



# St Martin de Porres Primary School

## Promoting Good Behaviour and Discipline Policy September 2022

**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 Head Teacher for affirmation and further house points.

- House points should be used in a similar manner for acts of kindness, thoughtfulness 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 each classroom and added to during the school week. On a Thursday afternoon, the totals for each house are submitted on-line to be collated. A laminated cup is displayed in each Key Stage Hall, showing “House of the Week”. 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.
- Children can also achieve points on Class Dojo and Teams, our online learning platforms, for their home learning.
- 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 an invitation is then extended to dine with members of staff on the Top Table. Instead of Top Table, Year 6’s ‘star of the week’ 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 Class Dojo, as well as at Fridays Celebration Assembly.
- Photographs of the children are also displayed on the ‘St Martin’s Marvels’ board.
- ‘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.
- Assembly on a Friday includes whole school celebration of pupils’ successes, attained both within and outside the school.

## **SANCTIONS/PROCEDURES**

- 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 5 Point Strategy Sanctions Poster is displayed in each classroom, to ensure consistency across the school. See Appendix 3.
- Pupils, who still do not conform to the norms of the school, will be referred to the Key Stage Leader in the first instance and appropriate action will be taken.
- Children in KS2 who are disruptive and fail to respond may be given a detention and asked to write about how they will improve their behaviour. Parents are informed through parentmail and the detention is recorded on CPOMS.
- In Key Stage 1, children who are disruptive and fail to respond may lose some, or all, 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:
- ❖ Yellow – for internal monitoring. The child is graded for each lesson and playtimes and

the card is signed by a senior member of staff. The child also assesses his/her own behaviour.

- ❖ Green – as with yellow but the card is also taken home for a parent/guardian to sign.
- ❖ Orange – used for a one-off incident and sent home for a parent/guardian to sign.
- ❖ Red – used to inform parents that their child has been rude to a member of staff.

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

- As indicated above, unacceptable behaviour will be reported to parents via behaviour cards and in the case of a serious incident, the parents of the child concerned will be contacted by letter or telephone and asked to make an appointment with the Key Stage Leader, Assistant Head, Deputy Head or Head Teacher.
- A child who partakes in serious acts of aggression, is verbally abusive towards another pupil or member of staff, or who refuses to follow the instructions of a member of staff, will be referred immediately to the Assistant/Deputy Head Teacher or Head Teacher.
- Problem situations will be resolved at the earliest opportunity.
- All behaviour incidents are recorded on CPOMS by the member of staff dealing with the event.

### **LUNCHTIME**

- Senior Midday Supervisors will action any incidents or pass them to the teacher on duty or the appropriate Key Stage Leader.
- For low-level inappropriate behaviour a child may be asked to spend time in the “Time Out Zone” before returning to normal play.
- Persistent disruptive behaviour at lunchtime may lead to a child being removed from the playground for a period of time and supervised inside.
- 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.
- At times 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 Head Teacher. 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.

## **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**

Serious incidents, such as the ones listed below, must be recorded on CPOMS:

- Any physical confrontations between pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.
- Threatening behaviour.
- Incidents of smoking, solvent or drug abuse.
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Pupil absent from the site without permission.

The Governing Body will 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.

# House Points

House Points can be awarded for the following reasons:

## **One House Point**

- ✚ Standing nicely in the line and listening to instructions.
- ✚ Being ready for lessons and prepared to work
- ✚ Sitting nicely at your desk or on carpet area
- ✚ Ensuring you have everything you need for the lesson
- ✚ Showing respect to peers and adults in all aspects of the school day;
- ✚ In class
- ✚ Outside
- ✚ In the corridor
- ✚ During assembly
- ✚ Lunchtimes and playtime
- ✚ General good manners- holding doors, using please and thankyou etc...
- ✚ Moving sensibly around the classroom and school
- ✚ Appropriate behaviour during lunchtime
- ✚ Sitting nicely
- ✚ Using a knife and fork where appropriate
- ✚ Using manners to dinner staff
- ✚ Achieving expectation of lesson
- ✚ Enthusiastic and positive attitude to learning
- ✚ Caring for the school environment
- ✚ Picking up rubbish, coats etc....
- ✚ Wearing correct uniform/PE kit.

## **Two House Points**

- ✚ Making the correct decision in an incident
- ✚ Excellent and correct presentation of work
- ✚ Working well as a team and supporting peers
- ✚ Excelling and going above and beyond all rewards for 1 house point.

## **Three House Points**

- ✚ Excellent ambassadors for the school
- ✚ Positive comments from another member of staff other than class teacher
- ✚ Using initiative to improve the school community

# Expectations

- ✚ To be polite to: teachers, support staff, other children and visitors and respect the authority of the adult in charge.
- ✚ To listen to adults and each other in lessons, assemblies, at lunchtime and outside and to consider each other`s feelings.
- ✚ To walk about the school quietly and calmly
- ✚ To take a positive role in all classroom activities and to try as hard as you can.
- ✚ To wait your turn to talk to members of staff and to each other. We don`t shout out in class and raise our hands to talk to the teacher.
- ✚ To value each others work and opinions.
- ✚ To work and play co-operatively with each other.
- ✚ To tell the truth, to take responsibility for your own behaviour and not to make excuses. (“They told me to”)
- ✚ To accept a solution or consequence if you have done something wrong - not to argue or to get angry with the adult dealing with the situation.
- ✚ To be able to say sorry when you have misbehaved or hurt someone and to understand that the apology signals a change in your behaviour, attitude and mood.
- ✚ To care for the school and its equipment and to report any damage you see.
- ✚ To feel responsible for giving a positive impression of yourself and the school both within and outside of the school.

## What you can expect of staff

- ✚ To listen to you and to hear your point of view.
- ✚ To be polite and to address you in a reasonable tone of voice.
- ✚ To value all aspects of your achievements.
- ✚ To be as fair and consistent as possible when you have misbehaved.
- ✚ To ensure the learning environment in safe.
- ✚ To talk with you about things that go wrong; we want you to understand why some things are wrong and why we have rules.
- ✚ To create a positive environment in the classroom and playground.
- ✚ To be in charge and maintain order so that everyone may benefit from a positive environment.
- ✚ To supervise the playground and ensure pupils are safe
- ✚ To treat you as individuals and to take an interest in your lives.
- ✚ To see each day as a fresh start.

# Sanctions

The school will follow a 5 point strategy for low level behaviour difficulties in class:

- ✚ Verbal warning and reminder of consequence.
- ✚ Verbal reminder and name written on post-it note - miss five minutes of playtime.
- ✚ Reminder and dot placed next to child's name, child moved to another table or space within the classroom – five minutes off lunchtime play.
- ✚ In KS2, if behaviour continues a second dot will be placed next to name and a lunch time detention will take place.
- ✚ Sent to SLT for an internal exclusion for the remainder of the session/morning /afternoon - Parents notified.