



*St John's Catholic Primary School*  
*BATH*

**'For everyone to shine, celebrate and grow'**

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Head Teacher: Mrs A Bennett

## **Rationale**

‘Love one another just as I have loved you.’

John 13 vs. 34

Our behaviour code is primarily based on this Gospel value. Our Catholic foundation means that we view each child as a unique individual created by God. We believe that in order to allow children to flourish spiritually, educationally, socially and emotionally we need to create an atmosphere in which there is firmness, kindness, consistency and fairness displayed by all people who work in school.

We believe that all children can behave well or can be encouraged to improve their behaviour. These expectations are communicated to the children constantly, in order that every child in the school reaches their full potential and teachers having to be able to give their attention to teaching so minimising any distractions and ensuring that the children stay on task.

**This policy should be read in conjunction with the Anti-Bullying Policy.**

## **Aims**

1. To recognise that each child is unique in the eyes of God and can live their life in a Christian way.
2. To create a secure and ordered environment for pupils and staff, ensuring that children develop their full potential.
3. To encourage appropriate behaviour with positive reinforcement for good behaviour and consistent application of sanctions if necessary.
4. To give the children the opportunity to develop their self-esteem and to put into practice positive attitudes towards themselves and others so that they will develop into caring and responsible adults.
5. To negotiate classroom rules and routines that maximize learning opportunities, help children to enjoy school and make them feel safe and secure.
6. To provide the staff, teaching and non-teaching, with the skills necessary to ensure acceptable behaviour in the classroom and playground.
7. To share this policy with parents to enable them to understand and support the work of the school.

## **Guidelines**

### **Expectations**

In the classroom	The children should follow their own class rules and be: industrious, respectful, tidy, attentive, co-operative, courteous and kind.
Assemblies	The children should enter and leave the hall silently.

Lunchtime	The children should enter and leave areas quietly and calmly. Good manners are expected & should be insisted upon at all times.
Inside	Safe movement is essential inside and around the school. Walking, not running, is required. The children should walk on the left-hand side of the corridors and in single file. Children should form orderly lines/queues when required.
Outside	Safe movement is essential outside and around the school. Walking and climbing on walls and fences is not permitted. Cycling, scooting or ball games are not permitted before or after school unless part of specific school activity. Children must stay on the playground and on view to the duty teacher. Children need to ask an adult if they need to go the toilet or inside for any reason. All litter must be placed in bins.

Our Mission Statement and the codes of behaviour which follow from it reflect Gospel values, the teachings and example of Christ Himself. These should, therefore, have a defining influence upon the way in which we treat others in the school community including people of different race, gender, faith and those with disability.

Behaviour whereby children of faith or no faith have reason to feel threatened by actions or remarks that devalue their beliefs is not tolerated and will be dealt with in line with our behaviour policy.

Racism can be defined as conduct or words which treats an individual or group less favourably than those not of that group, on the grounds of their colour, culture, nationality or ethnic origin, and which is capable of :

- threatening their safety.
- impacting on their self-esteem or quality of life.
- demeaning them.

Incidents of racial discrimination are reported directly to the Headteacher or Deputy Head. The matter will be investigated thoroughly and appropriate action taken, in line with this policy, to ensure that the incident is not repeated.

The incident will be recorded and reported to the Governing Body and forms part of data return to the local authority.

It is acknowledged that such conduct, or talk, may sometimes occur through lack of knowledge or understanding, particularly on the part of young children. If this is thought to be the case, the opportunity to educate rather than punish will be taken.

## **Classroom Strategies**

## Rules and Sanctions

- Every class has its own set of rules negotiated at the beginning of the academic year. These vary, dependent on the age of the children. The rules are displayed in the classroom following discussion with the children. The children are frequently reminded about them. If the rules are broken then sanctions are applied as per the consequence ladder.

Good behavior is praised and is rewarded in the following ways:

- House points are awarded through class dojo and totaled at the end of each week. The winning house is celebrated during weekly assembly. The house gaining the most points over two terms has the house shield awarded.
- Teachers award stickers. Good work is regularly shared with the Headteacher. Certificates are presented in assembly. Names of the children receiving certificates are shared with parents in the newsletter.
- Pupils are encouraged to develop intrinsic motivation and not rely too heavily on extrinsic praise.

## Behaviour management strategies

These are used when a child needs reminding or correcting. These include:

- positive reinforcement of appropriate behaviour
- praising those modelling the expected behaviours
- prompting and encouraging
- tactical ignoring of inappropriate behaviour
- reinforcing what are acceptable and unacceptable behaviours
- imposing sanctions using the step system

### **Steps for managing behaviour at lunchtimes**

1. The child is encouraged to tell another child calmly to stop the behaviour as they don't like it e.g. "Please don't do that. I don't like it!"
2. The child reports to a member of staff on duty, who speaks calmly to both children and monitors the situation, encouraging resolution.
3. Warning given
4. If the child reports another incident to the same member of staff on duty, they will decide if 5 minutes time out is required (in a designated area)
5. For more serious behaviour the member of staff will immediately contact a member of the SLT
6. Notable incidents or repeat warnings will be logged by the member of staff and passed on to the class teacher who will then decide where on the consequence step system the child should be placed.

### **Discipline Procedure**

Consequence steps:

<b>Step 1</b>	<b>Verbal warning</b> - explanation of behaviour is sought and discussed.
<b>Step 2</b>	<b>Yellow card</b> – child is put on 'yellow card' warning - the child is warned of consequences if the behaviour continues.
<b>Step 3</b>	<b>Red card</b> – child is put on 'red card' they will miss break time in the meeting room (If this is the second time in a term the class teacher should also ensure the child sees the phase lead)
<b>Step 4</b>	<b>Discussion with Headteacher</b> – applies to children that have been sent to the meeting room three times in a term or directly for more serious incidents. The class teacher should make parents aware that their child has had this discussion.
<b>Step 5</b>	<b>Discussion between Headteacher and parents</b> – applies to children that continue to be sent to meeting room three times in a term (after step 4) or directly for more serious incidents.
<b>Step 7</b>	<b>Fixed Term Exclusion</b> will be considered at the Headteacher's discretion. In this case, a copy of the Exclusion Policy will be given to the parents.
<b>Step 8</b>	<b>Permanent Exclusion</b> will be considered at the Headteacher's discretion. In this case, a copy of the Exclusion Policy will be given to the parents.

If inappropriate behaviour persists external agencies will be contacted and a referral will be made to behaviour panel.

All incidents of serious misbehaviour will be logged in the school's behaviour incident log.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head as appropriate. If these discussions cannot resolve the problem, a meeting with the Headteacher should be made.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the implementation of the policy. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all serious incidents of misbehaviour and encourages good behaviour at all times.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues.

Governors will review a summary of the behaviour log from the preceding academic year in the first term of the new academic year.

## **Fixed-term and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately

Signed: \_\_\_\_\_

Chair of Governors

Reviewed: 3<sup>rd</sup> July 2018

Due Review: July 2021

## **Appendix 1 - Conflict Resolution Techniques**

For the Child these are important when resolving issues as every child has the right to be listened to and will want to have the opportunity to be heard. It also helps them to manage their feelings, develop greater independence and learn to manage and resolve issues for themselves.

Step 1: Cool off.

Step 2: Say exactly what's bothering you, using "I messages."

Step 3: Each person repeats what they heard the other person say.

Step 4: Take responsibility.

Step 5: Brainstorm solutions and come up with one that satisfies both people.

Step 6: Affirm, forgive, or thank.

For the Adult Managing Conflict Resolutions with Children Conflict resolution is about how we resolve disagreements or manage different points of views so that everyone feels comfortable and can move on from a situation that has occurred. It is about "us against the problem" and not "us against each other."

Step 1: Cool off. Conflicts or disagreements can't be sorted when we feel cross, angry or out of control. So it is important to take a few moments or a few minutes or some time out before you start. This can include: taking some deep breaths, having a drink of water or going to splash your face with water, (Find the best that that works for you.) That way you can choose your response rather than just react. Then you'll be ready to go on to the next step.

Step 2: Say exactly what's bothering you, using "I messages." Use the word "I" to explain rather than "you" so no one feels they are being blamed. By starting from "I" we can begin to take responsibility for the way we see the problem. It's important to avoid put-downs, guilt-trips, sarcasm, or negative body language. e.g. Instead of saying "You cheated when we were playing tag." You could say "I'm really upset about what happened as I thought we agreed that you couldn't tag someone if they were off the ground."

Step 3: Each person repeats what they heard the other person say. Listening and repeating what has been said shows that we care enough to hear the other person's views, rather than just focusing on our own point of view. This helps develop empathy.

Step 4: Take responsibility. In the majority of conflicts, both parties have some degree of responsibility. However, most of us tend to blame rather than looking at our own role in the problem. Think about how your actions or reactions and the affect they may have had on someone else. When we take responsibility this allows us to think about the possibility of agreeing a solution.

Step 5: Brainstorm solutions and come up with one that satisfies both people. Resolving conflict isn't always easy but seeking solutions can open our minds to different possibilities. There are often many solutions to a single problem. The important thing is the willingness to agree something that everyone can agree to.

Step 6: Affirm, forgive, or thank. A handshake, nod of the head or a kind word can bring the problem to a close or end. Forgiveness is the highest form of closure. Being able to forgive somebody, say thank you or even say something like “I am glad we sorted it out.” at the end of a conflict, sends a message that you can are ready to ‘move on’ as well as feel comfortable in each other’s presence.

Conflict Resolution helps us to understand each other’s feelings, develop and maintain and good relationships and work through problems that arise. This is how we learn, work and play together so everyone is happy at school.

## **Appendix 2 - Staff Guidance on how can we manage incidents when a child loses control or a potential explosive situation**

When children do not yet respond appropriately at the 'trigger' or 'fuse' stages they are likely to need adult support to regain control after an explosive/aggressive incident.

It is important to remember that at this stage the child will be in a highly emotional state and unable to think rationally. Staff will also find it difficult to respond quickly and appropriately as they too may be functioning at a higher emotional state. It therefore may be appropriate to have a 'deferred consequence'. This means talking to the child when they are capable of debriefing calmly. Therefore being left alone to calm with an adult keeping just a 'watchful eye out' is often best. The following offer a practical response to the anger arousal cycle:

### **DO**

- Remember this child needs your help to regain control
- Use non-threatening body language – intersperse normal eye contact with looking away briefly, turn your body so that it is at a slight angle to the person (this is also safer for you physically).
- Remain controlled, Match the mood – actively listen, acknowledge the problem. Match the general arousal level with your voice and body movements. The child will then begin to mirror your behaviour and you can slowly modify/reduce this to bring the child's mood down.
- Keep talking – show genuine concern and understanding, offer reassurance and support. You need to be perceived as someone who can offer help. (This can have implications for the involvement of staff that a child sees as mainly a figure of authority).
- Speak firmly and give clear directions, use simple language and possibly use the 'broken record' technique.
- Avoid provocative phrases e.g. 'don't be silly'
- De-personalise the issue, for example refer to the behaviour not the child
- Once you are engaged move into problem solving as a way of moving to a safe place.

### **DON'T**

- Use physical intervention unless there are significant risks to personal safety.

### **SAFETY**

- Adults need to move towards an appropriate space to support containment of the specific child
- Send for help - tell the child you are doing this to support them and help them regain control.
- Remove any audience
- Move away from or remove potential weapons
- Keep a safe distance – angry people are likely to need at least 3 times as much personal space.