour 5	'Time out' in an agreed class . Pupil is sent to another agreed classroom with their work for approximately 20 minutes. They will then complete a behaviour log sheet explaining their actions for School records.
If the unacceptable behaviour continues when they return to class.	
Misdemeanour 6	Meet with a the Key Stage Leader/senior teacher to discuss behaviour and modifying this.
Misdemeanour 8	Pupil is sent to the Head teacher to discuss behaviour and modifying this.

All children who complete a Behaviour Log will take it in person to the Key Stage Leader to explain their behaviour. They will be given a slip to take home that informs parents that a behaviour log was completed and why. The parent must sign the slip and the child return it to school the next day.

If unacceptable behaviour continues the pupil will meet with the Deputy Headteacher or the Headteacher who will ask the pupil to complete a behaviour report diary where parents will also be informed. If this continues and behaviour is persistent or recurring, a formal meeting will be held with the parents and the pupil.

Children displaying unacceptable behaviours over a period of time may be placed on the Special Educational Needs register for additional support. Serious and consistent misbehaviour will warrant behaviour contracts which are agreed between pupil, parent and School. In such cases communication between School and home is vital. Often this is achieved via a behaviour record sheet which is completed both at home and School with the child involved in the reasoning and decision making behind the outcomes.

Physical punishment is never used however physical management strategies may need to be used to ensure the safety of the pupil, other pupils, the staff and school property. This is where we would refer to the physical management policy.

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 (See anti-bullying policy)
- Physical abuse (fighting, kicking, punching, pinching, biting etc.)
- Destructive behaviour
- Stealing
- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language to members of the school community)
- Telling lies
- Disrespectful behaviour towards members of the school community.
- Misuse of computer technology (see E-Safety Policy and Pupil Acceptable Use Policy)

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

- Missing a break time (which is supervised).
- Missing Golden time.
- Time out of a game.

- Sanctions advised by the Access to Learning Team.

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

Pupils will record their actions on a behaviour log which is filed in class (see appendix B). Teachers will also record serious incidents to be filed in class (see appendix C). Pupils displaying persistent behaviour will complete a report diary which is signed by the class teacher and head of school or executive head teacher. Alternative recording systems may be used by pupils on the SEN register for behaviour, where parents may be involved in the recording of behaviour.

Reporting Behaviour

Governors are informed of exclusions and the LA are 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 signing and returning Behaviour Log Slips promptly

- By remembering that staff deal with behaviour problems patiently and positively

Appendix A

Example Expectations of Pupils Responses to STARS

Examples of expected behaviour in relation to STARS by the children of St. Thomas Aquinas Catholic Primary School.

SAFE

We will:

Listen to and follow instructions

Walk in school

Sit on our chair safely and sensibly

Be serious

Use kind hands and feet

Hang our coats and bags on our pegs

Stop and think

TEAM

We will:

Use the agreed activities at play time

Negotiate with each other

Always try to be fair

Line up quietly when the bell goes and walk into school silently

Tidy up at lunch time and during class activities

ACHIEVE

We will:

Use the talents that God has given us.

Try your best and give 100%

Try to be independent

Keep going

Become more mature

Listen

Work quietly when needed

RESPECT

We will:

Treat others as we would like to be treated

Take care of each other's property and the school building

Listen to others

Use our manners

Wait until someone has finished speaking before we speak

Use kind words

SMILE

We will:

Be cheerful

Support others who need a smile

Appendix B

Pupils Behaviour Log

My name:	Date:
The reason I have been asked to write this is because I	
The thing that started off my actions was	
Other children who were also involved or saw what happened were ...	
I think the next thing that should happen is	
This is what I would do different next time...	
Signed:	

Appendix C

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 involved ...	
Name:	Signed: