



## **Behaviour and Discipline Policy**

### **Introduction**

This policy supports our Mission statement aim of providing a 'respectful community based on Gospel values'. It promotes the welfare of pupils and contributes to their safeguarding. As such, general safeguarding and pupil welfare should always be kept in mind when implementing this policy.

Children and staff have developed the following code of conduct which is displayed throughout the school:

#### **At St. Mary's we will**

- **Treat others as we would wish to be treated (Matthew 7:17)**
- **Always be kind to each other**
- **Always be polite**
- **Be honest and never take something that does not belong to us**
- **Be grateful and care for school property**
- **Listen and show respect at all times to everyone**
- **Always try our best in everything we do**
- **Respect and celebrate people's differences**

Good discipline is essential for an effective learning environment in which teachers have a right to teach and pupils have a right to learn. We expect children to behave in a responsible and acceptable manner and ask parents to support our efforts and Christian ethos.

### **Promoting/Rewarding Good Behaviour**

- All adults in school including visiting parents will aim to be positive role models
- 'Star pupil' certificates will be awarded on a weekly basis in assemblies
- Verbal / written praise will be used as appropriate to reward good behaviour and effort in class or on the yard etc
- Other rewards include sticker charts, merit marks, dojos, stickers etc
- Assemblies to reinforce good behaviour and link to Gospel values
- Student and Eco council to model good behaviour
- Head teachers award for spiritual and moral behaviour.

### **Dealing with unacceptable behaviour**

Staff response will be consistent with principles of pupil welfare, safeguarding and guidance on physical restraint. Staff will always encourage reconciliation and 'making amends' in line with our Catholic teaching.

Children will receive up to two verbal warnings to improve behaviour. If the child does not respond in a positive way, sanctions will be applied. These include:

- repeating classwork to show improved effort
- moving to another place in class or outside the classroom if appropriate to encourage concentration
- withdrawal of child from extra-curricular activity, club or from a visit outside of school
- staying in at breaktime/lunchtime to write 'lines' or similar activity
- standing on the wall for an appropriate length of time
- cleaning up untidiness caused by not looking after things

- replacing or repairing damaged property
- withdrawal from P.E./swimming/other activity when safety is an issue because of poor behaviour

Children must adhere to the stricter guidelines and practices during the Covid 19 pandemic. Failure to do so will result in contacting parents immediately and the decision of the sanction will be left with the head teacher or leadership team.

### Graduated response to consistent bad behaviour

Stage 1: monitoring by class teacher and make a note in class behaviour book.

Stage 2: children refereed to Assistant Head

Stage 3: parent invited into school to discuss matter with class teacher and possible use of behaviour report card

Stage 4: child referred to Headteacher

Stage 5: parents invited to discuss the matter with Headteacher

Stage 6: headteacher/governors to consider exclusion

*Serious bad behaviour could be dealt with at stage 6 immediately.*

As appropriate, the school will use the strategies suggested in the code of practice for children with behavioural difficulties published by Sefton Children, Schools and Families.

**Positive behaviour is constantly encouraged with Our Lord's own words central to our behaviour code:**

***Treat others as you would wish to be treated.***

9/2022 This policy will be monitored by the Headteacher.

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### Appendix: sample letters

Stage 2: sample letter

Dear \_\_\_\_\_,

\_\_\_\_\_ 's is giving me cause for concern at the moment. It has been decided to monitor his/her behaviour more closely in the hope that it can be improved and we feel that this is best done with your involvement and support.

You will be kept informed of the results of this monitoring.

Yours sincerely

Class teacher

Summary of behaviour:

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Stage 3 sample letter

Dear \_\_\_\_\_,

\_\_\_\_\_ 's behaviour is still giving cause for concern. I should be grateful if you could come into school on \_\_\_\_\_ at \_\_\_\_\_ to discuss the matter with me.

Yours sincerely

Class teacher

Summary of behaviour:

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Stage 4: sample letter

Dear \_\_\_\_\_,

Further to previous correspondence regarding \_\_\_\_\_'s unacceptable behaviour which was being monitored by his/her class teacher, I must inform you that the problem still persists. I have spoken to him/her about the problem and a daily report on his/her behaviour will be sent home. I should be grateful if you could add any comments and sign the report card and ensure it is returned to school each day.

Yours sincerely

Headteacher

Summary of behaviour:

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Stage 5: Sample letter

Dear \_\_\_\_\_,

\_\_\_\_\_ 's behaviour in school still remains unacceptable. I would be grateful if you could come into school on \_\_\_\_\_ at \_\_\_\_\_ to discuss the matter with me.

Yours sincerely

Headteacher

Summary of behaviour:

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Stage 6: sample letter

Dear \_\_\_\_\_,

Despite all our efforts, \_\_\_\_\_ 's behaviour remains unacceptable. Attached to this letter is a fixed period exclusion order copies of which have been sent to the assistant director of education and E.W.O. I am also referring the matter to the governors of St. Mary's Catholic Primary school.

Yours sincerely

Headteacher