



"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 have based our behaviour policy on 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 behaviours 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, 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

### **Dining Hall Rules**

- ❑ We walk in the dining hall
- ❑ We sit properly at the table
- ❑ We put our hand up if we need help
- ❑ We use our cutlery (knife, fork and spoon) to eat our food
- ❑ We speak when our mouth is not full
- ❑ We eat our main before we eat our pudding

## **Whole School Behaviour Policy: Based on 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**

We are currently using the Class Dojo reward system to encourage positive behaviour in school. Children can earn Dojo points by demonstrating positive behaviour linked to our Super Skills, see below. However, children can also lose Dojo points for breaking the school rules, including being disrespectful, being off task or hurting others. There are also incentives for the children to earn as many points as possible over the year, with certificates awarded as the children reach milestones, such as a bronze award for 100 Dojos and a silver award for 200 Dojos etc.

The following colours are positive reinforcement:

**Green** Praise

**Bronze**  
**Silver**  
**Gold**

Sticker

Silver certificate

The child is awarded a gold certificate in celebration assembly (held on Fridays)

Children who have demonstrated consistently good behaviour throughout the week, will be awarded a gold certificate in celebration assembly on Friday

Super Skills are learning behaviours which help enable children to succeed in their learning, school life and future. *Staff worked together to identify six core values: Each value has its own symbol to help the children remember them.*

This ethos was launched in January 2019, and our staff will be working with the children and their families to develop a deep understanding of each value and the associated behaviours so that they can happily demonstrated they are *'Living, Loving and Learning' in Christ.*

*The table below shows the basic outline for each of the skills and the behaviours linked to each Super Skill. Teachers have produced a more specific set of behaviours for each year group, to help children understand the expectations as they move through the school.*

|   |  |   |
|---|--|---|
|  <p>RESPECT</p> <p><i>'Showing proper care or concern for someone's feelings, wishes, or rights'</i></p>   |  <p>ASPIRATION</p> <p><i>'A hope or ambition of achieving something.'</i></p>   |  <p>INDEPENDENCE</p> <p><i>'Being able to think or act for yourself.'</i></p>  |
| <p>Saying please and thank you<br/>Listening to others especially if you have a difference of opinion to your own<br/>Encouraging other people<br/>Celebrating differences<br/>Taking turns<br/>Treating everybody the same<br/>Telling the truth</p> | <p>Pushing yourself to do your best<br/>Identifying a goal or something to work towards<br/>Knowing steps to achieve a goal<br/>Reaching for the stars<br/>Talking about progress<br/>Recognising strengths and weaknesses</p>         | <p>Willing to try by yourself<br/>Being prepared to work hard<br/>Using your own initiative<br/>Being resourceful<br/>Showing confidence in your own ability</p>  |
|  <p>RESILIENCE</p> <p><i>'Being able to recover quickly (bounce back) from difficulties'</i></p>   |  <p>MOTIVATION</p> <p><i>'A desire or willingness to do something'</i></p>  |  <p>DETERMINATION</p> <p><i>'The ability to continue trying to do something, although it is very difficult.'</i></p>   |
| <p>Refusing to give up<br/>Not afraid to be wrong<br/>Coping with challenges and difficulties positively<br/>Persevering towards your goal<br/>Overcoming fear of failure<br/>Bouncing back from mistakes and learning from them</p>                  | <p>Being prepared to work hard<br/>Being able to say 'I will try no matter what'<br/>Striving for our personal best<br/>Willingness to participate positively in all activities<br/>Taking on and accepting constructive criticism</p> | <p>Willingness to use the Super Skills to help improve their work.<br/>Always trying your best<br/>Being eager to succeed in everything you do<br/>Taking things step by step<br/>Being persistent and tenacious<br/>Focusing specific skills or targets<br/>Putting extra effort into anything you find difficult.</p> |

# Classroom Consequences

(Linked to the Behaviour Policy)

| Process                           | Sanction | Contact   | Recording                          |
|-----------------------------------|----------|---|------------------------------------|
| Verbal Warning                    |          |   |                                    |
| ↓                                 |          |   |                                    |
| Second warning                    | +        | Blue Card   |                                    |
| ↓                                 |          |   |                                    |
| Sent to the timeout table reflect | +        | Lose playtime, complete reflection sheet<br>An apology given                  | +                                  |
|                                   |          | Parents are contacted by the Class teacher                                    | +                                  |
|                                   |          |   | Entered in SIMS/CPOMS              |
| ↓                                 |          |   |                                    |
| Sent to a member of the PL Team   | +        | Child in PL class for the remainder of the lesson                             | +                                  |
|                                   |          | Class teacher to contact parents  | +                                  |
|                                   |          |   | Entered in CPOMS                   |
| ↓                                 |          |   |                                    |
| Sent to AHT                       | +        | Internal exclusion for am/pm  | +                                  |
|                                   |          | AHT contacts parents and meet in a formal meeting                             | +                                  |
|                                   |          |   | Entered in CPOMS                   |
| ↓                                 |          |   |                                    |
| Sent to HT                        | +        | Whole day internal exclusion or external exclusion                            | +                                  |
|                                   |          | HT contacts parents and arrange a formal meeting<br>Governors and HE informed | +                                  |
|                                   |          |   | Entered into HT/HE incident report |



## Playground Consequences (Linked to the Behaviour Policy)

| Process                      |   | Sanction                                 |   | Contact                |   | Recording  |
|------------------------------|---|--|---|------------------------|---|--|
| Verbal Warning               |   |  |   |                        |   |  |
| ↓                            |   |  |   |                        |   |  |
| Move to reflection area      | + | Remain in reflection area for 5 minutes  |   |                        |   |  |
| ↓                            |   |  |   |                        |   |  |
| Move to reflection area      | + | Remain in reflection area for 10 minutes | + | Class teacher informed | + | Entered in the CPOMS – Class teacher to contact parent if behaviour repeated |
| ↓                            |   |  |   |                        |   |  |
| Adult to escort child to SLT | + | Child misses following break             | + | SLT contact parents    | + | Entered in the CPOMS   |

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 or Behaviour Chart.

## **Tracking**

All incidents of behaviour should be logged using CPOMS. All staff have provided with their own login. Staff should use CPOMS to alert senior leaders to the incident.

## **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. This may include the introduction of a behaviour chart or additional strategies to support behaviour in class.

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 Education 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 PSHE we aim to teach the children a range of social and emotional skills to support their behaviour and learning. We implement the ‘Life to the Full’ from Ten:Ten 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.

(Signed) \_\_\_\_\_ Date: 30<sup>th</sup> November 2022  
(Head Teacher)

(Signed) \_\_\_\_\_ Date: 30<sup>th</sup> November 2022  
(Chair of Governing Body)

Reviewed & agreed By Governors: November 2021

Presented to staff: November 2022

Review date: Autumn Term 2023

## 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