

WESTMINSTER CATHEDRAL PRIMARY SCHOOL



BEHAVIOUR AND DISCIPLINE POLICY

September 2019

PERSONNEL RESPONSIBLE
FOR THE POLICY

SENIOR MANAGEMENT
TEAM

REVIEW DATE

September 2020

Ofsted – Outstanding

"Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare."

Ofsted – Good

"Pupils conduct themselves well throughout the day, including at lunchtimes. The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. Pupils' good conduct reflects the school's efforts to promote high standards."

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.

THE RESPONSIBILITY OF STAFF

1. To respect each individual child
2. 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.
3. To ensure that lessons are interesting and stimulating

4. To ensure that classrooms and the school as a whole are attractive and safe places in which to work.
5. To ensure that parents are informed about and involved in the child's educational progress throughout the school.
6. 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, unnecessarily, 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, by making sure that the child does not watch disturbing television programmes, DVDs or computer games.
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 gracefully.
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.

OUR APPROACH TO BEHAVIOUR AND DISCIPLINE

We believe that shared and consistent expectations and standards are essential. In such a context equal treatment of all pupils is guaranteed and the children themselves are confident in the knowledge of what is expected of them.

We accept that we, as adults, reinforce by example.

It is essential that children see members of staff:

- treating other members of staff, children and visitors with courtesy
- listening carefully and politely to others
- co-operating with other members of the school community
- greeting children, staff and visitors
- saying please and thank you to staff members and helpers
- presenting themselves in a tidy and appropriate manner
- exhibiting good moral values and attitudes throughout school life.

We should be understanding and sympathetic to children suffering family problems. We must aim to be a stable factor during such a difficult period. We must, of course, also consider and maintain the stability and calm of the whole class. This is a delicate and sensitive area.

We must encourage children to treat all adults and all their peers in the same manner. There should be no double standards.

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”.

At Westminster Cathedral School we aim to promote positive behaviour by encouraging good conduct and creating a calm environment in which it can flourish. The school recognises its responsibility in this respect but equally recognises that parents and pupils themselves have the responsibility to play an active role in ensuring that the school is able to maintain an atmosphere where everyone feels secure in which effective learning can take place.

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 such as autism, may need to be differentiated. Therefore, Individual behaviour plans will be put in place.

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.

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

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

OUR REACTIONS TO APPROPRIATE PLEASING BEHAVIOUR

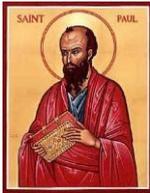
- Affirm good behaviour
- Congratulate children for special effort
- Tell other children/teachers what has been done
- Give stars, smiley faces
- Give award stickers/Certificates
- Send children to the Headteacher for praise
- Mention good effort/behaviour/good work at Assembly
- Praise child in front of parents
- Give team points, winning team presented with trophy each week at Friday assembly
- 'Caught being good cup' award presented for good playground behaviour.
- Display work of a good standard/work that shows special effort.
- Above all, praise and encouragement will be given freely and often.
- 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.

House Points

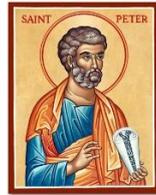
At WCPS, we believe that pupils thrive when they receive praise for their effort, success in their work, sport, music and other curricular involvement in the life of the school.

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 and additional play time.

Awarding House Points

Adults can show house point 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.

CHILDREN'S BEHAVIOUR

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 style="text-align: center;">3 house points given if a child remains on green for the whole week.</p> <p>How do I stay on green?</p> <ul style="list-style-type: none"> ✓ Following the Mission Statement ✓ Always doing my best ✓ Listening well ✓ Being honest and truthful ✓ Being gentle – not being rough and hurting others ✓ Being kind to others ✓ Having good manners ✓ Moving around the school safely 		
1	Remind children of behaviour expectations, refer to class/school rules. Verbal warning given.	Calling out, not listening, running, unauthorised movement around room, talking to others unnecessarily
<p style="text-align: center;">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. There is no need to involve other staff members at this level.</p>		
2	<p style="text-align: center;">Child is moved to timeout table and needs to reflect on behaviour.</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;">ACTION: Incident recorded</p>	<p>Preventing yourself and other children from learning. Calling out during learning time and distracting others.</p> <p>Talking inappropriately in class. Not listening. Not working with a growth mindset to the best of your ability. Not following instructions. Being disrespectful to others.</p>
<p style="text-align: center;">This level is reached when the behaviour begins to disrupt the lesson. This level is only reached when a child has to be repeatedly spoken to about behaviour. Teacher to make time after lesson to speak to child about behaviour. There is no need to involve other staff members at this level.</p>		
3	<p style="text-align: center;">Child is sent to Phase Leader – for the remainder of the lesson. Child is off the playground for the rest of the day.</p> <p style="text-align: center;">ACTION: Incident recorded, parents are informed. (Conversation)</p>	<p>Consistent yellow behaviour. Back chatting, refusing instructions given.</p> <p>Hurting someone on purpose. Inappropriate language.</p>
<p style="text-align: center;">This level is reached when behaviour has been constantly repeated. Teacher will send the child to a Phase Leader. Child will have opportunity to reflect on behaviour at the end of the session with Phase Leader at the end of the session which may possibly be during a playtime or lunch time</p>		

Further strategies are listed below:

1. If it is felt that a teacher can no longer trust a child's ability to behave appropriately, a child may be denied the opportunity of going on an outing, a journey or any other form of school activity.
2. Teachers will keep a record of any persistent difficulties that a child may be having in consultation with the Headteacher.
3. All incidents of disruptive behaviour in the classroom, around school and in the playground are recorded in a class incident book. This is reviewed by the SMT

Level	Action to be taken	Examples
4	Child is sent to Deputy Head to discuss behaviour. Parents are notified of behaviour. ACTION: Incident logged on SIMS, parents are invited for a formal meeting with DHT. Regular meetings may be set up between DHT, pupil and parents which will be recorded.	Repeated behaviour, Aggressive behaviour, Mild physical contact (e.g. pushing, bumping), Verbally abusing another child/adult (includes swearing)
Children can reach this level without going through the other levels, if behaviour is deemed severe enough. Teacher will send the child to the Deputy Headteacher with another adult (responsible child). Time spent out of class is at the discretion of the Deputy Headteacher.		
5	The child is brought immediately to the Headteacher (Deputy head, if Head is not available). ACTION: Incident logged on SIMS, parents are invited to meet HT and possibly Governors	Major physical violence, racial discrimination, bullying, homophobic discrimination, major verbal abuse, vandalism
Children can reach this level without going through the other levels, if behaviour is deemed severe enough. This behaviour will be dealt with by the head teacher and will result in parents being called immediately. It is up to the Head's discretion as to what action should be taken e.g. warning of exclusion or fixed term exclusion. Missing of playtime or exclusion from a school trip or representing the school.		

EXCLUSIONS

The Headteacher may decide to exclude a child 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 proved that 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.

TO HELP IN MAINTAINING GOOD BEHAVIOUR, WE HAVE THE FOLLOWING SCHOOL RULES

1. Walk quietly on the right
2. Treat each other with respect and kindness following Jesus' example.
3. Keep your hands and your feet to yourself
4. Listen to and follow instructions
5. Take care of school property and God's environment
6. Attend school regularly and on time