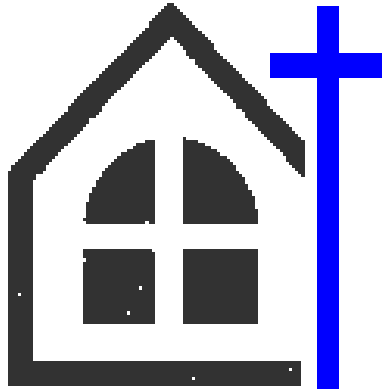


Our Lady's Catholic Primary School

Living and Learning in Faith



Behaviour and Discipline Policy

Produced by	Anna Core Headteacher
Date approved and adopted by Governing Body	Autumn II 2020
Review Date	Autumn 2021; no changes Summer 2022 September 2024; no changes June 2025; no changes June 2026
Date Amended	November 2023

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed DES)

Introduction

As a Catholic Primary School we firmly believe that our faith is central to all we undertake and that all our policies will reflect our central mission "Living and Learning in Faith."

This policy helps us to focus in on the techniques we employ to make a fundamental impact on the quality of the relationships we aim to develop and the spiritual, physical and intellectual development of the children in our care.

Mission Statement

The aim of our school is:

To provide a loving Catholic environment which will help each individual member of the school family grow morally, spiritually and academically in the love of Jesus Christ.

This means we aim to meet our children's needs in the light of the Good News of Jesus Christ that God loves us all. This is found in the life of the school through:

- The quality of relationships based on love, care, respect and trust.
- Prayer, reflection and celebration
- Learning and teaching that enables children to reach their full potential.
- Partnership between home, school and parish.

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EQUAL OPPORTUNITIES

At Our Lady's School it is our aim to provide effective learning opportunities for all pupils. Teachers plan and teach with due regard to the following principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

(Taken from National Curriculum Guidance for Inclusion)

Our Behaviour and Discipline Policy is based on the belief that:

- Children have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.
- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

We want all of the Our Lady's family to live out our Mission Statement in their daily lives by following our core values, or 'Bee Attitudes'. These underpin our ethos and are drawn from the Beatitudes (Matthew 5:1-12)

Bee Respectful

Bee Understanding

Bee Kind

Bee Forgiving

Bee Restorative

Bee Responsible

Bee Your Best Self

In addition, we wish to give recognition to our children who go 'Over and Above.' 'Over and Above' behaviours include exceeding our school values and impacting the wider Our Lady's community.

'If you consistently reward minimum standards, then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix

Expectations of Adults

We expect every adult to:

1. Meet and Greet every child every morning
2. Make explicit reference to our 'Bee Attitudes'
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners based on Quality First Teaching
5. Use a Recognition Board to celebrate success
6. Be calm and consistent in the application of rewards and sanctions

7. Demonstrate 'Deliberate Botheredness' – a deliberate daily act that is built into the teaching routine which enables children to feel important and valued, and gives them a sense of belonging
8. Alert senior leaders to learners with more complex needs

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Take time to welcome children and family members at the start of each school day
2. Be a visible presence around school
3. Celebrate staff and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Offer support to colleagues with managing learners with more complex needs

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Positive Strategies:

The following positive strategies will be used consistently by all adults in school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Recognition Board

A Recognition Board will be displayed in every classroom and will be used to encourage social or learning behaviours. Adults or children in the class can nominate names for the board; there is emphasis on the children working together as a team to get everyone's name on the board. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g., special celebration dance or song.

'Bee Attitudes' Awards

Children will earn 'Bee Attitude' awards via Class Dojo; there will be several opportunities each day for staff to reward children for good work, attitude or good behaviour. Praise and encouragement should be used as much as possible. It should be made explicit to the child which 'Bee Attitude' is being rewarded.

Learner Interviews

Each half term, class teachers will have a 1:1 meeting with each child in their class to discuss their learning behaviour and attitude (see Behaviour Profile). This information will be included as part of the end of year report to parents.

All adults will be looking out for children who demonstrate Our Lady's values and go 'Over and Above', showing that they are 'Our Lady's Ladybirds'. Ways that children will be recognised for doing so:

Our Lady's Ladybirds

Children consistently going 'Over and Above' will be invited to have hot chocolate with the Headteacher on some Friday afternoons. There may be some weeks where no child in the class is chosen – it needs to be sincere, high-level recognition to ensure it is not devalued.

Positive Praise Note / Letter Home from the Headteacher

The Positive Praise Note is a high-level recognition for consistently going 'Over and Above'. It can be given to any child by any adult in school. Letters may also be sent home from the Headteacher to recognise an outstanding contribution by a child.

Good News Phone Call

Class teacher to telephone parents to share child's success.

Our Lady's 'Bee Attitudes' Award Certificates

Awarded at Whole School Assembly: one child is selected by the adults in each class and receives a 'Bee Attitude' Certificate from the Headteacher. They can then sit on 'the best seats in the house' for the duration of the assembly.

Celebration Assemblies

These take place at the end of each half term. A range of awards are given for living out the Our Lady's Mission Statement and Bee Attitudes, Music, Swimming and other curricular achievements.

Behaviour on a Page

This is a concise A4 reference document for staff which summarises our Behaviour Principles to ensure clarity and consistency.

Classroom Plan

This is a sequence of steps which are focused on small but certain consequences, and a restorative rather than punitive ending. The plan will be used by every teacher to ensure that consistent language and steps are being used throughout school, which is clearly understood by all children.

Scripted Response

As part of the Classroom Plan, a 30 Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They must then stay behind at break or lunchtime to have a short discussion with the teacher.

Personalised Relationship Plans

These plans are in place for those children with behaviour as an additional need. These will be created in conjunction with the SENDCo and relevant external agencies, e.g., Behaviour Support Service. The child and their parent(s) will also be invited to co-construct the plan.

Restorative Approach

At Our Lady's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

These questions will be used to support restorative meetings and/or conversations. All members of staff have a copy of these questions on their lanyard. The Restorative Toolkit will be used in conjunction with these.

Consequences

At Our Lady's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based on building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed in their Personalised Relationship Plan.

Consequences implemented can be '**2 minutes owed**', '**Pay It Back Time**', or, in more serious circumstances, **Detention** and / or **Parental Involvement** (telephone call / formal or informal meeting). They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **2 Minutes Owed:** a reflective time where the child and member of staff privately discuss their actions and how it has impacted on others. This will be at the start of break or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in the future.
- **Pay It Back Time:** is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home, or if a child has damaged or broken school property, they may be asked to help repair the damage.
- **Detention:** any form of physical aggression (fighting / kicking / hitting etc) will lead to an automatic red card detention. In addition, 2 instances of '2 Minutes Owed' or 'Pay It Back' Time in one week will result in a detention. This sanction means that a minimum of 15 minutes break or lunchtime is spent with a member of the Senior Leadership Team so that the child has time to reflect on their behaviour. Detentions will also be issued for racist or homophobic language. In these instances, parents are informed of the behaviour and a formal letter is sent home. These are also reported to the Local Authority.
- **Parental Involvement:** it is important that parents are aware of repeated and/or more serious incidents. This will be communicated through a telephone call, or an informal or formal meeting. This should also be recorded on CPOMS.



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Behaviour Profile

Child as a Learner						
	Autumn 1	Autumn II	Spring I	Spring II	Summer I	Summer II
Interested in learning						
Listens attentively						
Works well independently						
Works well with other children						
Keeps trying even when tasks are difficult						
Presents work carefully						

Child's Social and Personal Development						
	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Behaves well in class						
Mixes well with other children						
Sensitive to others' feelings						
Behaves well in the playground						

Key:

- 1 = Always
- 2 = Mostly
- 3 = Sometimes
- 4 = Never



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Classroom Plan

	Steps	Action
1	Redirection / Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our rules: Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2	Last Chance	A verbal caution delivered privately, if possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: "Think carefully about your next step." Give the child a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3	30 Second Script	If the child still does not engage, use the 30 Second Script. Attach "Stay behind two minutes after class" to this step. This two minutes cannot be removed or reduced.
4	Time Out / Cool Off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time at the Restorative Table or in the Rainbow Room.
5	Restorative Conversation	(5 minutes after class for restorative conversation / 10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher might decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete (Pay It Back Time)
6	Detention	For any form of physical aggression or the use of racist or homophobic language, or for 2 instances of '2 Minutes Owed' or 'Pay It Back' Time in one week. The child will spend 15 minutes (minimum) of their break or lunchtime with a member of the Senior Leadership Team to enable them to reflect on their behaviour.
	Support Step	In more serious circumstances, for example, aggressive or threatening behaviour, the support step will be needed. This support may be from SLT or another class teacher. This will be specified on a Personalised Relationships Plan for certain children identified with behaviour as an additional need.



Our Lady's Catholic Primary School

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Behaviour on a Page

At Our Lady's Catholic Primary School, 'Living and Learning in Faith' underpins everything we do. We strive to provide resilient, empowered and engaging learning rooted in the Gospel Values which will enable our children to be who they were created to be so that they can set the world on fire.

Visible Adult Consistencies

1. Meet and Greet
2. Refer to 'Bee Attitudes'
3. Deliberate
4. Calm, caring and consistent
5. 'Bee Attitude' Awards
6. Learner Interviews (half termly)

Bee Attitudes

1. Bee Respectful
2. Bee Understanding
3. Bee Kind
4. Bee Forgiving
5. Bee Restorative
6. Bee Responsible
7. Bee Your Best Self

Over and Above

1. Exceeding our school values – 'Spirit of School'
2. Effort – always striving for excellence
3. Showing Initiative

Relentless Routines
Fantastic Walking Show Me Five

Stepped Sanctions

1. Reminder
2. Caution (outlining consequences quietly to the child)
3. Last Chance (30 second intervention)
4. Cool Off (time to think – Restorative Table)
5. Repair (Restorative Conversation)
6. Detention

30 Second Script

- I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now
- You are not showing our (Bee Attitude)
- You have chosen to ...
- Because of this, you need to (refer to action to support behaviour eg move to another table, complete learning at another time)
- Do you remember when you (refer to previous positive behaviour)?
- That is who I need to see today.
- Thank you for listening

Restorative Questions

1. What happened?
2. What were you thinking/feeling at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?