



"We are all responsible."

Discipline is, primarily, the way we (as adults and staff) lead, guide, encourage, support and direct students to responsible behaviour.

Thoughtful discipline is preventative as well as corrective; it has a protective function as it relates to teaching about Rights, Responsibilities and Respect. Because we aim to be a living Christian community, we place great emphasis on these three Rs and use them to build the ethos and atmosphere of our school. As our Mission Statement says:-

"We have a mission to educate our children in the spirit of the Gospel of Christ."

Positive Behaviour Policy

A Whole School Approach

At St Scholastica's Catholic Primary School we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

All individuals need to receive regular praise and encouragement. If children hear regular good news about their qualities and strengths, they are more able to work constructively on improving their weaknesses.

Mistakes and criticisms can be handled by individuals who are convinced of their good points. Thus, individuals with sound self-esteem are more likely to work on improving their skills than those individuals who are threatened by yet more failure.

Likewise, we understand that when students need to be spoken to by members of staff, it is important that the member of staff reminds the child of their good points and belief that they can improve, to ensure that the important bridge between the teacher and the pupil can be rebuilt.

It is essential, that our Behaviour Policy ensures that all children receive regular 'good news' about themselves. When a child is given incentives, other people, including peers and parents hear the 'good news' as well and correspondingly think and respond more positively toward that individual.

- Every* member of our school is important and valued;
- We each have an important contribution to make to the school community;
- We value effort, hard work and good behaviour;
- We value ourselves and each other.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

Rights and Responsibilities

Everyone in the school community has rights and responsibilities to ensure that St Scholastica's Primary School is a safe place to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At St Scholastica's Primary School we have adopted a behaviour programme called 'Stay on Green'. In school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community will aim to show these behaviour at all times.

Working with Parents

We value our school partnership with parents. When there is good or bad behaviour to report, we believe that parents should be informed and be part of the ongoing process to commend good behaviour and eradicate inappropriate behaviour. We rely on parents for support.

Parents know their children better than anyone. We place a high value on the role that parents have to play, in and out of school. We want them to enjoy coming to and being in school. If there are reasons why children are not happy, please let us know.

We ask that you support your child with certain activities, such as reading at home. We ask that each child comes to school with the proper equipment, for example P.E. kit, book bag. If there are problems, do let us know. **We will always try to listen. We want to help.**

We want parents to be as fully involved in their children's learning as possible. We hope that you will become an active member of the school community.

Why Positive Behaviour Management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim at St Scholastica's is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

Green behaviours

The school staff will work to promote 'green behaviours' at every opportunity.

School assemblies provide a focal point for talking about and reinforcing aspects of school ethos.

The SMT will hold regular assemblies to revise with children what is meant by 'green behaviours' and what this will look like.

Class teachers and support staff will discuss 'green behaviours' with their class and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently. Class Teachers and support staff should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

School and Classroom Rules

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the child's understanding of what 'green' behaviour expectations. The school rules are as follows:

- ❑ Speak kindly to everyone
- ❑ Listen to each other
- ❑ Do our best
- ❑ Choose the right things to say or do

Whole School Behaviour Policy: Stay On Green

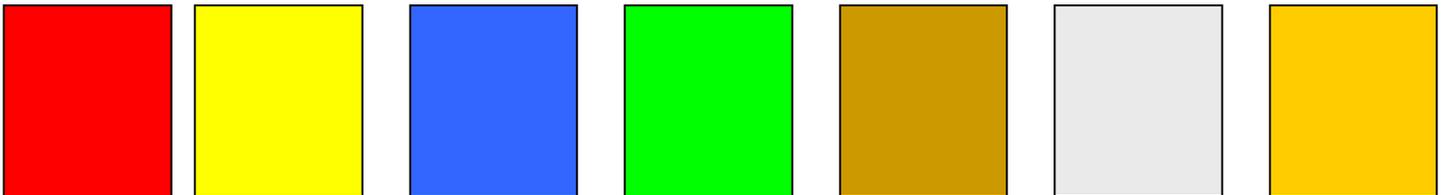
Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers and support staff integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Children who are regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



Praise is the most powerful form of influencing children's behaviour

Rewards

Individual

The following colours are positive reinforcement:

- Green** Praise and green point to contribute towards the weekly whole class reward.
- Bronze** Sticker
- Silver** Silver certificate
- Gold** The child is awarded a gold certificate in merit assembly (held on Fridays)

Whole Class

The class will work together towards a whole class reward through collecting green points. These can be in the form of green frog tokens. These points will be rewarded if the pupil is still on green at the end of each day (Key Stage 2) or half day (Key Stage 1). Points or frogs can also be collected from staff outside the classroom e.g. in assembly, in the dining hall and during small group work time. If the class reaches the whole class total they will have a reward of up to 30 minutes 'green time' or other agreed award. Green time may include; special activities, outside playtime, classroom games.

Other rewards linked to Stay on Green

Achievement for every child

To ensure that all children experience some success, the record of achievement can provide a checklist of children's rewards. Staff should endeavour to award **every child in their class** each term for **at least** one of the following:-

- | | | |
|---------------|-----------------------|----------------------------|
| ✓ Trying hard | ✓ Consideration | ✓ Good work |
| ✓ Helpfulness | ✓ Excellent behaviour | ✓ Kindness shown to others |
| ✓ Honesty | ✓ Progress | ✓ Friendship |

We should ensure that our children are able to achieve success by receiving three of the stated achievements per term.

In class Consequences

- Teachers and support staff use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the blue or yellow circle they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is **always** provided for children in between each stage.
- Teachers and support staff constantly help children make the right choices to move their card back to green and beyond.

The following colours are consequences:

Blue

First Warning

This provides the opportunity for a child to start making the right choices so they can move back to the green.

Staff look for opportunities to move children back to the green card.

Yellow

Second Warning

This provides another opportunity for a child to start making the right choices so they can move back to the green.

Staff look for opportunities to move children back to the blue and green.

Red

Reflection Time in the classroom for up to 10 minutes. Children will move to the reflection area and use a timer.

On successful completion of the Reflection Time the pupil moves back to the yellow card Recorded on class tracking sheet.

Staff are looking for opportunities to move children back to green.

Repeated 'red' behaviours will require an out-of-class consequences with a member of the senior management team. Children should bring with them a reflection sheet to complete. Children are not to be sent to other classes.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

When children return from an out-of-class consequence they will be invited to choose better behaviour and be offered a fresh start on green.

Leadership team involvement.

In serious circumstances children may be referred straight away to the Leadership Team, with regard to the context and severity of the incident. The leadership team member will record the child's name and action.

Behaviour will be discussed with the child with a view to one of three outcomes.

A. Reflection time with the Leadership Team (using restorative conversation)

The child will think of strategies to repair the situation and report back to leadership team at the end of the day. Reflection time can be an important component at this stage and it is always important to help the child remember their good points. Children need to fill in a reflection sheet on their behaviour and reflect on how their reconciliation with the other people involved can be achieved.

B. Phone call or letter home

Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in the child's behaviour. The child returns to class with the aim of getting back on green.

C. Parent /Carer meeting

This may include reviewing and developing child targets or developing an Individual Behaviour Plan.

Tracking

Incidents of red behaviour will be recorded by the senior leader dealing with the child. There will be a regular sampling of classroom behaviour to ensure focused provision for support.

Vulnerable Children

During their time at school some children will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable children.

Regular discussion will be ongoing between the leadership team, the teachers and support staff involved, parents and other agencies. Whilst quantitative tracking may be used, we value qualitative discussion as our primary.

All information will contribute towards:

- Individual Education and /or Behaviours Plans
- Pastoral Support Programmes
- Support from the members of the Multi Agency Panel.

Exclusion

If a pupil is excluded from the school, this will be undertaken within the Hackney Exclusion Guidelines and Department of Education guidance. On return to the school, a plan will be developed to support the pupil's reintegration into the classroom.

Fixed or permanent exclusion can take place either in response to serious breaches of behaviour, or if allowing the pupil to remain would seriously harm the education or well being of the pupil or others in the school. Permanent exclusion can take place in response to single "one-off" incidents if the incident is considered serious enough.

Parents have the right of appeal to the Governing Body against any decision to exclude.

Curriculum

We recognise that well planned, motivating lessons have a positive impact on pupil behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHCE we aim to teach the children a range of social and emotional skills to support their behaviour and learning. We implement the Social and Emotional Aspects of Learning (SEAL) curriculum to support this and build a positive school ethos.

Protected characteristics

Derogatory comments regarding protected characteristic under the Equalities Act 2010 are not tolerated and will be recorded in the SLT's behaviour log. The pupil's parents/carers will be informed and guidance will be given to show him/her why these remarks are so damaging. Incidents of this nature are reported to the Governing Body on a termly basis.

This policy will be reviewed by staff on an annual basis.

Reviewed & agreed By Governors: October 2015

Presented to staff: October 2015

Signed by Chair of Governors _____ Date _____

Signed by Head teacher _____ Date _____

Review date: October 2016

Appendix One

Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- **Tactical ignoring**
For short period of time.
- **Tactical pausing**
Pause, emphasises attention and focus.
- **Non-verbal cueing**
A clear, discussed cue that gives message.
- **Name reminder**
Integrate name into teacher talk.
- **Proximity praise**
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- **Behavioural direction**
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- **Rule reminder**
Could ask a question 'What is our rule for.....?'
- **When.....then.....**
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- **Partial agreement**
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- **Stuck record**
I would like you to..... The rule is.....
- **Direct questions**
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- **Directed choices**
Within known rules or routines- refer back to rights roles and responsibilities.
- **Assertive comment / direction / command**
Clear, calm voice