

ORATORY RC SCHOOL BEHAVIOUR AND DISCIPLINE POLICY 2022/23

Our behaviour and discipline policy is based on the Christian principle of love and respect for each other and on the Catholic principles of the school: **“Jesus is at the heart of all that we do.”**

We recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, we focus on the Gospel Values – particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy.

We have a restorative approach to behaviour which is based on having just 3 rules.

We are Ready.

We are Respectful.

We are Safe.

We believe that appropriate behaviour should be taught and modelled and the foundations for this are built on the positive relationships that we build with our children.

Parents play a crucial role in the school's system of discipline, and we ensure they are informed of any concerns as they arise. We offer all parents the opportunity to support us in our aims. We assure parents that all behaviour incidents are dealt with fairly and investigated thoroughly by our staff. We welcome parents who wish to discuss any concerns; however, we do expect staff and parents to support each other in a relationship built on trust to ensure that children are enabled to reach their full potential.

To achieve this, all staff and pupils will:

- Encourage and foster mutual respect towards each other, by being polite and understanding.
- Develop self-esteem and self-worth, by acknowledging and rewarding people's efforts in contributing to all aspects of the school life.
- Foster within the children a respect for discipline and school rules.
- Encourage care of school and personal property.
- Aim to give every child opportunities to experience success.
- Continuously reinforce our school core values.
- Ensure strategies for encouraging good behaviour are set, known, and applied consistently.
- Ensure rewards and sanctions are clearly specified. Both are judged fairly and children know in advance what to expect.

STRATEGIES FOR ENCOURAGING POSITIVE BEHAVIOUR

As staff, we set our pupils an example of mutual caring and co-operation. As a Catholic school, we promote our Christian values and attitudes through our religious programmes and through the example we give as a staff.

Staff approaches are underpinned by five 'Pillars of Practice'.
These are :

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

Our first attention is for best conduct. We praise in public, we reprimand in private.

Pupils will:

- Be honest and tell the truth
- Treat others as we would like to be treated ourselves
- Listen to all staff and follow instructions immediately
- Always show good manners
- Walk around school quietly and calmly
- Take care of our school as if it were our home
- Show respect for other people's belongings

Staff will:

- Always display exemplary behaviour
- Set expectations by prompting good behaviour and marginalising poor behaviour
- Take responsibility for promoting good behaviour from all pupils in school regardless of whether a child is/is not in their class, around the school
- Reaffirm expectations as a first choice, rather than the poor behaviour
- Deal with specific individuals - as opposed to groups
- Criticise the behaviour - not the individual
- Be fair and consistent
- Enforce expectations that pupils move around the school in silence
- Enforce in the playground, that children STOP IN SILENCE when the bell is rung, and classes will be called to line up and come in in silence
- Ask children to praise one another for positive behaviour
- Regularly reaffirm the school expectations

PUPIL RESPONSIBILITIES

We encourage children to take on additional responsibilities in school. Class teachers are to assign roles to the children in class. Additionally, children from each class are elected as Eco-Councillors and Class representatives. Children in certain year groups will also train as Playground Pals.

REWARDS

ATTENDANCE CERTIFICATES

Certificates will be presented at the end of each term to those children who have achieved individualised 100% attendance during the term. Certificates and awards will be presented to children at the end of the academic year for 100% attendance. Pupils with 100% attendance in a school year will have a treat in the Autumn Term. Where there are extenuating circumstances, an appropriate target for attendance will be agreed by the Headteacher.

Certificates will also be issued to those with 99% attendance each term.

BEST ATTENDING CLASS Acknowledgement

The class with the best attendance each week are awarded with recognition in the Celebration Assembly with a certificate. The attendance board in school displays the classes with the best attendance each week. Trophy / mascot presented for the best attendance.

SUCSESSES OUTSIDE SCHOOL

Children sharing the things that they achieve when not in school enables us to celebrate the whole child. Children will be given the opportunity to do this during weekly allocated class time and are rewarded in the Celebration Assembly.

SCHOOL REWARD SYSTEMS

- Dojo points and certificates awarded for good work and behaviour. Dojo certificates at the end of term and photo of child displayed in the hall / on an achievement board.
- Best class of the term treat.
- Certificate of achievement awarded to one child from each class at the weekly Celebrations assembly (Star of the Week).
- Certificate of achievement rewarded to two children from each class at the weekly Celebrations assembly for following our school rules.
- Handwriting certificates, pen licences and Writer of the Week certificates.
- Individual awards/class awards by individual teachers / staff.
- One pupil selected as pupil of the term - special tea with Headteacher and certificate.
- One class chosen as Class of the Term- special end of term treat.
- Lunchtime Supervisors awarding good behaviour dojos.

Promoting Positive Behaviour

KS1

- Good behaviour to be acknowledged at class level through R.E lessons, Circle Time, KS1 assembly and through the PSHE/Citizenship programmes.
- Emphasis on sharing and co-operation in class and at playtimes.
- Good work display board.
- Good work and good behaviour is recognised and acknowledged at the Friday Celebration Assembly.
- School rules displayed in classrooms and around school.

- Time out areas for any pupils who require support.
- Staff to support pupils' social interaction at lunchtime.
- Lunch time supervisors to promote good and safe behaviour.
- Use of interventions to support the social and emotional wellbeing of children.

KS2

- School rules discussed and explained in class at regular intervals in Circle Time and through PSHE, these will be displayed in each classroom.
- Ask children to praise one another and encourage them to acknowledge the efforts of their peers.
- Reflect on actions throughout the day, to consider if their contributions have made others happy.
- Time out areas and assigned staff for any pupils who require support.
- Lunch time supervisors to support pupils' social interaction at lunchtime.
- Lunch time supervisors to promote positive and safe behaviour.
- Use of interventions to support the social and emotional wellbeing of children.

RESTORITIVE PRACTICE BEHAVIOUR GUIDE

Level 1: Class teacher/Teaching Assistant/Lunchtime Staff

Level 2: Class teacher/Phase Leader – repeated incidents/Senior Lunch Time Supervisor

Level 3: Senior Management

Level 1 Behaviour (minor/trivial)	
<p>Examples of Level 1 behaviour</p> <p>Unnecessary calling out during lessons Fidgeting / swinging on chair Not listening / talking when others are talking Moving around the room without permission Running in the building Squabbling / being unkind / pushing in Misuse of personal belongings Not taking responsibility for own actions Disregarding school uniform / PE kit policy / dress code Ignoring hygiene rules</p>	<p>Strategies to address Level 1 behaviour</p> <p>Moving over to where child is in room Eye contact Reminder of class / school rule / policies Keeping back after lesson for brief word Teacher speaking to parents/carers at pick up time Non-uniform adherence is addressed by class teacher speaking to parents in the morning Pupil's name entered into Class Behaviour Log Praise verbally/award Dojo points for good behaviour/good learning Happy/Sad Faces board</p>
Level 2 Behaviour (moderately serious/persistent)	
<p>Examples of Level 2 Behaviour</p> <p>Dangerous / rough play Minor (one off) examples of insolence or rudeness towards other pupils or staff,</p>	<p>Strategies to address Level 2 behaviour</p> <p>Parents/class teacher meeting - build up good parent partnership</p>

including answering back, bad language - not directed at another person Not following instructions Misuse of equipment / throwing equipment (with intent) Any of Level 1 behaviours that happen on a daily / repeated / persistent basis.	Time out within class, moving the child to sit by themselves for short period of time Time out in another class - child to complete class work or a ' <i>Reflection On My Behaviour</i> ' sheet Keeping back after lesson (not the whole break time)
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If persistent - follow-up actions:
 Time with Phase Leader / Senior Supervisor to reflect on the impact of the behaviour and carry out reparation.

Level 3 behaviour (Serious)

Threatening staff and other pupils with harm
 Behaviour that could harm self and/or others
 Physical assault

Follow-up Action by Senior Management:

- Time with Senior Management to reflect on the impact of their behaviour
- Reparation meeting with injured party and offender
- Senior Management Team decide on reparation and sanction (Exclusion Sanction can only be put in place by the Head teacher and includes exclusion from school and exclusion from aspects of school life, e.g. Representing the school in sporting activities)
- Child carries out reparation and sanction with appropriate adult
- Arrange meeting with parents/carers
- Run a supported Behaviour Plan (implemented by class teacher)

Sanctions available for Level 3 Behaviours if deemed appropriate:

- Meeting with parent to talk through past & future behaviour
- Pupil and parent "Commitment Meeting" with Head teacher/SM
- Exclusion from selected extracurricular activities/ educational visits
- Exclusion from the lunchtime period (going home for lunch)
- Exclusion from school from the time of the misbehaviour for the remainder of the day
- Fixed term exclusion (for a number of days)
- Permanent exclusion

RECORDING INCIDENTS OF UNACCEPTABLE BEHAVIOUR

- The member of staff who has witnessed the poor behaviour is responsible for making sure the incident form is completed on Arbor and class teacher is informed of the sanction required.
- Incident forms should be completed on the same day as the incident.
- In the case of serious misbehaviour, which puts the safety and wellbeing of others at risk, the school will inform parents immediately. A meeting will be arranged with the Assistant Headteacher or Headteacher.
- Some children may require an Individual Behaviour Plan or report card with specific sanctions and rewards extra to those for the rest of the class.

- Meetings regarding IBPs (Individual Behaviour Plans) will involve Parents, Class Teacher, SENDCO & in some circumstances, a member of the Senior Leadership Team.
- An exclusion will be considered (internal or for a set time or permanent exclusion) after all possible avenues have been explored.

A pupil's inappropriate behaviour will firstly be addressed by the adult who has witnessed the behaviour, e.g. Class teacher, Lunchtime Supervisor.

Break times

Pupils who are not following the school rules during break times are dealt with by the teacher/staff member on duty. The children will be sanctioned as above. Reception pupils need to have an instant sanction when disciplined.

Lunchtimes

Lunchtime staff will follow the behaviour policy in the same way as the rest of the school staff. More serious incidents must be referred to a Senior Leader immediately.