



St. Ethelbert's Catholic Primary School and Nursery

Behaviour and Discipline

Our Mission

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

Our Values

Service Forgiveness Truth Faith Dignity Respect Tolerance Humility

Principles of Good Practice:

Certain principles underlie the practice of successfully achieving and maintaining high standards of behaviour and discipline. The main ones include the following:

- The ethos of the school is grounded on the quality of relationships rooted by Christian values and existing at all levels: between staff, staff and children and between children. These are characterised by mutual respect, valuing individuals, a willingness to listen and understand and by a positive view of teachers as professionals and children as learners.
- By good example, children are constantly encouraged towards high self-esteem, good self-discipline and high standards.
- The behaviour and discipline policy follow all safe guarding procedures required to ensure continuity of best practice at St Ethelbert's.

The school's leadership sets a good example with a policy of clear aims and high expectations, setting the boundaries of acceptable behaviour with staff agreement. Providing guidelines for action, policies are made clear to pupils and parents and are firmly and consistently applied with vigilance and support.

The focus of such policy is the development of a positive climate for the whole school with the emphasis on praise and rewards rather than on sanctions and punishment.

Praise can be formal and public or informal and private. It can be aimed at individuals or groups for maintaining standards or for particular achievements. Remember that praise between colleagues has a motivating effect.

Other rewards can be equally effective e.g. house points, Dojo Points, mention at assembly, text messages or letters to parents, opportunities for greater responsibility or other specific privileges. Such recognition, where merited, nurtures self-esteem and makes misbehaviour a less attractive way of obtaining attention.

When disciplinary difficulties are encountered then sanctions are necessary. Given the emphasis on respectful relationships the most powerful sanction is the disapproval of peers and teachers. The withdrawal of privileges used as rewards can be an effective sanction. Within the classroom sanctions can include verbal warning or the repetition of work. Within the school children may have privileges withdrawn and be referred to senior staff. Parents should be seen by class teachers initially, then by senior staff who may implement a revised timetable. The ultimate sanction is exclusion. The leadership of the school will ensure that sanctions are used flexibly to improve children's behaviour and offer teachers support.

Bearing in mind the Church's teaching on morality, sanctions should be used as far as possible without damaging relationships and children's self-esteem. They should be brought to understand why what they have done is unacceptable.

Our school policy on behaviour is a set of agreed principles which guide the decisions and actions taken by staff within the school.

Children's Code of Conduct

Everyone should act with courtesy and consideration to others at all times, so...

- * Move sensibly and quietly about school.
- * Keep the school clean and tidy.
- * Keep silent when it is necessary.
- * Help to make the classroom a place where it is easy for everyone to learn and the teacher to teach.
- * Try to understand other people's point of view.
- * In the playground be friendly to everyone, share games and keep the rules!
- * Speak politely and respectfully to everyone and never argue with adults.
- * Use the toilets and drinking fountain when you first come out at break times or when the five minute warning is given.

Expectations of all staff

The children's conduct within the school is the responsibility of all the staff, and good order is dependent upon the behaviour and attitude of all the staff, so...

- * Set high standards and apply rules firmly and fairly.
- * Avoid confrontation.
- * Listen and establish facts.
- * Speak to the children quietly and in a matter of fact tone (never argue with a child).
- * Avoid blanket punishments of whole groups.
- * Avoid leaving a child unsupervised outside a class.
- * Try to use humour.
- * Keep calm, consistent and fair (don't take offense and speak in a measured way).
- * Send for help if the situation becomes too tense. ie. Child's teacher, BMT or SLT.
- * Any physical violence from another pupil, that leaves a mark, must be reported to a parent by their class teacher.

Expectations of Parents

- * Provide guidance outside of school hours, which will encourage good attitudes.
- * Praise good behaviour.
- * Set a good and consistent example by their own behaviour.
- * Support the school in the actions it takes to deal with unacceptable behaviour (see home/school contract).
- * Talk to their child about what has happened if they receive a 'detention' or 'out of this world' text..

Class Dojo / Behaviour

- Class Dojo is to be used by all teaching staff as a positive reinforcement tool.
- Dojo points are to be rewarded for good behaviour or hard work i.e. following the class rules, being kind or helpful, high level of effort, working hard.
- If a pupil receives the top 10% of Dojo points then they receive a special certificate to go home, celebrating their hard work.
- Any pupil who receives the top 10% Dojo points will also earn a House Point for their House Team.
- Any pupil who receives the top 10% Dojo points will also get their names read out in Golden Assembly to celebrate their achievement.

House Teams / Behaviour

- All pupils must know which House Team they are in – this can be found on Class Dojo under ‘groups’ or on class lists that were handed out.
- Pupils will earn House Points through Class Dojo, end of term P.E. competitions, Buster’s Book club, and any other special awards or commitments.
- The House with the most points at the end of each week will receive the trophy, with their coloured ribbon, displayed in the Junior Hall.
- The House that wins at the end of the term will receive a special prize which includes an afternoon out of class at the end of the term with a fun activity (e.g. disco, picnic at the park, party on the field).
- However, any pupil in the winning House who has had a number of visits to the Headteacher or Deputy Headteacher for continued bad behaviour will not be invited to the out-of-class reward.



If you..	Teacher will..	If you continue, teacher will...	DHT and HT will...
Behave well, work hard, persevere and demonstrate the values: Service Forgiveness Truth Faith Dignity Respect Tolerance Humility	1.Praise you 2.Give stickers 3.Award Dojo Points 4.Move your name to blast off (BMT will monitor and will send a text and award a House Point)	Speak to your parents	Monitor who has been awarded House Points
		Move your name to Out Of This World	Monitor who has been recognised and send home a certificate and text “Your child has achieved Out of this world today! Well done!”
		Take/send you to celebrate your work with another teacher	Monitor who has been sent to another teacher and award House Points
		Write a note in your Home/School Communication Book	Monitor who has been sent to another teacher and award House Points
		Nominate you for Golden Assembly	Present you with a certificate at Golden Assembly and monitor how often you achieve this. Extra House points will be awarded for three or more nominations
		Send you to DHT, HT to show your work	Present you with a sticker and a golden treat
		Allow you to attend the House Team Reward Event if your team wins	Ten of the ‘continued’ recognition behaviours in a 6 week period will entitle your child to attend the reward trip even if their House Team does not win the term’s competition

*BMT is Behaviour Management Team

	In class, if you...	Teacher will...	If you continue, you will...	
1	Low level disruption: (fidgeting, time wasting, swinging on a chair, disturbing other's learning, calling out, walking around the classroom without due cause, not being on task, making rude noises, squabbling during group activities, defacing school books or other equipment)	1.Praise other children (ignore the behaviour) 2.Give 'the look' 3.Verbal warning (quietly if possible) 4.Name moved to yellow	<ul style="list-style-type: none"> You will be moved in your class (possibly to a thinking chair or single desk) You will be moved to another class (10 minute reflection time. May be less for KS1) Possible class teacher 5 minute detention 	
2	Continuous low level disruption: (disrupting their learning and the learning of others)	Red on the board After any detention, pupils will be given the opportunity to begin again on the green STAR	<ul style="list-style-type: none"> You will be given a slip for a 10 minute detention with the reason, date, location and time of detention and will take it to the BMT (The adult who referred to the BMT will complete *My Concern. Later notes will be added by BMT). If you are missing a lesson you will take your work with you. Parents will be notified by text "Today your child was given a 10 minute detention" Parents can follow that up with their child or pop in to see the class teacher. Continued incidences will lead to a referral to DHT or HT for DHT or HT detention (30 minutes). Parents will be notified by text "Today your child has been given a 30minute detention" <p>If the behaviour continues over a period of time:</p> <ul style="list-style-type: none"> Revised timetable(SEND intervention programmes) Class teacher and parent meeting BMT, Class teacher and parent meeting (by letter) HT or DHT and parent meeting (by letter) 	
3	Answering back Lack of respect Refusal to comply (ignoring adults)	Yellow on the board	<ul style="list-style-type: none"> You will be moved in your class (possibly to a thinking chair or single desk) You will be moved to another class (for reflection 10 minutes time) Possible class teacher 5 minute detention <p>If the behaviour continues over a period of time:</p> <ul style="list-style-type: none"> You will be given a slip for a 10 minute detention with the reason, date, location and time of detention and will take it to the BMT (The adult who referred to the BMT will complete My Concern. Later notes will be added by BMT). If you are missing a lesson you will take your work with you. Parents will be notified by text "Today your child was given a 10 minute detention" Parents can follow that up with their child or pop in to see the class teacher. Continued incidences will lead to a referral to DHT or HT for DHT or HT detention (30 minutes). All referrals should be logged by the person referring the child. Parents will be notified by text "Today your child has been given a 30minute detention." Class teacher and parent meeting BMT Class teacher and parent meeting (by letter) DHT or HT and parent meeting (by letter) Revised timetable 	
4	Swearing at another person Spitting at another person Hitting another person Biting Fighting	Red on the board After any detention, pupils will be given the opportunity to begin again on the green STAR	<ul style="list-style-type: none"> You will be given a slip for a 30 minute detention with the reason, date, location and time of detention and will take it to the BMT (The adult who referred to the BMT will complete My Concern. Later notes will be added by BMT). If a lesson is being missed, work should be sent with the child to complete. "Today your child was given a 30 minute detention. Please pop in to see the class teacher after school today or call the office to arrange an appointment," Referral to DHT or HT for further action <p>If the behaviour continues over a period of time:</p> <ul style="list-style-type: none"> BMT, Class teacher and parent meeting (by letter) DHT or HT and parent meeting (by letter) Revised timetable/Exclusion 	
5	Deliberate vandalism Racism Premeditated violence Stealing Bullying (name calling, homophobic language, threatening, deliberate exclusion picking on weaknesses, physical violence)	Red on the card: Sent out After any detention, pupils will be given the opportunity to begin again on the green STAR.	Referral to BMT for investigation and further action. Logged on My Concern. Appropriate sanctions include (but not exhaustive) <ul style="list-style-type: none"> Revised timetable Detentions Internal exclusion Exclusion Parents informed 	
Remember	Ignore	Child to be ignored initially and others around who are behaving appropriately to be praised.		
	Remind	Child to be reminded of rule.		
	Warn	Warning to be given to individual child (quietly if possible).		
	Move	Child to move to another place with the classroom for 5/10 minutes if poor behaviour continues.		

3 BMT detentions in one 6 week term – automatic meeting set up with parents

Behaviour management team BMT

SEND Programmes or monitoring may include but are not exhaustive to: behaviour chart, Friendship Group, Restorative Justice Work, Talk and Draw

*My Concern is software used by St Ethelbert's to record and manage concerning incidents

Out of class, if you...	Teacher will...	If you continue, teacher will...	DHT and HT will...												
Low level disruption: (use equipment inappropriately, squabble, behave inappropriately)	1.Praise other children (for their appropriate behaviour) 2.Say the child name and give 'the look' 3.Verbal warning (go over to the child and speak quietly if possible) 4.Give the yellow card (Write colour card, date, time, adult issuing, pupil names on yellow card and reason)	<ul style="list-style-type: none"> You will be asked to remain with the teacher on duty for 5 minutes You will be sent for 10 minutes reflection time to the following locations <table border="1"> <thead> <tr> <th></th> <th>Morning break</th> <th>Lunch</th> <th>Afternoon break</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>Thinking chair</td> <td>Thinking chair</td> <td>Thinking chair</td> </tr> <tr> <td>KS2</td> <td>Library</td> <td>Computing Suite/Y3 class</td> <td>Library</td> </tr> </tbody> </table>		Morning break	Lunch	Afternoon break	KS1	Thinking chair	Thinking chair	Thinking chair	KS2	Library	Computing Suite/Y3 class	Library	
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Continuous low level disruption: (disrupting their activities and the positive play of others)	<p style="text-align: center;">Red card</p> <p>After any detention, pupils will be given the opportunity to begin again on the green STAR.</p>	<p>You will be given a slip for a 10 minute detention with the reason, date, location and time of detention and will take it to the Teacher on Duty at lunchtimes and BMT during other breaks. (The adult who referred will complete My Concern. Any further action will be noted by Teacher on Duty).</p> <ul style="list-style-type: none"> Parents will be notified by text "Today your child was given a 10 minute detention" Parents can follow that up with their child or pop in to see the class teacher. Continued incidences will lead to a referral to DHT or HT for DHT or HT detention (30 minutes). Parents will be notified by text "Today your child has been given a 30 minute detention" (record kept on My Concern. Further action recorded in notes) <p>If the behaviour continues over a period of time:</p> <ul style="list-style-type: none"> Revised timetable(SEND intervention programmes) Class teacher and parent meeting BMT, Class teacher and parent meeting (by letter) HT or DHT and parent meeting (by letter) 													
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Behaviour management team BMT

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Pupils will use the following visual aid to monitor their behaviour:



Pupils will use the following poster to refer to about behaviour if necessary.



Deputy Headteacher

Review January 2019