

# WESTMINSTER CATHEDRAL PRIMARY SCHOOL



## BEHAVIOUR AND DISCIPLINE POLICY

2020-21

PERSONNEL RESPONSIBLE  
FOR THE POLICY

SENIOR LEADERSHIP  
TEAM

REVIEW DATE

September 2021

## **INTRODUCTION**

The Westminster Cathedral School community consists of children, staff, parents, governors and parish who work together to fulfil the aims of the school. We recognise that it is everyone's responsibility to promote positive behaviour and enhance self esteem in our pupils by encouraging good conduct and creating an environment in which learning can flourish. The children are nurtured within a Christian framework which supports us spiritually in all that we do.

Our approach to promoting positive behaviour is underpinned by the language of choice. The language of choice gives all adults the opportunity to praise good choices and challenge bad choices. Adults are able to react to behaviours/choices rather than individuals. Using the language of choice, when dealing with behaviour, ensures that the self-esteem of the child is not damaged and empowers them to control their future choices. When the language of choice is active within a school, it would be expected that phrases such as 'Well done, you made a good choice' or 'I think that you made the wrong choice in that situation, what choice might you make next time?'

## **DEFINITIONS**

### **What do we mean by Behaviour?**

**Behaviour** is the manner in which we conduct ourselves in an appropriate way, developing self-control, co-operation and consideration for others.

**Discipline** is the establishment of a code of agreed standards of correct behaviour and order with rules, training etc.

### **Our core school values:**

- To promote respect amongst pupils and teachers
- To strengthen friendships and allow these to flourish
- To allow children to achieve in everything they do
- To show and encourage children to feel joy throughout their school life

### **Our School rules:**

1. Treat each other with respect and kindness following Jesus' example
2. Listen to and follow instructions
3. Walk around the school and classroom
4. Do not shout out if you want to be heard, raise your hand

5. Keep your hands and your feet to yourself
6. Take care of school property and God's environment
7. Attend school regularly and on time
8. Following our mission statement and the ways we can live this out in our school lives. Please continue to this section for more details on this.

Moving around the school:

1. Keep to the right-hand side
2. We walk quietly
3. We walk in single file
4. Do not run
5. We set an example to those around us

Playground rules:

Playground incidents are to follow the same traffic light system used in class.

1. All teachers are to lead their children into the playground
2. Children are to walk into the playground without running to the wall
3. No physical aggression or violence is acceptable on the playground
4. No verbal abuse towards teachers or students is acceptable
5. Games that are physical (Play fighting, wrestling, hitting etc.) are not acceptable.
6. Children who are unable to be on the playground due to their behaviour should be sent to their class teacher with a responsible child or adult (Reflection during break time or lunch time may be needed)
7. Children are to respond to a clap to stop
8. Children who do not respond well to a clap are given a verbal warning. Teacher on duty reports this to the class teacher. If children continue to respond negatively when asked to stop; reflections during break time will be required with the class teacher.
9. Children are to line up quietly when in their lines. Teachers are to collect children from the playground.

Classroom rules:

The classroom rules should focus on implementing our 4 core school values. Children should be a part of creating these rules as a class at the beginning of each school year. Teachers should enforce the core values and promote positive behaviours based on them.

## OUR REACTIONS TO APPROPRIATE BEHAVIOUR

At Westminster Cathedral we believe that the best way to promote positive behaviours is to reinforce these whenever possible. We do this by:

- Acknowledging good behaviour
- Congratulate children for special effort
- Tell other children/teachers what has been done
- Give stars, smiley faces
- Give award stickers/Certificates
- Send children to the Headteacher for praise
- Mention good effort/behaviour/good work at Assembly
- Praise child in front of parents
- House points
- 'Caught being good cup' award presented for good playground behaviour.
- Display work of a good standard/work that shows special effort.
- Children who behave or work exceptionally well will be given a certificate at our Celebration Assembly on Friday. This assembly takes place at the end of the week and parents are invited to attend. The names of these children are printed in the weekly newsletter.
- At the end of the year children also receive attendance and punctuality certificates.
- Above all, praise and encouragement will be given freely and often.

### Following our mission statement:

Below are the ways we can follow our Mission Statement and see **Joy, Achieve, Respect and Friendship** within our school community.

## Rewards and sanctions Overview

### Joy

- Following Jesus' example
- Living the Gospel values
- Saying your prayers
- Attending Mass /Confession regularly
- Putting all your energy into anything you do
- Being passionate about what you are doing
- Supporting and encouraging others
- Showing positive body language: smiling
- Participating positively in all activities
- Helping others around you

### Achieve

- Trying your best
- Being prepared to work hard
- Pushing and extending yourself
- Learning from your mistakes
- Refusing to give up
- Being driven and keen
- Accepting and understanding constructive criticism
- Recognising your own progress
- Knowing there are different ways to achieve
- Saying 'I can do this!'
- Having confidence and self-belief

### Respect

- Being polite: remembering to say please, thank you and excuse me
- Holding the door open for someone
- Listening to other people's opinions especially if they are different from my own
- Being sincere
- Following instructions
- Responding politely

### Friendship

- Showing trustworthiness.
- Being honest
- Standing up for others
- Being ready to show forgiveness
- Remembering to be non-judgmental.
- Being a good listener.
- Supporting others in their good times.
- Being there in their bad times
- Being a good-role model
- Showing kindness
- Sharing

## House Points

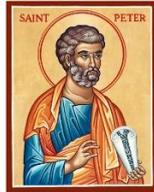
At **WCPS**, we believe that pupils thrive when they receive praise for their effort, success in their work, sport, music and other curricular involvement in the life of the school.

On entry to the school, children are allocated to one of our four houses. They receive a book bag in their house colour. Children remain in this house as they move through the school. The houses and their colours are as follows:

**St Paul**



**St Peter**



**St Bernadette**



**St Francis**



Adults will award house points (no more than one at a time) for **positive behaviour that link to the four petals of our mission statement and our school rules.**

Children keep a record of house points they collect in two ways:

### Individual House Point Card

Each child will be given their own individual house point card in which adults will record house points collected. Awards will be given to children gaining 50 (bronze), 100 (silver), 150 (gold), and 200 (platinum) house points. A member of the SLT will present children with their certificate in Main School Assembly on a Friday and children will also have the option of purchasing a house point badge for £1 which they will be able to wear on their school uniform.

*HP cards should be kept in trays. Each child is responsible for their own card, should it get lost a new card can be issued but children may lose house points already collected.*

### Class House Point Displays

Children will also be asked to record their house points in the classroom displays.

On **Thursday lunchtimes**, House Captains will collect house points and adjust boards for the start of the new week.

Head Boy and Girl will be responsible for checking the collected points and entering values into excel spreadsheet managed by the DHT.

The winning house will be announced in Friday assembly by our Head Boy/Girl and they will receive the house point cup which will be displayed in the main entrance. They will also receive an additional play time.

### Awarding House Points

Adults can show house points have been awarded by writing next to 1HP next to a child's work. In order to ensure house points are collected regularly, Teachers could hold a 'House Point Surgery', where children will have the opportunity to have house points recorded in their individual cards and for their houses.

Where house points are awarded outside of classrooms adults will need to add this to the house point cards themselves.

#### **Head teacher and Deputy head awards:**

For exceptional behaviour and/or completing a piece of work to the best of their ability, children can be referred to the Head teacher or Deputy Head for a special achievement award. This includes a certificate of achievement from the Deputy Head or a special golden Head teacher sticker which can be worn or presented in a piece of work.

#### **Approaches to unwanted behaviour:**

An effective behaviour approach is one that is focused on positive reinforcement and seeks to lead the children towards high self-esteem and self-discipline. Consequently, good behaviour is a result of high expectations, good relationships and boundaries being set.

At Westminster Cathedral we use a 'Restorative Justice' approach to behaviour. This:

- Focuses on what has happened and any harm caused by listening to others (What has happened?)
- Encouraging and enabling children to understand the impact of their actions
- Encouraging children to take responsibility for their actions (What were you thinking at the time? How do you think you could have acted differently?)
- Address the needs and feelings of the children affected (Who has been affected by these actions?)
- Repair the situation where harm has been caused through communication, mediation, awareness of feelings- empathy and resolution (What should we do to make things right?)

#### **Dealing with incidents of inappropriate behaviour:**

- 1) Stay calm but firm- Do not shout. Least invasive techniques of dealing with behaviour are the most effective
- 2) Keep eye contact with the child
- 3) It may be required that teachers are to come down to the level of the child
- 4) If a child is unresponsive, send for another adult (responsible child can be sent)
- 5) Refer to the Zone of Regulation and the language used to help children understand their emotions and how to react to them
- 6) Ensure that a consequence for a behaviour is logical

- 7) Record incidents of inappropriate behaviour on CPOMS
- 8) Every day is a fresh start (though behaviours should be recorded, a child should feel that a new day is a new start for them).

### Child Protection Online Management System (CPOMS)

Incidents and concerns will be records on CPOMS. This system can be used to help identify triggers, behaviours and consequences of a child's unwanted behaviour.

### Equalities Act 2010

Westminster Cathedral Roman Catholic Primary School takes seriously the responsibility to promote, monitor and review all aspects of school life to ensure we are meeting our duties in respect of the Equalities Act 2010.

The school does not discriminate against pupils of 'protected characteristic' status which includes gender, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy.

Therefore, we may make reasonable adjustments to ensure their learning and social experiences at Westminster Cathedral Primary School are as positive and inclusive as possible. While we always strive to be fair and transparent, the school recognises that our response to inappropriate behaviour from some children, for example those with a Special Educational Need or a disability, may need to be differentiated. Therefore, Individual behaviour plans may be put in place.

### CHILDREN'S BEHAVIOUR AND SANCTIONS

**Our reaction to inappropriate behaviour is dependent on the nature of the incident Traffic Light System**

Level	Action to be taken	Examples
<p style="text-align: center;">All children start on GREEN each morning.</p> <p><b>How do I stay on green?</b></p> <ul style="list-style-type: none"> <li>✓ Following the Mission Statement</li> <li>✓ Always doing my best</li> <li>✓ Listening well</li> <li>✓ Being honest and truthful</li> <li>✓ Being gentle – not being rough and hurting other</li> <li>✓ Being kind to others</li> <li>✓ Having good manners</li> <li>✓ Moving around the school safely</li> </ul>		
<p style="text-align: center;"><b>1</b></p> <p>This is low level behaviour and needs immediate attention. This behaviour must be dealt with by the class teacher and contained so that it does not escalate. The name does NOT need to be moved to yellow as it is verbal warning.</p> <p style="text-align: center;">Calling out, not listening, running, unauthorised movement around room, talking to others unnecessarily.</p> <p style="text-align: center;">Remind children of behaviour expectations; refer to class/school rules.</p> <p style="text-align: center;"><b>ACTION:</b> Verbal warning given.</p>		
<p style="text-align: center;"><b>2</b></p> <p>This level is reached when the behaviour begins to disrupt the lesson. This level is reached when a child has to be <u>repeatedly</u> spoken to about behaviour. There is no need to involve other staff members at this level</p> <p>Preventing yourself and other children from learning. Consistently calling out during learning time and distracting others. Talking inappropriately in class. Consistently not listening. Not working with a growth mind-set to the best of your ability. Not following instructions. Being disrespectful to others.</p> <p style="text-align: center;"><b><u>Child is moved to timeout table and is given time to reflect on behaviour. A conversation with the teacher will follow at a suitable time.</u></b></p> <p>If this behaviour happens during carpet time the child may be moved closer to the teacher or LSA in the class. Once input has been given they reflect on timeout table.</p> <p style="text-align: center;">Time out should be for 3 mins (EYFS), 5 mins (KS1), 10 mins (KS2).</p> <p style="text-align: center;"><b>ACTION:</b> Incident recorded Teacher to make time after lesson to speak to child about behaviour.</p> <p><b>Remember if children are not working to the best of their ability, how can we motivate them to do so? Punishing them for doing this may make the situation worse.</b></p>		

### 3

**This stage can be reached without moving through the traffic lights:**

This level is reached when behaviour has been constantly repeated more than twice i.e 2 warns including being moved to yellow and time out. Teacher will send the child to a Phase Leader.

**Children will spend their next break time (break or lunch) reflecting on the incident using the Restorative approach with their teacher,**

Consistent yellow behaviour. Back chatting, refusing instructions given. Hurting someone on purpose. Inappropriate language. Being physically or verbally abusive towards others..

Child is sent to Phase Leader – for the remainder of the lesson. Child is off the playground for the rest of the day.

**ACTION:** Incident recorded, parents are informed. Child is to complete a reflection sheet which will be included in the behaviour log and a copy given to parents.

### 4

This stage is reached if a child has to be sent out more than once in a single day. However, this stage can be reached if behaviour is deemed serious enough.

Violent and aggressive behaviours. Abusive language including any form of discrimination. Consistent inappropriate behaviour. Consistent disruptive behaviour. Consistently ignoring instructions. Someone is putting others and/or themselves in danger. Making others feel scared of them or intimidated by them.

**ACTION:**

The child will be sent to one of the teachers listed: Head teacher/ Deputy head/Behaviour lead. The child will reflect on the behaviour and the impact of it.

A phone call will be made immediately to the parent. A letter will also be sent home informing the parent about this behaviour.

The child will be removed from the class for the remainder of the day. **Further consequences may need to be discussed with senior leadership.**

Level	Action to be taken	Examples
<p><b>5</b></p> <p><b><u>This level can be reached without going through the traffic light system if the behaviour is deemed to be severe enough.</u></b></p> <p><u>Repeated behaviour</u>, Aggressive behaviour, verbally abusing another child/adult (includes swearing). Major physical violence, racial discrimination, bullying, homophobic discrimination, major verbal abuse, vandalism.</p> <p>Teacher will send the child to the Deputy Headteacher or the most senior member at the school with another adult (responsible child). Parents are notified of behaviour immediately.</p> <p><b>ACTION:</b> Parents are invited for a formal meeting with DHT. Regular meetings may be set up between DHT, pupil and parents which will be recorded. If the behaviour is deemed severe enough a meeting with the Headteacher and Governors may be required. Consequences of this behaviour may need to be discussed in these meetings e.g. exclusion or fixed term exclusion. Missing of playtime or exclusion from a school trip or representing the school.</p>		

### **EXCLUSIONS**

The Headteacher may decide to exclude a child internally or externally for a fixed time, day, weeks, or permanently. This is an extreme step and the Chair of Governors and the Local Education Authority will be informed immediately (The Westminster Diocesan Guidelines will be followed).

#### **This action may be taken when:**

A very serious incident occurs which causes a child or adult to be hurt.

A child has become uncontrollable, hits or swears at another child or at any member of staff.

It has been proven that a child has stolen or damaged someone else's property.

Over a period of days or weeks, a child's behaviour has been such that they are interfering seriously with other children's learning or they have to be removed repeatedly from the classroom and supervised by another member of staff.

**Please refer to the exclusion policy for more information.**

#### **Alternative to traffic light system**

To reduce teacher talk and disruption in class, visual representations can be used instead of physically moving children through the traffic light system. Coloured cards will be placed on the child's desk to indicate warnings.

### **Weekly focuses:**

The children are fully aware of the code of acceptable behaviour described in this document. To constantly highlight our expectations we will occasionally focus on an aspect of behaviour, e.g. this week will all try to remember to say “please” and “thank you”.

### **THE RESPONSIBILITY OF STAFF**

1. To respect each individual child
2. Set an example to all the children by treating all members of staff with kindness and respect
3. To listen to the needs and worries of all children
4. To be presented respectfully and appropriately
5. To offer to children a balanced curriculum and to ensure that the work offered is related to each child’s level of learning and potential.
6. To ensure that lessons are interesting and stimulating
7. To ensure that classrooms and the school as a whole are attractive and safe places in which to work.
8. To ensure that parents are informed about and involved in the child’s educational progress throughout the school.
9. To provide appropriate homework on a regular basis.

### **THE RESPONSIBILITY OF THE PARENTS**

To support the school:

1. To explain to children that school is a place for learning and that they should do nothing to interfere with the education of other children.
2. To explain to children that they must respect all children, staff and parents in our community. Anti-social behaviour of any kind will not be tolerated.
3. To share any concerns about the school privately with the Headteacher and/or staff. Criticism in front of children will serve to undermine their confidence and, positive attitude towards school and learning.
4. To ensure that the child attends school and is punctual. Parents need to recognise that time spent away can hinder the learning process.
5. To ensure that the child is fit for school. E.g. by making sure that the child has had enough sleep and does not come to school tired and irritable.
6. To adhere to the Home/School Agreement by ensuring reading/homework is completed by providing help and support when needed.

### **THE RESPONSIBILITY OF THE PUPILS**

1. To be polite, kind and considerate to all in our community and to learn to listen to people's point of view.
2. To work hard and to do their best and to do nothing to prevent others from working.
3. To accept responsibility for their actions and to accept reprimands.
4. To keep the school clean and tidy so that it is a welcoming place of which we can be proud.
5. To select appropriate behaviour for different areas (such as the playground, our Church, classrooms and Lunch Hall) and to move carefully and sensibly around the school.
6. To take responsibility for completing homework well and making sure it is returned on time.