

# **Our Lady of Perpetual Succour Catholic Primary Academy**

## **Behaviour and Discipline Policy**



**THE MISSION OF OUR SCHOOL IS TO:**

**Learn to Love, Love to Learn**

Reviewed by Staff and Governors – Spring 2021  
Next review – Spring 2023

## **Intent Statement**

At Our Lady of Perpetual Succour the children are loved, valued and cared for. Exemplary standards of behaviour and pupils positive attitude to learning are maintained at all times to ensure every child becomes the best they can be to make a positive difference to the world around them.

*Pupils behave well in class. They have good attitudes to learning. Lessons are not disturbed by poor behaviour. I saw no low-level disruption during my visits to lessons. Pupils told me that this is typical. (OFSTED Nov 2019)*

## **Aims and Expectations.**

It is a primary aim at Our Lady of Perpetual Succour, Catholic Primary Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust, respect for all and the Christian values of loving our neighbours. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules (see appendix 1) but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Rewards**

We praise and reward children for good behaviour in a variety of ways:

- Verbal/non-verbal congratulations
- Stickers
- Assemblies:
  - Every other week we nominate some children from each class to be recognised in our Special Mention Assembly, where each child is congratulated for their positive contribution to school and classroom life. This is in front of the whole community of parents, staff and pupils. The Special Mention Assembly also

## OLPS Behaviour Policy

celebrates pupil achievement out of school, for example, music or swimming certificates.

- Each week the class teacher nominates a 'Missionary'. This is awarded to individuals who have been seen to actively live out the principles of the school mission. They each wear a special Missionary medal for the week and have the responsibility of leading their class when moving around school. They also share a special meal with the headteacher each Monday.
- Star in the jar is given by the headteacher to children who have been making good progress with their work. They put a star in the jar and receive a pencil to encourage them to keep on improving their work.
- House points are given to children around school and in the playground who make good behaviour choices, show kindness, helpfulness and courtesy and for many other positive contributions to school life. Houses are rewarded half termly with a special party lunch and annually with a trip out for the winning house.
- Children have the opportunity to get put on the star if they do good work in class.
- All classes have their own in class reward system for example, the distribution of raffle tickets, marbles or chance cards

### Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ a traffic lights system in each classroom and learning area and this is used appropriately to each individual situation. There is a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development:

- As a loving school, our children listen carefully to adult instructions and to their peers. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- Children are expected to try their best in all activities. If they do not do so, we may ask them to redo a task to encourage each child to reach their full potential.
- If a child is disruptive in school, the teacher/teaching assistant uses the traffic lights system which is as follows:
  - All children start the day on green
  - If a rule is broken, the child receives a verbal or non-verbal warning
  - If the behaviour continues, the child is asked to move their name to orange
  - If the behaviour persists, the child is asked to move their name to red
  - If again, the child is asked to go to their paired class for 5 minutes time out
  - If the behaviour continues after the child returns to class, reflection time is given during the child's lunch play.
  - In key stage 1 all children return to green for the afternoon sessions.
- An instant reflection time is given for swearing or intentionally hurting another person.

## OLPS Behaviour Policy

The class teachers discuss the school rules with each class. The children discuss the rights they all have in school and then the responsibilities that go hand in hand with these. In addition to the school rules, each class also has its own classroom code, which is agreed, signed by the children and displayed on the wall of the classroom. In this way, every child in the school knows how we should show love and care to each other as part of our Catholic community. If there are incidents of inappropriate behaviour, the class teacher may choose to discuss these with the whole class during 'circle time'. Circle time takes place in each classroom at least weekly and all classes have an explicit PSHE lesson fortnightly.

### **Reflection Time**

If a child receives reflection time, they are to miss the first part of the next lunchtime (15 minutes KS1, 30 minutes KS2). Reflection time is overseen by a member of the senior management team and takes place in a classroom (Monday – Wednesday, Mrs Thompson/Thursday & Friday, Miss Smallwood).

Reflection time is a chance for the child to reflect upon their behaviour and talk through positive next steps with a member of staff. In instances where a child has hurt another child, the child will be expected to apologise. As part of our merciful school community, the other child is encouraged to forgive wrong doings and start afresh.

A letter is sent home after each reflection time and the parent is asked to sign and return a slip to acknowledge they have discussed their child's behaviour with them. If a child receives 3 reflection times in any one term the parents are required to come into school for a meeting to discuss their child's behaviour. This may result in their child being put on a behaviour plan which is a home/school contract where behaviour targets are set, communicated daily and reviewed formally every two weeks.

The school keeps an electronic record of each reflection time (CPOMS) and this is reviewed half termly by a member of the senior leadership team to look for patterns in behaviour.

### **Special Educational Needs**

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs. This is discussed with the classmates of those children, so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

The SENCo, Mrs Thompson, regularly updates staff on the needs of specific children in school and gives advice on how best to engage positively with them and avoid confrontation.

On the very rare occasions that a pupil's behaviour is dangerous; or puts them, other children or a staff member at risk; causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene in a situation and remove a child from that situation. This is a last resort, in all cases, and we prefer to avoid this kind of intervention using a range

## OLPS Behaviour Policy

of de-escalation strategies. Nominated members of our staff are fully trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are in place.

### **Non-negotiable behaviours**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

There are four kinds of behaviour, which are totally unacceptable in our school.

1. Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately damaging school or other people's property

These behaviours will lead to the immediate involvement of the headteacher and/or other senior staff, without necessarily going through the usual staged and gradual approach to sanctions.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and around school.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Every class teacher is responsible for ensuring very high expectations of behaviour from all pupils in and around school.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the school electronic recording system, CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the headteacher or other senior member of staff, including the SENCo.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Behaviour Support Service.

## OLPS Behaviour Policy

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also refer to the school designated safeguarding person (DSL) if there are concerns about the behaviour or welfare of a child.

### **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 school.

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 reported serious incidents of misbehaviour.

The headteacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

### **The role of the parents**

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

We explain the school rules in the school prospectus, which is given to all new starters, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement which is signed by parents annually at the first parents' in October. We aim to always build a supportive dialogue between home and 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 as a consequence to poor behaviour, 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 headteacher. If discussions cannot resolve the issues, parents have a right to lodge a formal complaint in writing to the governing body in line with our school complaints procedure.

### **The role of the governors**

The governing body has the responsibility of setting down these 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

## OLPS Behaviour Policy

discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **The school in the community**

We encourage our pupils to feel pride in themselves, in our school and in our wider community. This includes behaving with kindness, courtesy and respect to others whilst on educational visits and whilst on their way to and from school. If pupils are disrespectful to others whilst out on a school visit, or during an evening or weekend residential, it will be dealt with by school adults.

### **Exclusion**

Our Lady's is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for future improvements. The policy is revisited annually every September by the whole staff at the first INSET.

The school keeps a record of incidents of concerning misbehaviour CPOMS. We may also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors give written or verbal details of any incident which, if deemed significant enough, are recorded by the class teacher or teaching assistant on CPOMS. These logs are viewed by one of the designated safeguarding leads.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded and this information is reported termly to the governing body. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Approved by: The Governing Body

Date: 27<sup>th</sup> January 2021