



# OUR LADY OF PITY PRIMARY SCHOOL

## BEHAVIOUR AND DISCIPLINE POLICY

### **Mission Statement**

Our Mission Statement '**Joy Through Respect**' is the bedrock on which our Behaviour Policy is founded and implemented. It serves as a point of reference against which all actions are measured and compared. Our challenge to each member of our community is:

**Open your heart to**  
Jesus and  
Others and  
You will have **JOY**.

All members of the community are challenged to show Respect by 'Taking another look' before making judgements or taking action.

**Core Value**     ***Respect***

**Core Belief**     ***All children are inherently good.***

### **Aims – Desired Outcomes**

- ***To inspire children.***
- ***To guide children to their intrinsic sense of respect for self and others.***
- ***To develop autonomy in children.***

**Prime Directive**     ***We set up the children to succeed.***

All adults in school are responsible for the management of the behaviour of the children in their care. To instil respect, we expect the children to be:

**calm,  
purposeful,  
considerate,  
cooperative,  
inclusive and  
responsible.**

### **Methods and Provision**

Forming strong, respectful relationships is a priority at Our Lady of Pity. We take seriously the need to know and understand our children. We expect the highest standards of behaviour to arise from these relationships. We are clear about the standards we expect and prepare the children to meet them.

By focusing on restoring relationships, we lead the children to use mistakes as opportunities to learn, both academically and in their social interactions. We evaluate our provision continually to ensure that we are offering the children the best possible chance of success.

For the most part, children respond well to these approaches and can be seen to be meeting or heading towards the desired outcomes.

Sometimes, however, children's behaviour falls short of our expectations. In such instances, all adults are challenged to address the behavioural needs of the children at an early stage. Children's disconnection from the group may manifest in excitable or disruptive behaviour or as a passive withdrawal of focus. A teacher may respond in a variety of ways, the aim always being to optimise the learning for the whole group. The key question is 'what is the quickest/most effective way of helping the children in question to re-engage.

Some of the behaviours described may be persistent and/or serious and not show signs of resolution or redirection. We continue to search for the best way to re-engage children in consultation with parents and any appropriate agencies.

If behaviours present a serious level of threat to the safety or well-being of others or the environment, the following may be employed:

1. Removal of the other children from the threat, ensuring their safety. Restraint is used as a last resort.
2. Call for the nearest member of Staff to assist.
3. Inform the Head Teacher/SMT as soon as possible.

### **Fixed Term and Permanent Exclusion**

Exclusion is only necessary when a child *continues* to behave in an unsafe manner; being clearly unable to respond to all reasonable efforts to restore the situation.

### **Further Information**

An explanatory leaflet is available for parents.

Status: currently under review.