



St Martin de Porres Primary School

Promoting Good Behaviour and Discipline Policy March 2024

**This policy was written in reflection of our Mission Statement:
“Working Together in the Light of the Lord”.**

RATIONALE

In keeping with our Mission Statement, where everyone is valued and everyone’s needs are regarded as important, we will show the care and concern of the Good Shepherd for all pupils. We treat the children with respect and courtesy, with the expectation that these values will be reciprocated to all members of our school community.

AIMS

- To recognise that praise and encouragement are powerful motivators.
- To remember that children tend to develop according to the manner in which they are treated and will act in line with expectations.
- To use the family as our model so that any necessary correction takes place in a context of privacy, security, affection and concern for the individual.
- To follow the Gospels by making forgiveness a meaningful experience of healing and reconciliation, without referring to previous incidents.
- To deal with situations quickly, so avoiding any member of our school community going home with a possible threat of censure still “hanging over his/her head”.
- To emphasise the paramount importance of learning in the classroom and refuse to allow the learning of any pupil to be disrupted by the poor behaviour of another.
- To expect each member of staff to:
 - ◊ see the importance of collective and individual responsibility for the quality of behaviour whenever the children are on site or on school visits;
 - ◊ encourage good behaviour by ensuring that their own classroom organisation and management is of the highest possible level;
- ◊ Should the occasion arise, to seek advice from senior members of staff who, in turn, must support readily, while judiciously balancing the problems of a pupil showing challenging behaviour, with the need to establish acceptable standards of behaviour.
- ◊ To ensure that any child is given the opportunity to talk to any member of staff that they choose and report incidents of sexual violence and sexual harassment, including online incidents. Sexual violence and sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up. It is included in our PSHE curriculum. Sexual violence and sexual harassment will not be dismissed as “banter”, “having a laugh” or “boys being boys”, and sexualised behaviours (e.g., grabbing of bottoms, breasts and genitalia) will be challenged at all times. Records are kept for all incidents, using CPOMS. All staff and Governors are trained, regarding sexual violence and abuse. Staff work with Local Service Providers for a multi-agency approach.

REWARDS

- In Key Stages 1 and 2, work may be rewarded with one, two or three house points and

any children with exceptional pieces of work in terms of effort, progress or content should be referred to the Assistant Head Teachers, Deputy Head Teacher or Co-Head Teachers for affirmation and further house points.

- House points should be used in a similar manner for acts of kindness, thoughtfulness, actioning our virtues or other examples of children showing care and concern for others. A House Point Poster, detailing the reward system, is displayed in each classroom. See Appendix 1.
- House Point Reward Charts are displayed in classrooms and added to during the school week. On a Thursday afternoon, the totals for each house are submitted on-line to be collated. This is announced in the Friday Celebration Assembly.
- Children collect their own house points throughout the year and are awarded certificates, culminating in a Platinum Award, which includes a voucher.
- In Reception, staff sing their praise of positive behaviour to the children. Children are rewarded with various stickers and each Friday a child, who has shown a positive attitude to school life and others during the week, takes home a mascot for the weekend. A child from each reception class is also chosen to be the ‘Good Choice Champion’.
- Positive contributions to school and community life may be praised and shared with others in class or year group Collective Worship.
- End of year certificates are awarded in recognition of positive aspects of school life.
- Each week, the class teacher selects a child as “star of the week” and they are given a small reward. Children can choose a friend who they would like to take to the front of the dinner line to go in first each day the following week. All ‘stars of the week’ are announced on the St Martin’s website, as well as at Friday’s Celebration Collective Worship.
- ‘Golden Time’ is available for staff to use if they so wish.
- Class teachers use a variety of positive strategies to encourage and motivate their pupils; many staff implement their own strategies for rewarding positive behaviour.
- Collective Worship on a Friday includes whole school celebration of pupils’ successes, attained both within and outside the school.

SANCTIONS/PROCEDURES

Problem situations will be resolved at the earliest opportunity.

- Class Teachers will follow up any behaviour or discipline problems with children in their care.
- An ‘Expectations’ poster is displayed in each classroom. See Appendix 2.
- A 6 Point Strategy Sanctions Poster is displayed in each classroom, to ensure consistency across the school. See Appendix 3.
- After the class teacher has followed the policy and sanctions poster to the limits (with a record of each step entered onto CPOMS), pupils, who still do not conform with the behaviour expectations of the school, will be referred to the Assistant Head Teachers, Deputy Head Teacher and Co-Head Teachers respectively, and appropriate action will be taken.
- Children in KS2 who are disruptive and fail to respond may be given a detention and asked to complete work provided by their class teacher. The detention is recorded on CPOMS. For repetitive detentions, parents are informed through a phone call by the class teacher.
- In Key Stage 1, children who are disruptive and fail to respond may lose some of their playtime.
- In Reception, children who misbehave are given “time out” to reflect on their actions, before returning to normal activities.

- Further unacceptable acts of behaviour may result in a senior member of staff introducing an appropriate report card:
 - ❖ Red – used to inform parents by the class teacher that their child has been rude to a member of staff.
 - ❖ Orange – used for a one-off incident and sent home by the class teacher for a parent/guardian to sign.
 - ❖ Yellow – in the case of more serious/ongoing incidents, the child will be issued with a yellow report card. This is graded for each lesson and playtimes and the card is signed by a senior member of staff at the end of the day. The child also assesses his/her own behaviour. The card is sent home for a parent/guardian to sign.

For the red and orange cards, a phone call will be made by the class teacher to the parent/guardian, to inform them that a card will be sent home.

For the yellow card, a member of the SLT will make the phone call.

The above cards are also used for Key Stage 1 pupils but are modified with the use of sad and smiley faces.

- If the behaviour does not improve, this will be escalated to one of the Assistant Head Teachers, then the Deputy Head Teacher and finally, if the inappropriate behaviour continues, the Co-Head Teachers. Parents will be asked to attend a meeting to discuss their child.
- All behaviour incidents are recorded on CPOMS by the member of staff dealing with the event.

LUNCHTIME

- The Senior Midday Supervisor will action any incidents and pass them to the class teacher.
- For low-level inappropriate behaviour, a child may be asked to spend 5 minutes in the “Time Out Zone” before returning to normal play.
- All behaviour incidents are recorded on CPOMS by the member of staff dealing with the event.

EXCLUSIONS

- Whilst reserving the right to use exclusions as a last resort, or where the severity of an incident means an exclusion is an appropriate step to take, every effort will be made to avoid such a measure. If such action is to be taken then the severity of the situation will be considered when determining the length.
- Exclusions can also be applied for the lunchtime period only.
- In the case of persistent, serious behaviour, it may be more appropriate to implement an internal exclusion. In this case, a child would be removed from the normal timetable, away from other pupils, and supervised individually.
- The West Area Partnership also offers an alternative to a fixed term exclusion. A child would then be placed in a partnership school for a period of time, but only once the parent/guardian has given permission for this to take place.
- Fixed term exclusions and permanent exclusions are subject to specific rules and guidance issued by the Department of Education (see *DfE Statutory Guidance School Exclusion*)
- Fixed Term Exclusions and Permanent Exclusions can only be authorised by the Co Head Teachers. Parents have the right to appeal both types of exclusion.
- (Please refer to the Exclusions Policy for further information.)

PASTORAL CARE TEAM

If a child is displaying persistent poor behaviour relating to relationships with other children or

perhaps difficulties at home, then the Pastoral Care Team will work with him/her to improve the situation. Our Family Worker will support pupils and their families and our Learning Mentor will spend time with pupils in school in an attempt to remove any barriers to learning.

ESCALATION PROCEDURES

The Staff expect to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances, a teacher's usual control and professionalism will be enough to diffuse any problematic situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, staff must intervene to establish control.

Staff are trained to use Positive Handling techniques as a risk-reduced physical intervention, if extreme behaviour occurs. The avoidance of any physical intervention is a first priority. The principle involves the graduated use of de-escalation approaches before resorting to physical intervention as the last resort, if any other approaches have failed or are likely to fail. It is one of the most efficient methods to control a disruptive pupil, whilst protecting them from hurting themselves, other people or property.

Steps, such as dialogue and diversion are always taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. If this is the case then the following points should be noted:

- If a child is physically aggressive in the classroom then the rest of the children should be removed.
- The office should be notified immediately of a serious incident, by use of the telephone.
- Whenever possible, staff trained in Positive Handling should be the ones to restrain a child.
- Staff should have good grounds, such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.

If the person managing a given situation feels that a pupil needs to be isolated, in a safe area, because of the risk of injury to persons or damage to property, this should not go on longer than necessary.

All actions regarding the incident are recorded on CPOMS and a Positive Handling Form completed.

CHILDREN WITH ON-GOING CONCERNS

When a child's behaviour is of an on-going concern then an individual programme of support and procedures will be put in place. These are shared and agreed with parents and will involve a senior member of staff supporting both the child and the class teacher. This may include a referral to an outside agency, such as Behaviour Support or the Educational Psychologist.

CRITICAL INCIDENTS

All behaviour incidents must be recorded on CPOMS. These will also include:

- Any physical/verbal confrontations between pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.

- Threatening behaviour.
- Incidents of smoking, vaping, solvent or drug abuse.
- Pupil absent from the site without permission.

The Governing Body may monitor any of the above incidents.

Any disciplinary procedures following an incident should be consistent with the School's Mission Statement and this policy.

This policy has been devised from the advice given by the Department of Education on Behaviour and Discipline in school

