

St Louis Catholic Academy

“Loving to Learn – Learning to Love”

Behaviour & Discipline Policy



2019-2020

1. Introduction

Successful behaviour is based on respect for self, others and community. In striving each day to fulfil our Mission Statement our community tries to build respect in all aspects of school life and at all levels.

The staff and governors at St Louis Catholic Academy accept these principles and seek to create an environment in the school, which encourages and reinforces good behaviour and a positive self-image. We acknowledge that good behaviour is an important outcome of the educational process.

Based on the principles agreed by the governing body the following statements have been written as the basis upon which our behaviour policy has been formed.

- To create an environment which encourages and reinforces good behaviour;
- To have clearly defined standards of acceptable behaviour;
- To encourage consistency of response to both positive and negative behaviours;
- To promote self esteem, self-discipline and positive relationships;
- To ensure that our expectations and strategies are known and understood by staff, governors and parents;
- To encourage the close liaison of home and school to support positive behaviour.

2. Availability of Policy

The Behaviour Policy is available to staff, parents, children and governors in the following places:

- On the school website www.stlouisacademy.co.uk ;
- Copies can be obtained from the school office;
- Upon request from a member of teaching staff.

3. Standards of Behaviour

At St. Louis Catholic Academy we have a central role in our pupils' social and moral development, which is as crucial as our academic and creative goals. The children bring to school a wide variety of behaviour choices and patterns based on differences in home values, attitudes and parenting skills.

As a school community rooted in Gospel values, we must work towards standards of behaviour based on basic principles of honesty, respect, consideration and responsibility. The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty, respect and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability or religious belief;
- Show appreciation of the efforts and contribution of all.

4. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, active involvement of pupils in their learning together with effective feedback helps to avoid disaffection.

All activities should have:

- Clear realistic objectives, which are understood by the children;
- Differentiation to support the needs of all children;
- Positive feedback to children during/after a lesson that recognises their achievement and effort and signals to them that progress matters.

We believe that all children need to hear 'good news' about themselves as it builds self-esteem. Children with good self-esteem are more likely to work on improving their skills. SMSC is woven through the curriculum and is an important aspect of building self-esteem and promoting good behaviour.

5. Classroom Management

We recognise and value the importance of a positive climate within the classroom. Classroom management and teaching methods have important influences on children's behaviour. Children are provided with positive feedback where appropriate and their efforts are valued. We recognise that good teacher child relationships are paramount in encouraging good behaviour. We also consider carefully organisational features such as arrangement of furniture and access to resources in order to promote qualities of on task behaviour, independence and initiative. Resources are organised to aid accessibility and reduce disruption. We display pupil's work as part of promoting self-esteem. This demonstrates the value we place upon each individual's contribution as well as providing a welcoming environment. Our teaching encourages enthusiasm for learning, active participation for all and cooperation with others. Praise is used to encourage good behaviour as well as good work.

In **EYFS**, should children make poor behaviour choices and not respond to an adult's request to stop, they will be asked to **sit on a carpet spot with a timer** for a specific period of time.

KS1 and KS2 classes use a '**traffic light**' system approach in the classrooms to help children take responsibility for and manage their own behaviour. All children start each day on 'green'. Should the teacher or other adult need to question a child's behaviour, they will issue a warning to the child, worded, '[Name], I

need you to... If you do not, I will have to put you on [orange]', then stating what they DO want the child to be doing, thus focusing on desired behaviours and empowering the child to make responsible choices. If the child corrects their own behaviour choices, they will move back to 'green'. If the teacher needs to intervene again, they will be warned, and then moved to 'red'. The aim is to end the day on 'green', whilst results in any child on 'green' receiving a behaviour point which they can record on the class chart.

6. Code of Behaviour

Our Code of Behaviour states that all members of our school community should have:

- Respect for ourselves;
- Respect for the Christian values of our community;
- Respect for those around us;
- Respect for property and our environment;
- Respect for the safety of everyone and everything in the school.

7. Children's Charter

We also have our Children's Charter, written by the pupils and sanctioned by the school council. It is displayed in the school grounds.

The children at St Louis Catholic Academy have agreed the following set of rights:-

- A good education;
- To be happy;
- To be safe;
- To not be bullied or bully others;
- To have freedom of choice;
- To have the right to learn;
- Lessons should not be interrupted;
- To be loved;
- To be healthy with nutritious food and water;
- To receive medicine if sick;
- To be part of a local community;
- To have a home.

From the earliest age at St Louis, we actively teach and **encourage children to take responsibility for their own behaviour choices**. This also applies to any situation which may arise in which a child feels someone else is behaving in a way which makes them feel uncomfortable or vulnerable. To this end, children are taught to use the assertive phrase, **'Stop it! I don't like it!'** with other children, and know to then go to an adult if the

behaviour continues. In this manner, children learn that they have the agency to manage situations themselves initially, knowing adult support is available if then needed.

8. Incentives

Our emphasis is on rewards and incentives to reinforce good behaviour, rather than on over use of sanctions on undesirable behaviour. Rewards have a motivational role and help children to see that good behaviour is valued. The most common reward is praise and a smile. A brief acknowledgement is a very powerful motivator. The intrinsic rewards offered by warm relationships and a stimulating curriculum are important incentives. However, we also have a rewards system which recognises sustained and consistent good behaviour:

- Behaviour points can be awarded by any adult in the school community;
- Points are reported to the Class Teacher and recorded on the class Behaviour Award Chart;
- **25 points** gain a **Bronze Certificate** awarded in Key Stage assemblies, **50 points** gain a **Silver Certificate** awarded in Key Stage assemblies, **75 points** gain a **Gold Certificate**;
- Children awarded a **Gold Certificate** also receive commendation at **Celebration Assembly** and presentation of an **enamel behaviour award badge** to wear in school.

9. Sanctions

Rewards are central to the encouragement of good behaviour but we recognise that there is a need for sanctions to demonstrate disapproval of unacceptable behaviour and to protect the secure ethos valued within the school. When sanctions are necessary, we aim to implement them in an age-appropriate way.

We make clear:

- The reason for the sanction;
- That people sometimes make poor behaviour choices;
- What change and learning around behaviour needs to happen avoid future sanctions;
- It is the behaviour choice that is not acceptable, rather than the individual.

We avoid:

- Group sanctions as this can cause more problems.

We make a clear distinction between:

- Minor and major offences.

Sanctions for Misbehaviour

1. **A warning** is given for breaking a school rule or not following a clearly given instruction;
2. If the child continues to choose to make poor behaviour choices after a warning has been given, then the next sanction will be a **5 minute time-out session in the classroom** to help the child refocus; if this occurs at during playtime or at lunch break, **EYFS** children will be asked to 'walk and talk' with an adult to review their behaviour choices, whilst **KS1 and KS2** children will be asked to stand in clear sight at a specific safe place on the playground for 5 minutes to reconsider their actions before a discussion with an adult;
3. The next sanction for continued unacceptable behaviour would be the **loss of a playtime**. During this time, children will complete an appropriate task set by the class teacher, often work missed in class time;
4. There are times when it may be helpful for a child to be removed from a situation or a problem for a short period of time. On these occasions **children may be sent to the phase team leader with their work**;
5. If teachers become concerned about a pupil's on-going behaviour pattern, their **parents will be invited to school** to discuss the matter, initially **with the classteacher**; should there be no marked improvement after this meeting, the matter will be referred to the Phase Leader;
6. The next incidence of repeated inappropriate behaviour choices will result in a child being sent to the **Head of School**. It is the Head of School's responsibility to investigate the context, issue appropriate sanctions and if necessary contact parents;
7. If a child **swears using inappropriate language** or **physically hurts an adult or child** using inappropriate physical behaviour, an internal blue incident report form must be completed and logged. It must be given to the **Head of School**. This form is for internal record-keeping only; however parents of all children mentioned on the incident report form will be notified, usually by classteachers, at the end of the school day;
8. In the event of a child being **seriously violent to another child or adult** e.g. kicking, punching, hitting, slapping, head-butting, spitting, biting, the **parents will be sent for immediately** and **may be asked to remove the child from school for the remainder of the day or week** to prevent further incidents and to point out to the child the seriousness of his/her actions. This is done at the decision and professional judgement of the **Head of School**;
9. **Temporary exclusions** are one of the last resorts and may take the form of withdrawal at lunch times, short term suspensions or exclusions for longer periods. This decision **can only be made by the Head of School, the Executive Headteacher or a member of the Senior Leadership Team** acting with appropriately delegated authority;
10. In **exceptional circumstances** it may become necessary for **a child to be permanently excluded** from the school; staff in school will do all that they possibly can to avoid this situation arising by adhering to this policy and seeking suitable internal and external support as necessary.

What is expected of Governors?

- They will monitor the Behaviour & Discipline Policy;
- They will make the ultimate decision on any permanent exclusion.

What is expected of our pupils?

- Pupils are expected to follow the Code of Conduct and to follow our school rules;
- Children are expected to report behaviour that concerns, hurts or worries them to an adult;
- Accept the times when things go wrong or they make mistakes and move on quickly;
- Children will support and forgive each other when things go wrong;
- Children will be encouraged to be open to the idea of reconciliation.

What is expected of parents?

- Parents will support our school behaviour policy as members of our Catholic community;
- Parents are expected to help celebrate all that is positive and good in school and to reward good behaviour at home;
- Parents are expected to contact school with any concerns or worries they have regarding their child to school as soon as possible;
- Parents are expected to play an active role in discussions when children are finding it difficult to regulate their own behaviour and to work with the school in finding solutions;
- Parents will try to set a good example for their children;
- Parents will not encourage physical violence or inappropriate language use in or around school at any time.

What is expected of teachers and support staff?

- To use this policy to support appropriate and consistent behaviour management across the school, in whichever role they are employed.

What is expected of senior leaders?

- To support all staff to understand and implement this policy in a fair and consistent manner to promote a sense of security and clear boundaries for the children;
- To hold staff to account where they fall short of this.

11. Staff Induction and Training

We ensure that newly appointed staff (including teachers, teaching assistants and administrative staff) are informed of our approach and strategies to the management of behaviour soon after the commencement of their appointment. This will be the responsibility of the Head of School supported by the phase team leader (EYFS, KS1, LKS2 and UKS2) with whom the new staff member will be working (in the case of administrative staff this will be the Head of School).

Where possible we will use regular supply staff who will also be made aware of our approach, and wherever possible a short summary will be sent to their agency before they arrive on site.

Any member of staff experiencing specific behaviour management issues will be fully supported by colleagues and the Head of School. In the first instance we will identify the particular issues to see whether it is a pupil problem that impacts upon many staff or whether it is a training issue for that particular member of staff. Where necessary the SENCo will meet with the staff member to support the setting of Individual Behaviour Plans (IBPs) and strategies or if necessary to initiate some training through mentoring, observing colleagues and/or attendance on courses.

12. Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness via monitoring of any behaviour patterns in school.

Other related policies:

- Biting Policy
- Safeguarding and Child Protection Policy

This policy was developed during the Summer Term 2018 through a process of consultation and its ownership and implementation are the responsibility of all staff.

The policy will be reviewed in Autumn Term 2020.