

St Antony's Catholic Primary School



BEHAVIOUR AND DISCIPLINARY POLICY AND PROCEDURE

*Learning together
in
God's love*

Reviewed & Agreed by staff: September 2016
Agreed by Governors: January 2017
Review date: September 2019

OUR MISSION STATEMENT:

At St. Antony's Catholic Primary School we celebrate our special talents as children of God therefore:

- We try to be like Jesus and always keep him in our hearts.
- We work together in our homes, school and parish to share our gifts and learn together.
- We understand that we are all different and we respect each other.
- We look after our world so that we may share it together in peace.

Our School's Behaviour Policy is heavily inspired by the words of Pope Francis and Our School's Mission and Vision Statements:

*"Education is the conduit through which we guide direct, mould and influence young minds. Teachers have an almost divine responsibility handed down to them by the greatest teacher of all**Christ himself**. Teachers must consider that every time they speak and act **they represent Christ** in their every word and deed. **Their example is the greatest teacher of all** as their actions always speak more profoundly than their words. Every child we have inspired by our example and teaching is left with an indelible mark on their hearts and minds for the entirety of their lives. Let us ensure that the marks we leave please God and set them on a path for serving others humbly in terms of their behaviour, attitude and approach to life and all whom they encounter." Pope Francis*

Our Vision : St. Antony's Catholic Primary School



Our vision at St Antony's is focused on Christ to inspire us. We see our school as an agent of change which engages all stakeholders: governors, teachers, parents, children, Church and community; while inspiring all our children from Nursery to Year 6 (the next generation of our society and the future of our community) to work collaboratively with all relevant agencies **to aspire to achieve their fullest potential. Our school will function as a centre of excellence and an axis of transformation and development within our community by enabling all under our care to aspire to achieve self-actualisation** through: sound Spiritual, Moral, Social and Cultural formation while embedding effective behaviour for learning, solid personal and shared philosophies with a positive, progressive and professional approach to life and living while upholding core Christian and British Values- leading to the achievement of the highest academic, socio-economic and sustainable life goals.

Our Behaviour Policy has as its core point of reference in

Our School's Golden Rules:

All St Antony's staff, pupils, parents and governors are asked to observe the GOLDEN RULES of the school which states:




GOLDEN RULES

- 1. I will respect everybody and everything at all times**
(all school and personal property)
- 2. I will keep myself and others safe at all times**
through displaying appropriate behaviours
- 3. I will follow instructions the first time given at all times**
(school rules and regulations policies and procedures)
- 4. I will do my best at all times**
to maintain and promote the high standards of the school

Because by following these rules we all work, live, play and learn together in God's Love

School Rules & Regulations

Each class across the school from Viridis/Nursery (our 2-3 year old provision) to Year 6 will have displayed (in a prominent place) our School's Behaviour Chart which features the three levels of behaviour status which may occur and the class pupils names listed under "ON TRACK" each morning. The policy is redemptive in its approach therefore with each new day there are new opportunities to display desired behaviours. Children's names are moved to CAUTION or RED ALERT based on behaviours exhibited throughout the school day following the stipulated behaviour procedures. Along with the behaviour chart also displayed across the school in each class will be the school's GOLDEN RULES, REWARDS & SANCTIONS charts these act as a point of reference for staff, parents and pupils alike:

ST ANTONY'S BEHAVIOUR CHART		
 ON TRACK	 CAUTION...	 RED ALERT!
Grace	Amber	
Goldie		
		Rudy

The Behaviour Chart, Golden Rules, Rewards and Sanctions are the same throughout the school from Nursery to Year 6 for consistency- so that the behaviour policy and procedures are reinforced and consolidated year on year from EYFS to Year 6. The behaviour chart will alert SLT visiting classes and aid with assessing at a glance the level of compliance on the part of pupils in terms of their learning behaviour-without ever disrupting learning sessions. The youngest pupils who are not yet readers, are able to link the colours on the chart to the attendant behaviours they represent and therefore they are aware that: to be on **Green= Good** and to be on **RED=BAD**.

Positive behaviours are to be encouraged, reinforced and rewarded at all times at St Antony's. All children will begin each day "ON TRACK" and will be encouraged and motivated to stay on track by being rewarded with: praise, smiles, house points, group or table points, certificates and other tangible rewards both inside and outside of class. Children who are on track all term and year will be publically rewarded at special assemblies as well as at award ceremonies held at the end of year-they will receive a HEAD TEACHER AWARD at the End Of Year Award Ceremonies held for each phase group with staff, parents, Parish Priests their peers and Governors present.

Any member of staff (Class Teachers, TAs, HLTAs, Mid-Days, Cleaners) may reward children at any time in accordance with promoting and embedding the school's behaviour policy and ethos. Conversely, any staff member may apply sanctions at any time needed morning play and lunch times or during before and after school at dismissal time or in clubs or on trips.

Those children who fail to adhere to school rules will face the following consequences:

A First warning ~ Verbal reminder and a 'DOT' under 'CAUTION' with a specific time frame given to get 'BACK ON TRACK'

A Second warning: Name moved to **Caution**- with another verbal warning and time frame given

If a Third Warning has to be given : NAME MOVED ON TO **RED ALERT**- with a **Time Out given** in time out corner/area in class or another class –CT/TA/HLTA must ensure pupils complete a Time out form or have one filled out for children across EYFS. This form is completed by the child himself/herself across KS1 and KS2 whether the TIME OUT is taken in class or in a partner class class: PARTNER CLASSES ARE AS FOLLOWS:

Y6 ↔ 5 Y4 ↔ Y3 Y2 ↔ Y1 R ↔ N

The Role Of The Adult in Time Out situations:

- Talk to the child in a calm manner
- Use child level eye contact, crouch down to their level and speak with them firmly
- Be specific about why they are in timeout if they are in EYFS/KS1 or let them identify and clarify why they are in Time Out if they are in KS2
- All adults must use the same language and approach: eg. 'you're in timeout because you have broken one or more of our School's Golden Rules...which rule(s) have you broken? How can you make things better? List specific steps you will take now..
- Hover near the child to monitor but make no contact
- The same adult if possible should return after a short while and talk to the child at their eye contact level to state: 'time out is finished you are now to return to..... I expect.....
- Take them by the hand (if EYFS/KS1 or lead them back if KS2) and help them engage back into the main class activity
- Reinforce that they are starting afresh andthe incident over...its time to begin again

***If the inappropriate behaviour persists:**

A Fourth warning is given...should this occur : the child is sent to 'Re-start' to the SENCO's/ Phase Leader/Shadow's office/classroom or to the Learning Mentor or even to the Head Teacher as a last resort if the behaviour warrants it.

***A Referral form must be completed as a matter of record indicating why the child was sent to re-start. For serious incidents children can be sent straight to restart (if necessary to the head teacher) immediately or if they fail to accept and follow previous sanctions given by phase leaders/Deputy or if they are being grossly disrespectful, disruptive, oppositional, difficult and uncooperative and not responding appropriately to CT/EA/HLTA directives.**

The SLT /SENCO/ Learning Mentor will manage those pupils on Re-start on a daily basis –**Parents are to be called for pupils on re-start only if warranted. A formal record must be kept for all children sent to restart. The Learning Mentor and SENCO are to track those sent on restart repeatedly and follow up by putting in place a pastoral support programme (PSP) with parents' involvement.** If necessary a referral must be made to Jeremy (the School's Therapist at Oak Grove) and or to the FAST (Families And Schools Together) programme with a view to supporting the family with management of challenging behaviours being presented by the child.

If children have received 3 Restarts in a half term the head teacher will formally meet with the parent/carer of the child. The class teacher may be present if necessary. The meeting will be recorded and a copy provided to the parents. Children sent to 'Re-start' **must** always have the agreed referral slip filled in by the class teacher indicating clearly and concisely the trigger behaviours and ensuing actions.

Children should be kept in at playtimes and lunchtimes as a consequence for poor behaviour displayed in class and or on the playground to secure their own and the safety of others. They must earn the privilege to be allowed to play with their friends or to be allowed back outside for play with their peers.

Pupils behaving aggressively, out of control or becoming very angry during lunch hour must be sent in for lunchtime 'Reflection' on the blue bench (KS2) or brown bench (KS1). This action must be recorded by the person on lunch time duty who sent them in or by the Learning Mentor to whom they may be formerly referred. The Learning Mentor must apply appropriate steps to restore calm.

Children must not be excluded from any part of their curriculum work when on 'time out' but must be given their class work to complete as normal when out of class-the work must be of the same standard and value as would be done in class. The same must be done for children who are excluded from trips, swimming and special events and performances outside of school-quality work must be given.

The **class teacher should also keep a record of children reaching 'time out' on a regular basis.** Children who reach time out on **3 occasions in one half term** must be referred to the SENCO/Learning Mentor for additional mentoring and behaviour support- If necessary the SENCO and Jeremy must be co-opted to assess/address the issues.

If an incident of extreme behaviour occurs (e.g. fighting, swearing, gross disrespect or disregard shown towards a member of staff) either the SLT, SENCO, Learning Mentor, or Head Teacher (in that order) must be sent for immediately to intervene and assist with restoring order.

***All time outs, re-starts, absences and lateness must be reported to parents in the pupil's termly/annual school reports. Parents however must be made aware beforehand of pupils' behaviour breaches and contraventions at home time or morning times or over the phone prior to this record.**

As a school our aim is to use positive reinforcement at all times with fair consequences related to the individual needs of each child and safeguard and secure the individual's as well as the school's needs.

To promote Positive Strategies to support an affirmative environment we:

- **Use positive language with all children for example:**
e.g. 'Great to see you sharing with your friend... well done!'
- **Use positive body language with all children such as gestures, thumbs up, and lots of smiling and affirmation**
- **Have an on-going positive reward system using stickers, points, praise throughout the day for many reasons**
e.g giving a child stickers on their work to reward them for working well and producing good outcomes or giving a child points on the class points chart
- **Focus and target specific behaviours that we as a staff have identified need modifying or reinforcing as well as rewarding positive things that have happened during the day. This happens at the Start of the Day daily**
- **Host achievement and award assemblies weekly on Fridays and have reward times in class daily/weekly/termly at an appropriate time.**
- **Teach children the language of co-operation by working alongside them and modelling specific language at the tables daily: "may I have a pencil please?"**
- **Facilitate their interactions and model how they may to talk to their peers**
e.g. Tell the child to say; 'Can I ride the bike after you please?' or tell the other child to say; 'Yes, in 5 minutes when I've finished you can have your turn'
- **Allow children time to anticipate what's going to happen next by giving 5 minute windows before something changes**
e.g. 'In 5 minutes it's going to be tidy up time' or 'In 5 minutes time it will be time for PE'

Teaching positive behaviour is best done through example:

When pupil behaviour is inappropriate we:

- **Model the desired behaviour** by working alongside a child, effectively showing them the appropriate behaviour or use other children's example as a model
- **Praise positive behaviour** to change and another child's negative/disruptive behaviour Eg 'I like the way the children sitting on that table are ready, just look at their quietness and still bodies, well done'
- **Use positive language** in response to negative behaviour
For example: Can you show me how I could have answered instead of....

Addressing Pupils Posing A Danger To themselves or Others **Using Positive Handling:**

If the need arises and it becomes necessary to apply Positive Handling to a pupil who is being violent, throwing a tantrum or presenting with seriously inappropriate behaviours - displaying: refusal, confrontational, oppositional, intimidating behaviours please ensure that you follow the school's /Newham's positive handling policy (as modelled and demonstrated in our whole staff inset on Monday September 2016 by the SENCO, Learning Mentor and Inclusion team). It is always advised to get another adult's support if the need for calming a child (who is throwing a tantrum, being aggressive, resistant, violent and disruptive-is posing possible harm to self or others) arises.

Those to contact in this case are: Miss Baptiste (SENCO), Carole Ellis (assistant SENCO), Jeremy Turner-Welsh (School Therapist), Julina Johnrose (Learning Mentor), Lucia De Sousa (Viridis Assistant Manager), Lotoya White (EYFS Lead) or Mrs Moore (Head Teacher).

The Governors and SLT expect all staff to use and apply the behaviour policy consistently and rigorously. Vigilance and consistency are viewed as pre-emptive and preventative measures to minimise the escalation of low level, disruptive behaviours to major proportions. The school will continually promote the VIRTUES OF CHRIST and OUR CORE CHRISTIAN VALUES in our day-to-day behaviour management and use Exclusions of any form (fixed term, managed move or permanent external expulsion) as an absolute last resort.

Parents will be used as supporters of the schools behaviour policy and be invited by the head teacher to work in partnership with the leadership and staff to promote and maintain outstanding behaviour across the school at all levels via our Home/School Agreement which all parents are asked to sign-keeping a copy at home and the school retaining a copy as a point of reference on each child's file.