



St. Ethelbert's Catholic Primary School

Behaviour and Discipline

"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.

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 expressed in the Moral Education policy 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 self-esteem, 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. merits, mention at assembly, 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 rebuke, withholding praise and 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 refer to specialist help from the education authority's behavioural specialist, the educational psychologist or the children guidance service.

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 the supervisors on duty.
- * Use the toilets and drinking fountain when you first come out of class because after five minutes or so the outside doors will be shut.

Expectations of ancillary and teaching 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...

- * the staff 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.
- * send for help if the situation becomes too tense. ie. Child's teacher at playtime, teacher on duty at lunchtime and a colleague, Head or Deputy during class time.
- * Any physical violence from another pupil, that leaves a mark, must be reported to a parent.

Expectations of Parents

- Provide guidance at home which will encourage good attitudes.
- Set a good and consistent example by their own behaviour.
 - Avoid excessively permissive or punitive measures to anti-social behaviour.
 - Support the school in the actions it takes to deal with unacceptable behaviour (see home/school contract).

Sanctions

When is necessary to apply sanctions, distinction must be made between minor and more serious misbehaviour. Punishments should be fairly and consistently applied. (Considering the age of the child, the misdemeanour, constant offenders etc.). See 'principles of good practice' for

sanctions applied to classroom and general misbehaviour.

At playtimes and during the lunch hour, if a child misbehaves after a warning or constantly then the supervisor may put his/her name in the Red Book.

Headteacher
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