

St Charles RC Primary School

Behaviour and Discipline Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community. We aim to pass on the faith we share in partnership with you. We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support. We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Introduction

This Behaviour and Discipline policy complies with section 89 of the Education and Inspections Act 2006.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs and Disabilities (SEND)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

GOVERNING BODY STATEMENT ON BEHAVIOUR AND DISCIPLINE

The Governors' expectations concerning discipline are fully in accord with the school's Mission Statement.

- The discipline within the school is upheld by the Headteacher and the staff. The Governors support the statement of discipline drawn up by the Headteacher, the staff and parents.
- The Governors, the school and the parents work as a partnership in matters relating to discipline. Parents will be involved from the outset if there are concerns about a child's behaviour.
- The Governors would wish to emphasise the children's responsibility for others, their attitudes to work and general appearance, which will include the wearing of school uniform. - Within this framework the Governors expect all children to be encouraged to develop spiritually, morally and mentally in accordance with each child's potential.
- In respect of exclusions, the Governors would expect that the sanctions contained in the statement of discipline had been applied and failed and there

was no other action to be taken short of exclusion. The Governors will be informed if there is a child whose persistent bad behaviour is a cause for concern in the opinion of the Headteacher.

- The Governors will monitor the number of exclusions from the school.
- The aims and objectives of this statement, as part of the general policy of the Governing Body, are to ensure the development of all children in a happy, congenial and Catholic atmosphere.

AIMS/PRINCIPLES

This policy aims to promote:

- Respect for each other – children and adults
- Respect for property and environment
- A sense of order in our working environment
- Routines which allow children to know what to expect
- Security
- Safety
- Self-discipline – where there is an acceptance that certain standards of behaviour are worth achieving
- A socialising process which helps children to inter-relate with confidence
- Boundaries and limits of acceptable behaviour

These aims are achieved:

- Through example and putting into practice the values of our Mission statement.
- Through a moral approach to discipline, where Jesus Christ is our model and the teachings of the gospels are the example we follow.
- Where forgiveness and reconciliation remain central to the behaviour and discipline policy.
- Through a whole school approach consistently followed by all members of staff
- Through providing the children with a clear set of guidelines through which they learn what is acceptable behaviour in our school
- Through organisation which includes the provision of an effective learning environment, an appropriate curriculum and adequate resources
- Through teachers establishing their status with children and colleagues
- Through the example of the staff in the way they co-operate and help each other
- Through the example of teachers who have their own children in the school
- Through the way we talk to the children
- Through constructive criticism
- Through having high expectations of children
- Through a shared and common belief.

The policy should ensure:

- That problems are prevented in the first place or are minimised
- That when they do occur, practices and systems exist to deal with them.

Positive behaviour and good discipline will be encouraged by:

- Making clear to parents and pupils our expectations of good behaviour.
- Staff and older pupils setting example of pleasant, courteous behaviour around school.
- Staff should encourage good behaviour and deal with anti-social behaviour consistently. –
- The use of school prefects and play leaders to help model positive attitudes, behaviours and approaches to school life.
- The appropriate use of rewards and sanctions which encourage all pupils to take responsibility for their own actions and approaches to school life.
- All in the school community aspiring to fulfil the gospel values in our dealings with each other.
- Engaging pupils in a creative and stimulating curriculum where every child has the opportunity to experience the feeling of success and pride in their work.

THE ST CHARLES BE-ATTITUDES

Gospel Values

Whilst other values may be found within the four Gospels and New Testament writings, it is the Beatitudes which “...depict the countenance of Jesus Christ and portray His charity.”

Gospel values are revealed to us through Christ’s proclamation. Such objective values are to be found rooted in the Beatitudes, the proclamation of Christ’s sermon on the Mount. 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.

- **Be Special – (Matthew 5:2)** We celebrate the way in which all children are unique, our curriculum promotes respect for the views of each individual child, as well as for people of all cultures and faiths. We foster the spiritual and moral development of each person, as well as their intellectual, emotional and physical growth.
- **Be Trustworthy – (Matthew 5:3)** In this Beatitude, Jesus is telling us to be humble and place all our trust in God, knowing that God is always there for us. When we place our trust in God, we are humbled, which means we are poor in Spirit. We encourage all our pupils to be trusting and trustworthy.
- **Be Compassionate – (Matthew 5:4)** When we experience sadness in our life, we can better understand the sadness in other people’s lives. Sorrowful experiences teach us how to be kind to others and reach out to those in need. We want to be compassionate to others.
- **Be Humble – (Matthew 5:5)** Being meek and humble takes real effort, such as being nice to others even when we don’t feel like it, or walking away from a fight, or admitting that we are wrong. All of these things and more require us to be humble.
- **Be Alive – (Matthew 5:6)** To be righteous, we strive to do the very best we can do in everything, we try to be the best person we can be. We want to do what is right at all times and stand up for what is right. We also want what is right for others, this requires us to be cheerleaders for others and sometimes put others before ourselves. All of these things make us Alive in the Lord. We try to live the way God wants us to live, to follow His rules and to do His will.

- **Be Respectful – (Matthew 5:7)** Being merciful is being respectful, charitable, generous, compassionate and patient towards others. It means showing kindness and love to others. When we are merciful to others, God promises mercy on us. Through the environment and through the curriculum, the school aims to teach respect for ourselves, each other and God’s world.
- **Be Loving – (Matthew 5:8)** God asks us to strive to be pure in heart, to do the right things for the right reasons. We live our lives without seeking personal gain. We are thankful for God’s gifts and recognise that living according to God’s Word is more important than anything else and God’s Word is Love.
- **Be Encouraging – (Matthew 5:9)** Jesus said, “Peace I leave with you; my peace I give to you.” In Jesus’ language, the word ‘peace’ means being in the presence of God and doing God’s work. In our own lives we see injustices – things that are happening that aren’t right, we need to be encouraging to each other to speak out for what is right.
- **Be Selfless – (Matthew 5:10)** Christ was persecuted when he was crucified on the cross. The early Christians were persecuted because they believed in Christ, their selflessness made it possible for us to practice our faith today. Living our faith and being selfless is standing up for God’s work.

Rooted in the teaching of Christ, these Gospel Values are actively promoted through each lesson across the curriculum and within our pastoral system at all levels. As a Catholic community, we believe that our Gospel Values incorporate ‘British Values’ as outlined within recent DfE guidelines.

WHAT DOES POSITIVE BEHAVIOUR LOOK LIKE?

- Pupils participating willingly and enthusiastically in all aspects of school life
- Pupils complying with school rules willingly; being well behaved, polite, well mannered, hardworking, reliable, co-operative and considerate towards others.
- Pupils show respect towards adults and peers and respect personal property.
- They respond to any requests immediately, listen to each other and develop awareness of the need for self-discipline and respect for the environment.
- As a result, pupils’ learning is not disrupted by the approach of others; every child will be valued, safe and thrive in the school environment.

IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs; will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding. Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that

children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, 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 the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. 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 anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

This policy complies with section 89 of the Education and Inspections Act 2006

(1)The head teacher at St Charles RC must determine measures to be taken with a view to—

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

(2)The head teacher must in determining such measures—

- (a) act in accordance with the current statement made by the governing body under section 88(2)(a), and
- (b) have regard to any notification or guidance given to him under section 88(2)(b).

(3)The standard of behaviour which is to be regarded as acceptable must be determined by the head teacher, so far as it is not determined by the governing body.

(4)The measures which the head teacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

(5)The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(6)The measures determined by the head teacher under subsection (1) must be publicised by her in the form of a written document as follows—

(a) She must make the measures generally known within the school and to parents of registered pupils at the school, and

(b)She must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Governing bodies play a key role in influencing the ethos of the school – its general atmosphere and philosophy, and hence its standing in the community it serves. This influence carries with it a responsibility to support the Headteacher and staff in maintaining high standards of discipline. The Headteacher is responsible for securing discipline on a day-to-day basis subject to any general principles laid down in writing by the Governors. Governing bodies have a general responsibility for directing the conduct of the school and the Headteacher must have regard to any guidance they may offer in relation to particular issues. Governors also need to consider the schools' policy on exclusions in the wider context of the schools' policies on behaviour and discipline and to monitor the number of exclusions taking place.

The Governors have produced a statement on discipline. Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- Notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The governing body will in consultation with the Headteacher consider what the school's response will be to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
- In some other way identifiable as a pupil at the school.
- Or, misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently.

The teacher treats all children in their class with respect and understanding. It is the responsibility of the class teacher to inform the Headteacher of any significant incidents of inappropriate or persistent poor behaviour. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants or welfare staff. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school. Teachers can confiscate pupils' property. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy.

THE ROLE OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time. The staff of St. Charles RC Primary School has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All non-teaching staff treats each child fairly and enforces the Code of Conduct consistently and treats all children in their group with respect and understanding. Support staff should report any significant incidents back to the class teacher.

PARENTAL INVOLVEMENT

Meetings and communication with parents are important but a Home/School Partnership cannot achieve its aims unless both partners recognise and value the contribution all make to achieve the ethos of the school. This would seek to promote the self-esteem of every

pupil whilst teaching and enabling them to live and worship together as part of a community. We seek to improve the quality of relationships between parents, teachers and pupils through a shared commitment to home-school expectations. Partnership with Parents

Parents have a vital role in fostering good behaviour. Parents have a legal duty to ensure that their children receive an efficient education. Responsibility extends beyond this. Parents should ensure that pupils arrive at school on time and have suitable clothing and books and equipment needed. Children need parental encouragement and support to participate fully and positively in their day-to-day school work and in the wider life of the school and community.

If the school policy is to be effective, parents need to co-operate with the school in matters of discipline and reinforce the school's effort at home. Parents have the right to expect a working atmosphere for their children. Children cannot learn, nor can a teacher teach if there is continued interruption or disruption through indiscipline. Parents have the right to expect their children to be in an atmosphere conducive to learning. All involved with education, teachers, parents, Governors, community, LEA etc. share a commitment to achieving the best possible learning environment for pupils.

"Parents have a vital role to play in promoting good behaviour in schools. There is much parents can do on their own initiative but they also need help and encouragement from school" -Elton Report "An enquiry into Discipline in Schools".

AIMS

A fruitful partnership between home and school would seek to:

- Encourage a shared commitment to the success of the individual child.
- Create an ethos of understanding and openness in home-school relationships.
- Help parents to develop a positive role in complementing and supporting the work of the school in educating their children.

These aims are likely to be realised by:

- Providing opportunities for the free flow of information in both directions.
- Encouraging dialogue and the interchange of ideas and opinions.
- Seeking parental co-operation in planning the range of experience which school and home should together provide for pupils.
- Involving parents in the process of determining the way forward for their own child's education.
- Informing parents and developing with them an understanding of assessment and recognition of achievement for their children.
- Recognising the developing and changing role of the pupil in the process of negotiation.

An effective partnership is needed whereby:

- Parents to have more knowledge of what is happening and a clearer perception of their responsibilities and of the opportunities available to them.
- Schools build on the positive contributions of parents, to assist them in their educational task.
- Pupils benefit enormously from a clear knowledge that schools and parents are working together on their behalf to support, encourage and recognise their endeavours.

WHAT IS DISCIPLINE?

Discipline is the system, the aims of which are to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.

SANCTIONS

The need for sanctions and punishment is to register disapproval of unacceptable behaviour and to protect the necessary authority of teachers and the stability and security of the school community. Sanctions short of exclusion take a variety of forms. They may include measures designed to ensure that the pupil make some form of reparation for their behaviour.

School discipline is reinforced by reprimand, the monitoring of behaviour and if necessary, exclusion which is a last resort. In addition to straight reprimand, measures used by school which help to prevent a recurrence of misbehaviour include such steps as a policy for referrals to the Headteacher making clear distinction between minor and more serious offences.

Sanctions might include:

- a) Verbal/facial expression of disapproval of pupils' actions by the teacher/staff
- b) Use of positive reinforcement
- c) Comments on disappointing class/homework
- d) Removal from group (in class)
- e) Withdrawal of break or lunchtime privileges (detention)
- f) Withholding participation in any school trips or events which have been provided as a reward and are not part of the curriculum.
- g) Withdrawal from a particular lesson or peer group
- h) Completion of assigned work or extra written work
- i) Carrying out a useful task in the school
- j) Referral to the assistant, deputy or head teacher.

TEACHER JUDGMENTS, REFERRALS AND RECORD KEEPING

1. It is important that each teacher establishes a positive environment in which all children can learn. They should follow the guidance and procedures within

this policy, and use their own professional judgements when deciding on the appropriate reward or sanction to administer.

2. Teachers will have the authority to withdraw break times (not lunchtimes) from the children without the need of a referral to the deputy head teacher. However, this must be recorded on a behaviour card which is kept in the class index file. The teacher must ensure supervision of the children at these times.
3. Any referrals from lunchtime supervisors are to be kept in the index file, along with details of behavioural issues in class recorded by the teacher. The class teacher must use their judgment when they feel that behaviour is not improving, or is consistently poor enough to warrant a referral to the deputy head teacher. This must be done, using the referral cards. For persistent behaviour, the deputy head teacher would expect there to be examples of records made previously by the class teacher.
4. Breaches of golden rules must always result in a referral to the deputy head teacher. Breaches of golden rules at lunch times should be investigated by the teacher, before referral to the deputy head teacher.
5. The deputy head teacher will forward the referral to the head teacher, but it is important that children see the layers of staff the issue has passed through in order to highlight the severity of the incident.
6. Pupils should never be left outside the classroom or on the corridor. Always follow the above procedure.

Important - This is a suggested list of sanctions. Teachers should be aware of individual children, their age, child's behavioural record and/or personal circumstances. Children should, whenever possible be given an opportunity to explain reasons for their behaviour.

Special Educational Needs and Disabilities - Discussions with the SENCO

1. If there is sufficient evidence the class teacher will consult parents about the difficulty and the SENCO will register the child as having Special Educational Needs. (See SEND Policy for details of the procedure to be followed).
2. Careful monitoring of behaviour by class teacher. Review meeting with parent(s) on a termly basis.
3. Additional expertise may be sought from external agencies e.g. an Educational Psychologist.

IDEAS FOR DEALING WITH MORE EXTREME PROBLEMS WITH CHILDREN

Child put on Report: The placing of pupils on report requires, if it is to be effective, clear understanding among teachers of the criteria for the assessment of behaviour, work and effort, as well as meticulous follow up procedures:

- The Headteacher will contact parents.
- There will be a report card for a month.

- Parents must sign each night.
- Behaviour is monitored very closely.
- Children may only be put on 'report' in consultation with the Headteacher.

If a child is verbally rude, insolent (without immediate remorse) towards a member of staff or if a child is behaving in a manner dangerous to the safety of himself or another, then that child should always be removed from class and taken to Deputy Headteacher or Headteacher.

Although the needs of an individual must be considered this must not be at the expense of the majority.

1. If normal measures fail to resolve the problem, the child in question could be suspended from school for a stated number of days.
2. This could be followed by permanent exclusion if all else fails.
3. For the latter two stages to be reached, very serious problems will have arisen. The situation will have been monitored and a variety of methods tried to lead the child into more acceptable ways of behaviour.

Exclusion is always a last resort. Only the Head Teacher can exclude a child.

Points to consider:

- Discourage the punishment of the whole school/class
- Look for positive ways of achieving good behaviour

NOTE: When sanctions are invoked, pupils should be led to understand the reason why their behaviour is unacceptable and what they can do to correct it. It is important to ascertain the pupil's point of view. The pupil should apologise for any undisciplined behaviour.

Gender

Teachers should avoid stereotyping pupils and/or labelling them. Each pupil should be assisted in the development of his/her whole being irrespective of gender. Special Needs Pupils suffering from emotional and behavioural difficulties should have a proper plan for remedial action.

RECOMMENDATIONS TO TEACHERS TO AID POSITIVE BEHAVIOUR

- Prompt start to lessons
- Children not left unsupervised
- High emphasis on academic achievement
- Teachers should know their pupils as individuals
- Low emphasis on punishment
- High recognition of pupils' positive achievement

- Well cared for building/environment
- Evidence of pupils' work on display
- Fostering pride in the school

In a caring Catholic community discipline is an aspect of both pastoral care and teaching and learning. It is therefore a concern of every member of staff. Policy is to encourage good behaviour rather than punish poor behaviour. The children should be encouraged to show a sense of responsibility both towards themselves and others both in and out of the classroom. In order to learn well, children need a calm and purposeful classroom atmosphere. There is a high degree of agreement in the literature about the main feature of good practice. There is also general agreement that well organised and delivered lessons help secure good standards of behaviour.

Some of the clearest messages are that teachers should:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Plan and organise both classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This requires attention to such basics as furniture layout, grouping of pupils, matching work to pupil abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Making sparing and consistent use of punishment. This includes avoiding whole group punishment which pupils see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment.
- Analyse their own classroom management performance and learn from it. This is the most important message of all.

DETENTION

Teachers have a legal power to put pupils (aged under 18) in detention. St Charles RC Primary School uses break and lunch time detention as a sanction. The school does not have to give notice to parents for such detentions.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty.
- With lunchtime detentions, schools will allow reasonable time for the pupil to eat, drink and use the toilet.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
could have repercussions for the orderly running of the school or
poses a threat to another pupil or member of the public or
Could adversely affect the reputation of the school.

MALICIOUS ALLEGATIONS

Allegations of abuse will be taken seriously, with allegations being dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

REWARDS PRAISE IS VITAL

Praise can be delivered in formal and informal ways. Praise can be given in public or in private. It can be awarded to individuals or to groups. It can be earned for the steady maintenance of good standards as well as for particular achievements of note. Praise may be given in many ways.

Spoken and written encouragement (positive comments on work). In school, praising good efforts, e.g. badges, certificates of merit, stars, “smiley” faces on work, applause for good work, pleasing comments on class work and homework, well presented display of children’s work, sharing good work/or effort with other audiences e.g. send child to show another teacher/class, positive comments in books sent home (e.g. reading record/homework book) congratulations whenever possible, occasional chocolates/treats, happy atmosphere and encouraging marking system and mentioning praise given by other teachers. Each child should feel valued and know that “good effort” is valued as much as high standards and excellence.

Doing one’s best is most important and all that can be expected. Work, good manners, kindness and personal potential are valued in their own right. Motivation, love of learning for its own sake, fulfilling each pupil’s own academic potential is a reward in itself.

Anything positive and encouraging is well recognised by and meaningful to the children – from a kind word or glance, to a publicly presented certificate. Children should be given the opportunity publicly to “perform” any skills or talents which are praiseworthy. In our letters to parents we acknowledge and affirm our pupils’ charitable efforts and services to others. A house system is used within the school, with house points issued by all members of staff.

Each house has a selected Captain and Vice-Captain who are selected from Year 2-6 following an interview process. Children will earn points for their houses. Each Monday, house captains will total all points awarded and reveal the house champions for the previous week. A trophy will be displayed centrally, showing the house ribbons for the week. A running total will be kept and will also be displayed centrally.

Merit certificates are sent home each week and are presented in assembly. Each teacher selects a boy and a girl for the award. In all this, we are aiming to inculcate a love of learning for its own sake and to help each pupil to fulfil his/her own potential.

MONITORING THE IMPACT OF THIS POLICY

It is the job of the Headteacher and the senior management team of a school to monitor the way in which the behaviour policy is working. They must see that it is applied consistently and consider whether it is achieving the right results. It is equally important to keep the whole staff involved. We consider that the best way of doing this is by a regular review of the policy’s effectiveness to which all staff should be invited to contribute.

This policy will be regularly reviewed and monitored with the following informing practice:

1. Comments from parents, visitors etc.
2. Comments from teachers etc. when on an educational trip, outing, swimming baths, coaches, etc.
3. Comments from outside agencies – police, dentist, nurse etc.
4. General comments from staff.

5. General comments from supply teachers.
6. Welfare staff referrals- monitored by Headteacher, Deputy Headteacher and Assistant Headteacher.
7. Class behaviour records
8. General impression from Headteacher walking around the school.
9. Behaviour at the start of school and the end of the school day. In the playground after school has finished.
10. Number of referrals made
11. Behaviour along corridors, stairs, etc.

APPENDIX 1 CODE OF CONDUCT

- **Be Special – (Matthew 5:2)** We celebrate the way in which all children are unique, our curriculum promotes respect for the views of each individual child, as well as for people of all cultures and faiths. We foster the spiritual and moral development of each person, as well as their intellectual, emotional and physical growth.
- **Be Trustworthy – (Matthew 5:3)** In this Beatitude, Jesus is telling us to be humble and place all our trust in God, knowing that God is always there for us. When we place our trust in God, we are humbled, which means we are poor in Spirit. We encourage all our pupils to be trusting and trustworthy.

- **Be Compassionate – (Matthew 5:4)** When we experience sadness in our life, we can better understand the sadness in other people’s lives. Sorrowful experiences teach us how to be kind to others and reach out to those in need. We want to be compassionate to others.
- **Be Humble – (Matthew 5:5)** Being meek and humble takes real effort, such as being nice to others even when we don’t feel like it, or walking away from a fight, or admitting that we are wrong. All of these things and more require us to be humble.
- **Be Alive - (Matthew 5:6)** To be righteous, we strive to do the very best we can do in everything, we try to be the best person we can be. We want to do what is right at all times and stand up for what is right. We also want what is right for others, this requires us to be cheerleaders for others and sometimes put others before ourselves. All of these things make us Alive in the Lord. We try to live the way God wants us to live, to follow His rules and to do His will.
- **Be Respectful – (Matthew 5:7)** Being merciful is being respectful, charitable, generous, compassionate and patient towards others. It means showing kindness and love to others. When we are merciful to others, God promises mercy on us. Through the environment and through the curriculum, the school aims to teach respect for ourselves, each other and God’s world.
- **Be Loving – (Matthew 5:8)** God asks us to strive to be pure in heart, to do the right things for the right reasons. We live our lives without seeking personal gain. We are thankful for God’s gifts and recognise that living according to God’s Word is more important than anything else and God’s Word is Love.
- **Be Encouraging – (Matthew 5:9)** Jesus said, “Peace I leave with you; my peace I give to you.” In Jesus’ language, the word ‘peace’ means being in the presence of God and doing God’s work. In our own lives we see injustices – things that are happening that aren’t right, we need to be encouraging to each other to speak out for what is right.
- **Be Selfless – (Matthew 5:10)** Christ was persecuted when he was crucified on the cross. The early Christians were persecuted because they believed in Christ, their selflessness made it possible for us to practice our faith today. Living our faith and being selfless is standing up for God’s work.

Rooted in the teaching of Christ, these Gospel Values are actively promoted through each lesson across the curriculum and within our pastoral system at all levels. As a Catholic community, we believe that our Gospel Values incorporate ‘British Values’ as outlined within recent DfE guidelines.

GOLDEN RULES

Any breach of the following rules will be dealt with immediately by the Headteacher, who will inform parents and may decide to keep a permanent log of the incident.

- **We are respectful to one another**
- **We walk and speak quietly around school**
- **We share and play games that do not hurt each other**
- **We use everybody’s real name**

- **We look after our school and everybody's belongings.**

CLASS RULES

- Work quietly and conform to acceptable noise levels.
- Do not shout out
- Put your hand up to answer
- Listen carefully to your teacher, and avoid playing with any objects on your desk when they are speaking.
- Stop everything that you are doing when an adult addresses the class
- Greet visitors in the appropriate manner.
- Remember your manners.
- Keep desks and classroom tidy.
- Return equipment to the correct place.
- Have all the equipment needed for each lesson, including the correct stationary and PE kit.
- Respect your exercise books and the work of others.

AROUND SCHOOL

- Move in silence around corridors
- Never run, walk sensibly.
- Always stand to one side and let an adult pass and hold the door open for them.
- Greet your teachers/headteacher when you meet them in corridors.
- Never remain in the building without an adult present at break and lunch times.
- Always knock on a classroom/office door and wait to be asked before entering.
 - Respect areas of the school:
 - Always flush toilets and keep sink areas clean tidy.
 - Never drop litter
 - Respect and look after the plants and shrubs in the playground.
 - Avoid making marks on walls/doors by being careless with your hands/feet.
 - Hang your coat and belongings up neatly.
 - Ensure lunch boxes are stored correctly.

IN THE PLAYGROUND – (SEE APENDIX 3 FOR LUNCHTIME SUPERVISOR POLICY AND GUIDANCE)

- Follow the 'Golden Rules' and respect the adult decisions made by welfare staff
- Avoid 'rough play' or games where it is likely that an injury will occur.
- Be aware of others and speak to a member of staff if you see a child who appears unhappy, or you have heard/seen inappropriate behaviour.

- Never exclude another child from joining in with a game (this includes making it clear to another child through 'looks/facial expressions' as well as a direct refusal).
- Stop immediately when you hear the bell/whistle and listen clearly to the adult giving instructions.
- Inform an adult immediately if another child has hurt/upset you. Do not retaliate. Speak with your teacher if you feel your complaint was not treated seriously or if the child repeats the behaviour towards you.

WET PLAY

- Do not move around the classroom. Remain seated at your table when working on a wet play activity and ask a prefect/adult if you need to visit the toilet or leave your seat for another reason.
- Work with the people around you. Do not shout across the room or climb on or across any furniture.

BEFORE/AFTER SCHOOL

- All school rules must be followed for any before and after- school activity. Pupils will be excluded from activities if the golden rules are not followed when working with visitors to the school who are running such clubs/activities.
- Children should avoid entering the playground before 8:45am each morning. From 8:50, children can enter the school in a sensible and orderly manner and must go straight to class.
- No footballs/sports equipment must be used in the playground before and after school.
- Children over Year 2 must not use the climbing frame before or after school.
- Once handed over to their parents, children must remain with them and not leave the premises without them.
- In KS2, if parents are late, pupils must stay close to the building and report and go to the office if parents are more than 10 minutes late.
- Loud and boisterous behaviour in front of other parents will not be tolerated.

APPENDIX 2 HOME-SCHOOL AGREEMENT

Our School Mission Statement St Charles RC Primary School, Our mission at St Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St Charles RC Primary School.

School's Educational Responsibilities

We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a Catholic community. Therefore we will:

Provide a friendly welcome to your child and a secure, stimulating Christian environment in which to learn;

- Ensure that your child is valued for who he/she is and helped to make good progress in their spiritual, moral, emotional and academic development;
- Treat your child with the dignity and respect they require, encouraging them to full human wholeness;
- Demonstrate our faith in and our school's foundation in the teachings of Jesus Christ, by what we teach and the way we live and worship in our school;
- Do our utmost to provide the best possible education we can for your child and enthusiastic teaching rooted in our beliefs, our values and our skills;
- Provide you with information about your child's progress and provide you with opportunities to talk to teachers;
- Keep you well informed about school policies and activities through regular letters and newsletters;
- Set, mark and monitor homework suitable to your child's needs;
- Send home an annual report of your child's progress;
- Contact you if there is a problem with your child's attendance or punctuality;
- Inform you of any concerns regarding your child's behaviour, work or health;
- Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Parental Responsibilities

We acknowledge that we as parents are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at school.

Therefore I/We will try to:

- Ensure that my child attends school regularly, on time and is suitably equipped;
- Inform the school of any concerns or problems that might affect my child's work or behaviour;
- Support the Catholic values of the school community;
- Give my child opportunities for home learning and support homework from school;
- Support the school's policies and guidelines for behaviour;
- Attend parents evenings and discussions about my child's progress;
- Encourage my child to be enthusiastic about learning and to enjoy school;
- Talk to my child about their experiences in school and encourage them to do their best;
- Attempt to support the Catholic community and the school governors in their responsibility for maintaining the school buildings in good repair.

Pupil Responsibilities

I acknowledge the different and unique talents which God has given me and my responsibility to use them wisely. Therefore I will try to:

- Attend school regularly and on time;
- Wear the school uniform and bring all the equipment I need every day;
- Take care of all school equipment and help keep our school free from litter;
- Learn something new each lesson and always do my best;
- Share my feelings honestly and politely and show consideration for others in school;
- Behave sensibly so we can be happy and safe as we learn;
- Try to think for myself and take responsibility for my actions;
- Observe all school rules and treat everyone with the respect they deserve;
- Complete all homework given by my teachers to the best of my ability.

APPENDIX 3 LUNCHTIME SUPERVISOR POLICY

This policy should be read in conjunction with the Behaviour and Discipline Policy. The school has responsibility for the provision of school meals and the supervision of the pupils at lunchtime. The school meals at St Charles Roman Catholic Primary School are prepared on the premises by Citywide Meals Service, who has full responsibility for providing the meals.

The Headteacher is obliged to ensure there are satisfactory levels of supervision throughout the lunch break. We consider that the adults providing this supervision fulfil a vital role within the school and contribute positively to the care, guidance and support that our pupils receive. The Headteacher is responsible for the management, training and welfare of the supervisors in school.

THE ROLE OF THE LUNCHTIME SUPERVISORS

The Lunchtime Supervisors are responsible for:

- supervising pupils on the school site as required by the Headteacher
- dealing with minor incidents and accidents
- First Aid (Emergency first aid training is received by lunchtime supervisors).
- organising activities for the pupils during wet lunch breaks
- overseeing pupils' care and welfare during the lunch break, especially in the playground
- Undertaking training as required.

GENERAL ORGANISATION

Each member of the Lunchtime Supervisory Team has a specific role to play within the general organisation and is given a schedule to follow. The tasks are timed and staff should keep to the schedule. The lunch break is divided into two, with staff supervising children while they are eating their lunch and afterwards when they are in the playground.

The range of tasks includes supervision of:

- Reception, Key Stage 1 and Key Stage 2 pupils eating packed lunches
- The hall and playgrounds
- a class/group of children during lunch break when wet
- first aid.

GENERAL DUTIES

Each member of the Lunch Break Supervisory Team is responsible for:

- supervising children eating their lunch
- managing the children's behaviour, including orderly queuing
- monitoring the playground, cloakrooms and classrooms to make sure pupils are not in areas they should not be, for example toilets
- making sure all children observe the code of conduct
- dealing with children who break the rules, (in accordance with the School Behaviour Procedures)
- dealing with accidents
- ensuring classrooms and the Hall are cleared up after use
- Assisting younger children with their meals as necessary.

GUIDELINES

General advice for supervisors

- Do not stay in one place for any length of time.
- Make sure you patrol all areas of the school building for which you are responsible.
- Do not stand talking to other supervisors or spend a long time with one group of children. • Do not let the children think they can misbehave because you are not watching them.
- Avoid over use of the whistle and only stop play when it is needed.
- Avoid shouting across the playground/Hall, instead approaching children causing concern and explaining why their behaviour is unacceptable.
- Follow the School Disciplinary Procedures.
- Aggressive or rough play, including 'tig', is not permitted.
- Bullying or rudeness should be reported to the class teacher.
- Record all accidents in the Accident Book and seek help if the accident is a cause for concern.
- Read the Health and Safety Manual for advice.
- If a child accidentally bumps his/her head, the duty teacher must be told. The child should be observed and must take an accident form home.

PRESENTATION

- Maintain a positive approach with pupils.
- If pupils approach you, be friendly.
- Watch the games the children are playing, but do not get too absorbed.
- Do not let children spend all their time with you, as it can prevent them from mixing with other children.
- Avoid questions to pupils that could be interpreted as 'prying' into family matters.
- Pass all lunchtime issues to appropriate staff – not directly to parents.
- Adhere to all elements of the Staff Code of Conduct Policy to ensure confidentiality is maintained and that a professional approach is taken at all times.

TREATMENT OF CHILDREN

- Treat the children fairly and equally, no matter who they are, or what you know about their previous behaviour.
- Treat each child with respect. Do not make degrading comments about them or use unkind labels to describe them.
- Never strike a child. Do not threaten them physically or invade their space so that they feel intimidated.

SUPPORT FOR LUNCHTIME SUPERVISORS

In order for Lunchtime Supervisors to fulfil their vital role we believe it is crucial that they are valued, respected and well managed, and that they receive regular professional development opportunities. . The children should also be aware that Lunchtime Supervisors have the same authority as the teachers and should be shown the same respect. To enable the lunchtime supervisors to make a significant contribution the following occurs.

- All Lunchtime Supervisors are monitored by the Headteacher.
- All the lunchtime supervisors meet school staff to discuss any important issues, share information and concerns.
- Support is given by the Head teacher, Deputy Head teacher and Assistant Head Teacher, who determine the appropriate action after a serious misdemeanour. Help is also given if there is a serious accident.

IMPORTANT DOCUMENTATION

Lunchtime Supervisors should have read the following policies and document and be familiar with Lunchtime Procedures.

- Health & Safety Policy
- Staff Handbook
- Behaviour Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- School Security Policy
- Critical Incident Policy

LUNCHTIME PROCEDURES DINNER HALL

Children should be encouraged to eat sensibly and in an orderly fashion. They should not leave their seat until they have finished their meal and have been given permission to do so. Children should not be shouting across the table or the dinner hall and should be encouraged to develop good table manners. Slow/reluctant eaters should be supported and not rushed when they are eating. Any concerns about a child's eating habits should be shared with the class teacher. There should be NO running in the hall at any times. If a child is seen running they should be stopped QUIETLY and sent back to their starting position. All

coats should be hung on the pegs and lunchboxes returned neatly to the relevant trolley. Avoid large queues of children waiting for dinner. Only call a class at a time, waiting until the final 2 children from the previous class have been served.

MOVEMENT TO AND FROM THE PLAYGROUND

Children entering the lower playground must walk in single file and hold the handrail tightly. There should be no overtaking. If a child fails to comply with this rule, they must return to the top of the stairs and start again. When re-entering school, the children should once more hold the handrail and walk in a single file. Children are only permitted to enter the school building at lunchtime to visit the toilet or if the lunchtime supervisor has been given permission from a class teacher.

TOILET VISITS

Children should be allowed to go to the toilet at any point during the lunchtime period. Supervisors should ensure that large groups do not attend at the same time and be aware that the same children may be going to the toilet together on a regular basis. Playtime should not be stopped to remind children to visit the toilet. They must know when to go themselves. Teachers will deal with request at the end of lunch and ensure that children are reminded of the need to visit the toilet before entering class. Children ARE NOT permitted to go to the toilet on their way back to class at 1.15pm. They must return to class and seek permission after the register has been taken.

USE OF THE WHISTLE –PLAYGROUND

A whistle is used to stop all children to indicate the end of break, give an important message or in an emergency. It should not be used to address issues with small groups of children, these should be addressed by the lunchtime supervisor separately. Children will WALK up to the dinner hall but WILL NOT be required to line up first. Verbal instructions should not be needed. At the end of lunchtime, the teacher on duty will go to the yard BEFORE the main school bell rings. Children will then follow three whistles before entering the school:

1. All children stop, remain still and silent on the first whistle.
2. On the second whistle, children collect their coats (if on the wall) and line up in their classes in the agreed location. Prefects make their way into their positions.
3. On the final whistle, the children make their way up in silence, in single file.

ARRANGEMENTS FOR THE END OF DUTY

Once children have returned to class, the following areas need to be checked:

- The playgrounds should be checked for litter/left items of clothing.
- The hall should be left tidy and tabards returned to the kitchen.
- Accident forms and first aid equipment should be returned to the medical room
- Lunch trolleys should be tidied and returned to the correct location.

- All outer doors should be secured and staff should leave by the main entrance only.

REWARDS AND SANCTIONS

All rewards and sanctions are to be given in line with those outlined in the discipline and behaviour policy. Lunchtime supervisors must follow the same guidance when issuing warnings and ensure that the same high standards of behaviour are followed during the lunch time period as at all other times. Key guidance from the policy which apply specifically to lunchtime supervisors includes:

- To be consistent in your approach to dealing with the children and specific incidents.
- To speak to children in a respectful manner and be a role model to them.
- To deal with incidents of behaviour which contravene the code, but to address only those children breaking the code without disturbing the play of others.
- To control the volume and use of your voice when gaining the attention of pupils and instead to strictly follow the guidance outlined in this policy in relation to the use of the school bell/whistle.
- To be consistent in the use of sanctions and rewards, ensuring that suitable warning is given to individual children and that they are very clear about which aspect of the behaviour code they have breached. Verbalise very high expectations of behaviour and ensure that pupils know what sanction will be given if behaviour does not improve.

REWARDS

The most effective sanction, is the consistent use of rewards. Lunchtime supervisors can give HOUSE POINTS for positive examples of behaviour, manners, positive attitude or acts of kindness shown to others. The award of house points will be monitored for consistency and should recognise those children who regularly follow the school rules.

SANCTIONS

Sanctions must be administered carefully and consistently. Most sanctions can be avoided through close monitoring of play, or by lunchtime supervisors demonstrating games and involving themselves in activities. Often, a clear warning is enough to result in an improvement in attitude and behaviour. If not, the '3 strikes' rule should be applied, whereby a child who fails to demonstrate improved behaviour on 3 separate occasions in a lunch period, is issued with a referral to their teacher. Examples where a child has broken a 'Golden Rule' as outlined in appendix 1 of the behaviour policy, must result in an immediate referral to the class teacher being made. Pupils who have received a referral must be isolated in the playground until the end of lunch, and must then be taken to their class teacher, with the incident recorded in the Behaviour Book, by the lunchtime supervisor who dealt with the incident. The Behaviour book log must detail clearly the nature of the incidents which have occurred and include details of other children who have been involved.