

HOLY SOULS CATHOLIC SCHOOL
BEHAVIOUR AND DISCIPLINE POLICY

Rationale

Our School Mission Statement

Holy Souls School welcomes you
Holy Souls School is a place where we care
Holy Souls School is a place where we pray together
Holy Souls School is a place where we learn
Holy Souls School is a place where everyone is important

As a Catholic School, our policy is based upon the principle that we are all created in the image and likeness of Christ. With Jesus Christ at the centre of all we believe all stakeholders are expected to behave well, showing mutual respect, courtesy and consideration to each other. Policy and practice should promote mutual respect for all stakeholders where a good role model demonstrates self-control and self-discipline.

“Love one another as I have loved you.” John 16 v 12

Every child matters and should at all times feel safe and secure.

Aims

We strive to be proud of our children as Christians, givers in life, good citizens with a strong, faith base, sense of responsibility to others.

We strive to succeed in achieving a healthy, safe, secure environment for our children where their well being is protected and nurtured to enable them to achieve their very best.

When any of our stakeholders leave our school community we will be able to say that we achieved success, our very best and that we did it because of our calling to lead a life of faith where Christ is at the centre.

To enable this to happen, clear structure and routine will allow children to develop a sense of security, reducing the opportunity for inappropriate behaviour. All stakeholders must be clear about what acceptable practice is and what is not. Consistency is paramount and all staff – both teaching and non-teaching must take responsibility for maintaining good discipline throughout the school.

Our expectations

In the classroom

Everyone should enter the classroom in an orderly manner

Arrive to lessons promptly

Settle down to work quickly

Respond immediately to our STOP / LOOK / LISTEN system

Avoid distracting other children / adults

Speak politely

Show respect and consideration at all times for themselves, others and school property

Around the school

Walk at all times

Move around in a calm and orderly fashion

Show respect to all adults around school

Treat buildings, property and facilities respectfully

Hold doors open

On the playground

Fighting, hitting, play fighting is not allowed

Respond immediately to the directions and requests of the supervising adults

Treat each other with respect

Treat property and equipment with respect

Not interfere or spoil one another's games

Not use bad language

Not be inside the building without supervision

In the Dining Hall

Eat their lunch in a polite manner

Use table manners

Place waste in the bins provided

Respond immediately to the directions and requests of the supervising adults

Any uneaten food from a packed lunch to be taken home

The Helping Hand

Each class is issued with a red and yellow hand. These can be sent to the office area at anytime by a child and handed to Office staff / Head teacher / Deputy Head Teacher who are aware that immediate intervention is required.

Red Hand signals a behaviour problem. Yellow hand signals a medical problem.

Holy Souls Catholic School Commandments

Respect for yourself
Respect for each other
Responsibility for your actions

Rewards

These play a crucial role in valuing pupils. At all times all pupils should be striving to achieve these rewards.

The following reward systems are in place to support this:

- Praise and encouragement can bring out the very best in our pupils
- Sharing of good work in class, in assembly, with KK
- Stickers
- Head Teacher Awards
- Half-termly Roll of Honour award
- Individual class based teacher led rewards systems

Sanctions

The range of sanctions used to discipline inappropriate behaviour and to support the expected improved behaviour is outlined in the chart.

In the classroom

See the accompanying chart

Around the school

The member of staff who witnesses any incident or unacceptable behaviour is to take appropriate action. This may be a verbal reminder, sharing of incident with class teacher or directly with a member of the senior leadership team.

On the playground

Relevant intervention by staff on duty if necessary informing the class teacher and where required relevant member of the senior leadership team.

In the Dining Hall

Relevant intervention by staff on duty if necessary informing the class teacher and where required relevant member of the senior leadership team.

Outside of School/In the Community.

Any incident of unacceptable behaviour to be reported to the headteacher.

On line / Use Of The Internet.

Any incident of unacceptable behaviour to be reported to the headteacher.

Our Expectations

The Role of Staff

- Ensure policy is practice
- Lead by example
- Reward and praise good behaviour
- Value children and treat them with respect

The Role of Parents

- Support the school policy
- Sign home / school agreement which guarantees they know what is expected
- Share any circumstantial factors at home that may influence a child's behaviour
- Inform staff of any incidents child has shared (bullying)
- Inform class teacher if they have any behaviour concerns

The Role of Children

- Follow the school rules
- Respect and take care of everyone in our school community
- Be responsible for playing their part in creating a contented school
- Learn to accept responsibility for their own behaviour

Times for immediate intervention by Head Teacher / Deputy Head Teacher / Senior Member of Staff

- Physical abuse of staff, pupils, visitors
- Verbal abuse of staff, pupils, visitors
- Deliberate damage to school property
- Leaving the school grounds / classroom without permission

Educational Visits

A risk assessment regarding the safety of any individual pupil with cause for concern MUST be carried out prior to a visit. Following this the decision regarding participation can be made by the Head Teacher. This may include suggested outcomes e.g 1 to 1 support from TA or parent to accompany etc.

Exclusions

We follow the DFE advice published in the document, ‘Exclusion From School, Feb. 2012 (updated 2015).’

We acknowledge our legal duties under the Equality Act 2010 in respecting safeguarding and in respect of people with special education needs (SEN).

We follow the DFE advice published in the document, ‘Behaviour and Discipline in Schools, Jan.2016.’

The following table is a guide to what is unacceptable behaviour by pupils. The headteacher will determine the level the child is at in discussion with the class teacher and the deputy headteacher. . Parents are invited to discuss the expectations and the strategies regarding how the behaviour is to improve.

	LEVEL 1 BEHAVIOUR	LEVEL 2 BEHAVIOUR	LEVEL 3 BEHAVIOUR
DEMONSTRATED BEHAVIOURS	<p>Class teachers to share what is expected from their pupils at all times Unacceptable classroom behaviours to be dealt with using strategies listed below.</p> <p><u>Examples of isolated behaviours</u></p> <p>Low level disruption</p> <ul style="list-style-type: none"> • Fiddling with equipment, uniform etc • Drawing on whiteboards • Wandering around the classroom <p>Distracting others (stopping them from working)</p> <ul style="list-style-type: none"> • Pulling faces, poking • Taking items which are not theirs <p>Distracting the teacher (stopping them from teaching)</p> <ul style="list-style-type: none"> • Swinging on chairs • Shouting out <p>Others</p> <ul style="list-style-type: none"> • Not completing homework, class work or Home reading <p>Verbal aggression</p> <ul style="list-style-type: none"> • Telling peers to “shut –up” 	<p>Persistent Level 1 behaviour No response after Level 1 sanction</p> <p>Answering back Physical, verbal abuse to other pupils</p> <ul style="list-style-type: none"> • Deliberately hitting, kicking, pinching someone • Swearing • Spitting <p>Disregarding an instruction or request Ignoring warnings</p>	<p>Persistent Level 2 behaviour</p> <p>Ignoring warnings Physical, verbal abuse towards adults (throwing equipment, threatening behaviour- hitting out, biting etc)) Stealing Defacing property (school / other peoples) Malicious accusations against school staff.</p>

FOUNDATION / KEY STAGE 1 / KEY STAGE 2

<p style="text-align: center;">SANCTION</p>	<p>Strategies for class teachers / TA; Sharing expectations at all times verbal prompts Encouragement Rewards Reminders – rules, expectations etc School / Class rules Time out of the situation with TA Time out of the classroom Use of Teacher sanctions Telling parents Informal communication with SLT</p> <p>Time scale for sanctions to run for one week</p>	<p>Time out of the situation with TA Time out of the classroom Round table (break times) -Loss of playtime (to complete task, discuss actions etc) Time out room (lunchtimes) <i>Amount of time for this to be determined by the nature of the behaviour.</i> School based behaviour book Home / School book</p> <p>Teacher to see parent, set targets / behaviour book (<i>To be reviewed after a 2 week period and if not successful implement use of external agencies eg Education Psychologist</i>) Relevant intervention – IBP</p>	<p>HT/DHT/AHT Parents Governing Body Relevant intervention – IBP Risk Assessment carried out Lunchtime exclusion Fixed term exclusion Permanent exclusion</p>
	<p>A pupil who continues to demonstrate these types of behaviours even after class teacher intervention moves into Level 2</p>	<p>Level 2 behaviour can result in an exclusion</p> <p>A pupil who continues to demonstrate these types of behaviours even after class teacher / SLT intervention moves into Level 3</p>	<p>HT to take relevant action</p>

	<p style="text-align: center;">How to move a pupil from 1 to 0</p> <p>Discussions with the child reminding of expectations and responsibilities.</p>	<p style="text-align: center;">MOVING PUIPLS FORWARD</p> <p style="text-align: center;">How to move a pupil from 2 to 1</p> <p style="text-align: center;">Use of appropriate strategies</p> <p>PSHE Interventions eg Bubbles Group Circle of friends Buddy System Play partner Prayer Reconciliation Advice from external agencies</p>	<p style="text-align: center;">How to move a pupil from 3 to 2</p> <p>Advice from external agencies</p>
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