

# ST GABRIEL'S RC PRIMARY SCHOOL

*As part of God's family, living, loving and learning  
together: striving to be the best we can be!*



## Positive Behaviour Management and Discipline Policy

**DOCUMENT HISTORY**

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Approved by.....Headteacher

Approved by.....Chair of Governors

**Our aim is to make our school a place where:**

- Catholic values and beliefs are promoted and upheld
- the Christian message of love is communicated through our relationships with others
- children learn in a safe and happy environment
- parents are warmly welcomed and are treated as partners in their child's learning
- achievement is at the core of our school
- challenging but realistic targets are set for all to develop the full potential of every learner
- we celebrate our successes.

**Our aim is that each child will develop:**

- a loving relationship with God and share this through their relationships with others
- the confidence to express themselves clearly and grow in self-esteem
- a love for learning and a high standard of personal achievement
- courteous behaviour and consideration for others, learning to recognise and appreciate the achievements of others
- an appreciation of, and support for, our parish and the wider community to enable them to become responsible citizens.

**STATEMENT OF ETHOS / PRINCIPLES**

St Gabriel's RC Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides adults to teach self-discipline not blind compliance. It echoes our core rules: **BE READY, BE RESPECTFUL, BE SAFE**. There is a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

As a school community, at St. Gabriel's we seek to live by the Gospel, responding to God's boundless love for us by incarnating in our daily life the values of:

- \* mutual respect as brothers and sisters in Christ;
- \* self-discipline;
- \* service to others;
- \* forgiveness;
- \* use of our talents;
- \* effective learning.

At St. Gabriel's we realise that good behaviour is a necessary condition for effective learning and teaching. The whole ethos of the school and the value set on each individual child is important in maintaining discipline. We realise that children learn best in a secure, ordered environment with set boundaries. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Additional Educational Needs.

**At St Gabriel's RC Primary School our aims for Outstanding Behaviour are:**

- To create a culture of excellent behaviour.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

The key to an effective and successful school is good relationships within and between all the groups, which make up our school. All staff, teaching and ancillary, children, parents and governors have responsibilities in the creation of a happy, well organised school.

We acknowledge that it would be a mistake to see behaviour as somehow a separate issue to learning, teaching and the curriculum. Problems in behaviour in educational settings are usually a product of a complex interaction between the individual, school, family, community and wider society.

Teachers and all staff are expected to apply a range of strategies to manage and improve children's behaviour.

**All Adults are required to:**

1. **Model** consistent calm staff behaviour.
2. Teach **behaviours that are conducive to learning.**
3. Give **first attention** to best conduct.
4. **Script** difficult conversations.
5. Invest in personal, **restorative follow up.**

**Roles and Responsibilities**

All adults will:

- Promote our school rules of being ready, respectful and safe.
- Model positive behaviours and build relationships
- Plan learning that engages, challenges and meet the needs of all pupils;
- Meet and greet with the 'Pivotal Handshake.'
- Be calm and give "take up time" when going through the steps. Prevent before sanctions.
- Follow-up every time, retain ownership and engage in reflective dialogue with pupils.
- All adults need to be a visible presence around the school.
- Share good practice with one another.
- Never ignore or walk past pupils who are not being ready, respectful or safe.
- Staff encourage use of 'positive notes,' and 'positive phone calls' and 'over and above.'
- Staff support one another in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils

**Senior leaders and link governors will review provision should there be pupils who fall beyond the range of written policies**

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### **Parents**

We consider the partnership between home and school vitally important and as a school we value the support given to us by parents. Therefore we expect parents to:-

- \* be involved and supportive in helping us meet our aims;
- \* feel confident that everything is being done to make sure that their child is happy and safe at school;
- \* be informed about, and fully involved in, any aspect of their child's behavior.

### **Governors**

Governors also have an important role in helping the school maintain good discipline. Therefore we expect Governors to:-

- \* recognise that staff are constantly striving to provide a safe, happy and stimulating environment;
- \* be fully informed of matters concerning behaviour;
- \* support the Headteacher and staff in their implementation of this policy;
- \* play a full and active role in ensuring our aims are met;

### **Behaviour Co-ordinator**

Mrs Harris is the Behaviour Co-ordinator and her responsibilities are:-

- \* receiving information about concerns from persons within or from outside the school;
- \* ensuring that advice is available where needed;
- \* intervening in problems or ensuring appropriate intervention;
- \* liaising with others within the school including AEN Coordinator and outside agencies listed below.

*Educational Psychologist / LA Advisory Teachers - Visits school to assess pupils when required and to advise staff and parents. They undertake annual reviews as necessary.*

*Education Welfare Officer – EWO makes monthly visits to the school and is in regular contact with the Attendance lead.*

*Social Services - Are accessed through referral/telephone and support when they agree further action to be taken– you can access them anytime not just when there is a referral.*

*School Nurse - Visits the school when requested.*

*Families First - Are accessed through referral/telephone and support when they agree a referral.*

It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

## **PRACTICAL PRINCIPLES**

### **Equal Opportunity and Maximum Inclusion**

- \* An individual's difficulties and needs can vary over time and in different settings. The school and individuals avoid "labelling" children and young people.
- \* All children have maximum access to the mainstream curriculum and children are educated, as far as possible, with their mainstream peer group.
- \* Policy, planning and action in the field of behaviour management is anti-discriminatory and conforms to the equal opportunity policy.

### **Respect for all**

- \* Children and their teachers have the right to have difficulties in behaviour in school addressed without prejudice.
- \* All persons involved in difficulties in behaviour have the right to have their views and feelings taken into account at all times.
- \* Policy and practice actively promotes mutual respect for school, parents, all staff and children.

## **PROCEDURES AND PRACTICE**

St. Gabriel's has its own set of rules which reflect the positive behaviour expected.

These rules are made clear to pupils at the start of and throughout the year. The rules are clearly displayed in the classroom so that reference can be made to them whenever necessary. In line with the Assertive Discipline philosophy, rules are positive rather than negative. The rules are clearly understood by everyone in the class.

Our school class rules are:

1. Be ready
2. Be respectful
3. Be safe

## **EXPECTATIONS AND RULES**

A set of common expectations to ensure the safety and smooth running of the school are as follows:

- \* Pupils are to walk around the school and not run;
- \* Pupils are to line up quietly;
- \* Pupils are to sit quietly in the hall while waiting for assembly to begin;
- \* Pupils are to go outside during play time and lunch time, weather permitting, and only return into school with the permission of the teacher or learning support assistant on duty. An exception will be made for children bringing a note, excusing them on medical grounds.
- \* Pupils assemble in a circle at the end of playtime and lunchtime with their classteacher and reflect positively on their playtime

In line with Assertive Discipline we use "positive recognition" as it has an effective impact upon children's behaviour. We therefore:

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- \* catch children 'being good';
- \* praise them for doing things correctly;
- \* use the "I" statement i.e. - "I like your handwriting", "I need you to..."
- \* maintain positive rapport between pupil and teacher
- \* send positive notes home
- \* Each week, at least one golden phone call home from each teacher to praise a child
- \* Boards of recognition in each class
- \* 'Seren yr Wythnos' certificate
- \* Stickers
- \* Organise praise from other staff members
- \* Visits to share the positives with the Headteacher.

### Managing Behaviour in Classrooms

Within the classroom/teaching Space, engagement with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see and do not pander to attention of seekers. We give all pupils 'take up time' in between steps as we know it is not possible to leap or accelerate steps for repeated low-level disruption.

### SANCTIONS / CONSEQUENCES

#### **BE READY, BE RESPECTFUL, BE SAFE.**

There is a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

#### **Strategies to establish readiness for learning and maintain a positive climate are:**

- 1) Meet and Greet
- 2) Use personal, sincere praise all day
- 3) Give five positives to one negative

**We do not shout at pupils unless it is a safety issue. Messages can be clearly conveyed by tone and direct approach.**

**We need to ensure we are continually role modelling how to respectfully address issues.**

#### **Always communicate needs in a way that is:**

- Being in control
- Being clear
- Being decisive with clear conviction
- Being direct
- Being polite and fair

<b><u>Behaviour</u></b>	<b><u>Sanction</u></b>
<p><b><u>Step 1 Issue</u></b> A child day-dreaming, looking around [non-disruptive]</p> <p>Talking, distracting other, slow to complete a task, arguing with peers, calling out.</p>	<p><b><u>Non-Verbal</u></b> A look, standing by the child, quiet reminder, reminding the class of the school rules, praise children nearby.</p> <p><b><u>Warning 1 [verbal]</u></b> I notice you / saw / You chose to... This is a verbal warning. You now have the chance to make an intelligent / smart / good choice. Thank you for listening</p>
<p><b><u>Step 2 Issue</u></b> Rudeness to staff/other children, throwing small objects, continually talking, refusing to follow instructions</p>	<p><b><u>Warning 2</u></b> I notice you / saw / You chose to... This is a written warning [record on a whiteboard / warning book] Think carefully about your next choice. You're in charge of your own behaviour and you can make intelligent choices. Thank you for listening</p>

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<p><b>Step 3 Issue</b> Rudeness to staff/<b>other children</b>, throwing small objects, continually talking, refusing to follow instructions, disruption of learning</p>	<p><b><u>Sanction 3 – 5 minutes during break time</u></b> I notice you / saw / You chose to... This is the third time I have spoken to you and you have chosen to lose time for this lesson. [Students name] do you remember when ..[model of good behaviour]. That is the standard of behaviour I expect from you. If you chose to break the rules again then you leave me no choice but for you to have reflection time. Think carefully about your next choice. You're in charge of your own behaviour and you can make intelligent / good / smart choices. Thank you for listening</p> <p><b><u>Reflection Time – This is during break time.</u></b> I notice you / saw / You chose to...to have reflection time during your break time. We can about it talk about this calmly. [At this point a written reflection is filled in [see attachment] and this will be sent home at the end of the day [younger children a phone call home] Think carefully about your next choice. You're in charge of your own behaviour and you can make intelligent / good / smart choices. Thank you for listening</p>
<p><b>Issue 4</b> Swearing directly at an adult/ <b>other children</b>, refusing to come into the building after break / lunch time. Leaving the classroom.</p>	<p><b><u>Sanction 4</u></b> <b><u>Sent to RR – Deputy Head teacher</u></b> [Child name] you have chosen .... Then you need to go to RR and I know you are able to make intelligent choices Thank you for listening</p>
<p><b>Issue 5</b> <b>Continuing with issues 2- 3</b></p>	<p><b><u>Sanction 5</u></b> <b><u>Sent to RR – Deputy Head teacher</u></b> [Child name] you have chosen .... Then you need to go to RR and I know you are able to make intelligent / good / smart choices Thank you for listening <b>Follow up actions</b> <b>Letter or phone call home</b> <b>Progressing to meeting with parents</b></p>
<p><b>Issue 6</b> <b>Physical violence to an adult /other children</b> <b>Leaving school grounds</b></p>	<p><b><u>Sanction 6</u></b> Meeting with parents HT decision upon sanction</p>

### **BEHAVIOUR PLANS**

The vast majority of our pupils are well behaved and follow the rules of the school. However, there is a small minority of pupils, who despite consistent support, frequently do not follow our school rules. In these cases, members of staff will liaise with the AENCo, DHT and Headteacher to place these pupils on a Behaviour Plan.

For pupils whose behaviour gives cause for concern their behaviour will be tracked via the 'myconcern' tool. If there is little or no improvement then a behaviour plan will be drawn up involving the pupil, class teacher, parents and senior member of staff (if relevant)

If a child's behaviour does not improve, these plans will be used to inform further measures. These may include, though not exhaustive:

- Regular review meetings with parents
- School Based Counselling
- Behaviour Contracts (specific target sheet)
- School Based Risk Assessment
- Pastoral Support Plan
- Implementation of Educational Psychologist strategies



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- Reduced timetable

External Agencies may be involved to support behaviour, these include though not exhaustive:

- Educational Psychologist Involvement (Clinic then escalating to specific assessment)
- LA Behaviour Support
  - Behaviour Advisor Teacher
  - Exclusion Support officer
- SPACE programme
- Families First
- Confident and Nurturing
- Preventions
- Bereavement 'Unicorn Programme' Counselling

### **EXCLUSIONS**

#### **Fixed Term Exclusions**

In some cases, it may be necessary to exclude a pupil for a time. This step will only ever be considered after a range of strategies have been implemented.

The Governors and Headteacher reserve the right to implement a fixed term exclusion in case of:

- persistent/extreme disruptive behaviours
- physically aggressive behaviour
- behaviour that undermines the conduct and good order of the school and engaged in behaviour which is prejudicial to the pupil's safety.

The duration of this exclusion will depend upon the nature of the behaviour but will be in line with the Welsh Government guidance.

If a child is to receive fixed term exclusion then parents/governors and the LA will be informed.

Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.

Fixed term exclusions are limited to a maximum of 45 days in any school year. If after this time, all attempts to improve the situation have met with no success, permanent exclusion may have to be considered. If a child is to receive permanent exclusion, then parents/governors and the LA have to be informed, plus any other agencies working with the child. The parents have the right to appeal against the school's decision.

In cases of extreme behaviour, after consultation with the Headteacher, the Educational Psychologist may refer a child to Pupil Referral Unit.

#### **Permanent Exclusions**

A decision to exclude a child permanently is a serious one and should only be taken:

- in response to serious breaches of the school's behaviour policy;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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- If they have undermined the conduct and good order of the school and engaged in behaviour which is prejudicial to his safety

A permanent exclusion will usually be the final step in the process for dealing with disciplinary offenses following a wide range of other strategies which have been tried without success. These strategies may include:

- The use of Pastoral Support Programme
- Using a restorative justice process
- Internal exclusion
- Fixed term exclusion
- Short term placement in another school (with agreement from parent/carers/carers)
- Short term intervention at the PRU (to be discussed at SEN Panel for Key Stage 2)
- A managed move to another school. Headteachers are advised to discuss this at Managed Move Panel

However, there will be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or one-off offence. These might include:

- Serious actual or threatened violence against another pupil or member of staff
- Use or threatened use of a weapon.

If it is necessary to involve a senior member of staff in a discipline matter, the pupil should be brought rather than sent or, if leaving the class under the watchful eye of a colleague is impossible, another reliable pupil should be sent with a message. If the Headteacher is unavailable, the Deputy Headteacher or Senior Teacher should be contacted.

### **EVALUATION**

The views of parents are always welcomed and ideas worthy of inclusion in everyday school life will be implemented.

The policy will be reviewed by staff before being submitted to the Governing Body for their comments.

This policy will then be reviewed by Governors.

Through this policy we seek to maintain our family atmosphere of care, courtesy and concern for one another thereby allowing the message of Jesus Christ to flourish.