

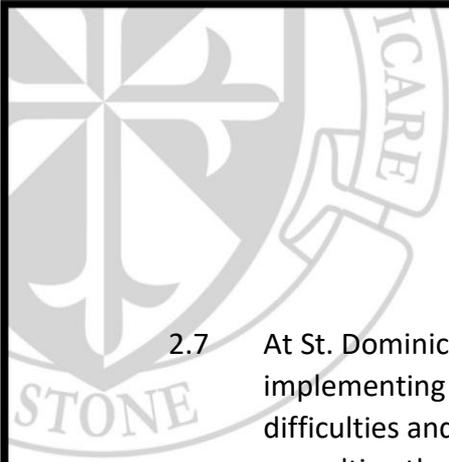
POLICY ON BEHAVIOUR AND DISCIPLINE

1 Introduction

This policy was developed from the existing school policy, and comes out of workshops with staff and students. The policy, uses the advice and framework set out by the 'Behaviour and Discipline in schools (2016) with reference to Equality act 2010.

2. Aims and objectives

- 2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and study together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can study together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to collaborate in an effective and considerate way.
- 2.3 The school expects every member of the school community to behave in a considerate way.
- 2.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 2.6 The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

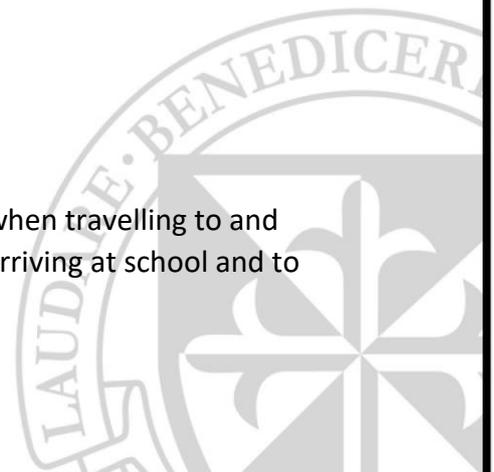


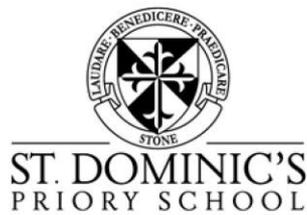
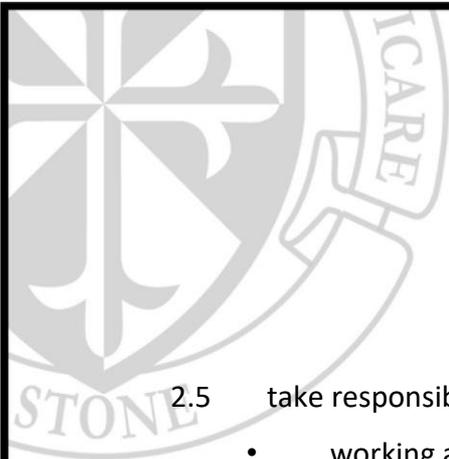
- 2.7 At St. Dominic's we recognise our duties under the Equality Act 2010, in implementing the Behaviour Policy, we take account of pupils' learning difficulties and/or disabilities and make reasonable adjustments such as consulting the IRR (Individual Running Record) and liaising with the SEND Coordinator accordingly.
- 2.8 Corporal punishment or threat of any form of punishment that could have an adverse impact in the child's well-being is not used. Guidance is given to all staff on the circumstances in which physical intervention is allowable.
- 2.9 Staff are supported by strong leadership. Pupils are supported through our pastoral care system. Parents are supported by our staff with parent forums. Any incident is recorded and the Headteacher and parents informed of the incident on the same day.

2 Framework of behaviour

We are a Catholic school and our framework of behaviour reflects the values that the school believes to be important. These are that students will:

- 2.1 respect other people as fellow human beings by being polite, considerate, helpful and by not swearing, bullying or by being supportive of those who bully;
- 2.2 respect the religious beliefs of those within our community and not discriminate or exclude on grounds of colour, race or creed;
- 2.3 respect property by not stealing or damaging other people's possessions, the school grounds, buildings or furniture;
- 2.4 show self-discipline by:
- following instructions
 - behaving well at all times
 - walking not running on site
 - behaving in a sensible and responsible manner when travelling to and from school and when involved in a school trip arriving at school and to lessons on time.





2.5 take responsibility for their learning by:

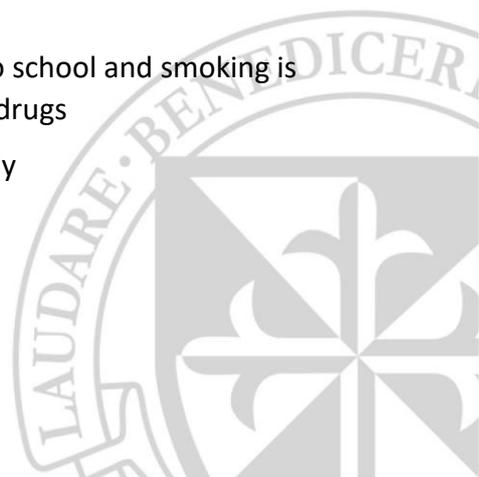
- working according to instructions
- being punctual to lessons
- being properly equipped for each lesson completing homework set and giving it in on time not disturbing or disrupting lessons.

2.6 take responsibility for their actions by following these instructions:

•bring a note from home after absence from school or when you need to leave school early for a medical appointment etc., or if you wish to be excused from a lesson.

- sign in at the School Office if you are late**
- if you have to be out of school for part of the day, sign out at the School Office when you leave and sign in when you return**
- sign in at the SEN Room if you are on school premises after 3.40p.m. and sign out when you are collected by your parents**
- wear the appropriate school uniform and school shoes
- do not wear make-up, nail varnish or jewellery
- avoid bringing valuable items into school such as mobile phones, personal hi-fi equipment or cash
- keep valuable items such as purses, sports equipment and musical instruments in lockers**
- report to the School Office if you are unwell**
- only contact parents via the School Office
- put litter in the bins
- respect out of bounds areas
- do not bring chewing gum into school
- matches and cigarettes must not be brought into school and smoking is strictly forbidden as are all forms of alcohol and drugs
- follow emergency evacuation procedures sensibly

** Senior pupils only





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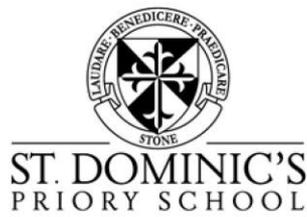
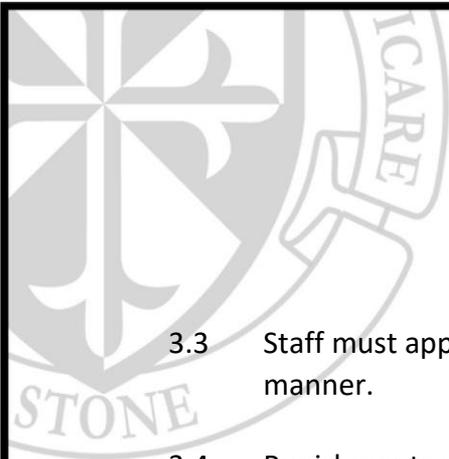
3 Rewards

Effective teaching and learning will only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. All members of our school community are asked to play their part in ensuring that the rules and practices governing good behaviour as set out in this document are followed. The encouragement of good behaviour and the application of a clear and structured approach to sanctions and rewards will help to make our school a safer, more pleasant and orderly learning environment. The school aims to record and monitor both sanctions and rewards to ensure that both are appropriate and any issues are dealt with effectively.

3.1 Recognising and providing praise for Positive Achievement is vital. We praise and reward children for good behaviour in a variety of ways:

- Headteacher awards
- Housepoints and badges are awarded for achievements in sport and other extra-curricular activities
- All staff establish a routine and generous approach to verbal praise
- All staff establish a routine of writing positive statements in exercise books and Daily Planners / Home-School Communication books
- Teachers give children throughout the whole school house points for work of an exceptional nature, effort or good spirit
- Positions of responsibility or school team badges
- Certificates of achievement
- Praise postcards and letters
- End of year prizes
- Presentation evening where we recognise academic success.
- Each class in Key Stage 1 and 2 rewards good behaviour through positive praise, house points and marbles for the class marble jar. Once these jars are full the whole class receives a Golden Time session.
- Reception and Primary One use the sunshine/ thunder cloud behaviour management tool.

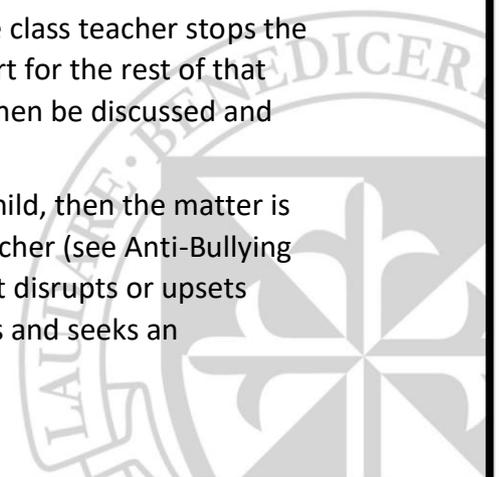
3.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

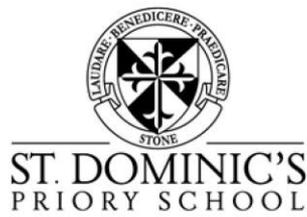


- 3.3 Staff must apply rewards and sanctions in a systematic and consistent manner.
- 3.4 Punishments should be fair and consistently applied but flexible enough to take individual circumstances into account. They should focus on the act and not the student.
- 3.5 Staff should explain to students why their behaviour is unacceptable and be consistent in applying agreed procedures.
- 3.6 Rewards and sanctions must both be manageable, appropriate and immediate.

4.0 Sanctions

- 4.1 Staff should avoid discussing children's behaviour in front of other parents or pupils.
- 4.2 In the classroom, the school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.
 - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task
 - If a child interrupts the teaching and learning in class, the teacher reprimands him or her
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Consequence for these actions will then be discussed and agreed by senior teachers
 - If a child threatens, hurts or bullies another child, then the matter is discussed between the child and the Headteacher (see Anti-Bullying Policy). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an





appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 4.3 The class teacher discusses the school rules which are displayed in the pupils' planner and classrooms. (In addition to the school rules, each class may also have its own classroom rules, which are agreed by the children.) In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- 4.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
- 4.5 If an offence is deemed more severe, then the process will move straight to step two and parents will be informed of the incident and in some cases asked to come in and discuss the situation with the Headteacher.
- 4.6 Duty staff will record any poor behaviour on the playground that requires further action or consequence and report the incident to the Class Teacher or Senior Leader.
- 4.7 Pupils' belongings may be searched if a member of staff has a reason for doing so. (See Search Policy)
- 4.8 Food/drink must never be withheld as a sanction for inappropriate and bad behaviour.





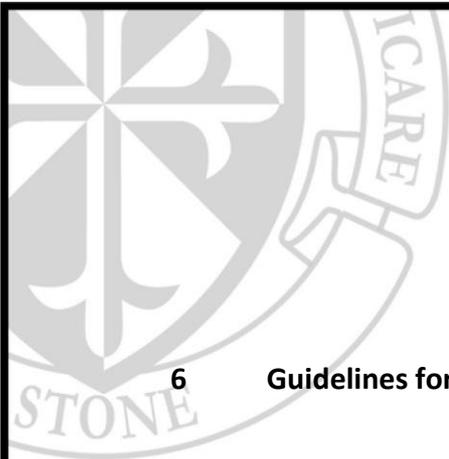
5 Guidelines for responsibilities and Sanctions (Senior School)

Low level – Stage 1	Sanctions to Apply	Referral
<ul style="list-style-type: none">• Eating in class• Failure to meet work requirements in the first instance• Disturbing fellow students• Lack of effort• Uniform violation	<ul style="list-style-type: none">- Verbal warning- Relocation within the class- Lunch or break time detention- Loss of break time- Note in homework diary - Loss of 1 house point at the discretion of the teacher - Temporary removal from the classroom (only in extreme circumstances and must involve a referral to the Leadership team)	Teacher to record on SIMS but not report to Form Teacher/Deputy Headteacher unless offences are deemed to be serious or repetitive.
Medium level – Stage 2	Sanctions to Apply	Referral
<ul style="list-style-type: none">• Repetitions of Low Level incidents• Disruptions of lessons• Rudeness• Repeated failure to meet work requirements• Repeated disturbance of other pupils etc.• Aggressive behaviour of a verbal or physical nature	<ul style="list-style-type: none">- Personal detention- Put on daily work report- Put on homework report - Parents to be kept informed of action taken- Loss of break times (while on report)- Put on a weekly report	Subject Teacher contacts Form Teacher via email. Form Teacher to keep log and check that it has been recorded on SIMS. Possible referral to Headteacher and parents informed of action taken.



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High level – Stage 3	Sanctions to Apply	Referral
<ul style="list-style-type: none">Continued and persistent medium / low level incidentsBehaviour which intimidates or humiliates another pupilIncidents of serious physical aggression or total refusal to comply with instructionsIntentional damage to school property or that of othersGraffiti	<ul style="list-style-type: none">Interview with HeadteacherLetter and/or meeting with parentsLoss of break timesLoss of 5 house pointsHeadteacher's detentionA temporary or permanent withdrawal of the right to represent the school, be this in sport, music, drama, competitions and/or tripsPossible temporary exclusion	Directly to Deputy Headteacher and Headteacher.
High level – Stage 4 and Stage 5	Sanctions to Apply	Referral
<ul style="list-style-type: none">Continued and persistent high / medium level incidentsSmoking, violent or unacceptable behaviour or the bringing of illegal substances onto school premisesSerious allegations against members of staff which are proven to be unfounded and vindictiveContinued or extensive intentional damage to school property or that of othersGraffiti of a highly offensive or sexual nature	<ul style="list-style-type: none">Full report of incident on pupil's fileMeeting with parentsPossible temporary exclusionPossible permanent exclusion	Headteacher reports to Governors to discuss possibility of exclusion.



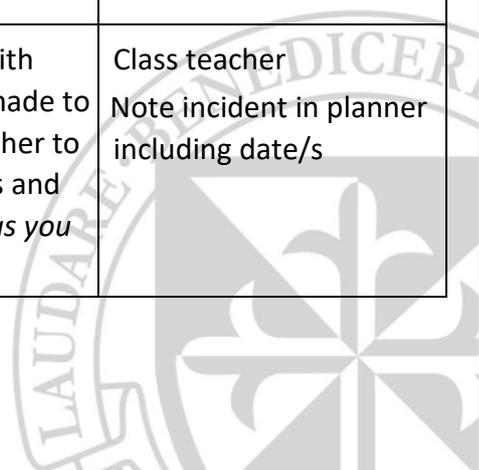
6 Guidelines for responsibilities and Sanctions (Prep School)

Reception \triangle and Primary One use **the sunshine/ thunder cloud** behaviour management tool. This covers Stage 1 and 2 actions.

Triangle system;

- Name on board
- 1st strike /
- 2nd strike \
- 3rd strike = Mrs Talbot (Head of Prep)

Low level – Stage 1	Action and Sanctions to Apply	Referral
Frequent calling out in class	Remind child to put hand up. House points and positive praise to other children in class behaving correctly.	Class teacher
Frequent calling out in class (more than 3 times)	Name on board, begin triangle system	Class teacher
Not putting enough effort into work.	Positive praise to other children who are working hard. Use sand timer or mark time in the margin in child's book, class teacher to express where they want said child to be in there work by given time.	Class teacher
Disturbing other pupils	Remind child how to behave. Make positive examples of good behaviour in the class.	Class teacher
Unkindness / aggressiveness (verbally) to another pupil	Incident talked through with class teacher. Apologies made to the other pupil. Class teacher to reinforce the school ethos and golden rule; <i>treat others as you would like to be treated.</i>	Class teacher Note incident in planner including date/s





Stage 2 – Medium level, behaviour form to be completed by class teacher

Medium level – Stage 2	Sanctions/Actions to Apply	Referral
Repetitions of low level incidents	Lunchtime detention if between lessons 1-3. Next day breaktime detention if occurred lessons 4-5.	Class teacher Mrs Talbot informed
Frequent calling out in class resulting in triangle being made on the board	Lunchtime detention if between lessons 1-3. Next day breaktime detention if occurred lessons 4-5.	Class teacher Mrs Talbot informed
Continuing not to put acceptable effort into work after using timer.	Lunchtime detention if between lessons 1-3. Next day breaktime detention if occurred lessons 4-5. Work to be taken home to complete.	Class teacher Mrs Talbot informed
Continuing to disturb other pupils after prior warnings.	Name on board, begin triangle system.	Class teacher
Rudeness to any member of staff	Lunchtime detention.	Class teacher Mrs Talbot informed
Continued unkindness / aggressiveness (verbally) to another pupil	Lunchtime detention. Class teacher to talk to parents.	Class teacher Mrs Talbot informed





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Stage 3 - behaviour form to be completed by class teacher

High level – Stage 3	Sanctions /Actions to Apply	Referral
Repetitions of Medium level incidents	Lunchtime and breaktime detention x 2 days Parents informed	Mrs Talbot
Violence towards another pupil.	Lunchtime and breaktime detention x 2 days Parents informed	Mrs Talbot
Damaging school property	Lunchtime and breaktime detention x 2 days Parents informed	Mrs Talbot
Theft	Lunchtime and breaktime detention x 2 days Parents informed	Mrs Talbot
Continued unkindness / aggressiveness (verbally) to another pupil	Meeting to be held with child, parents, Mrs Talbot and class teacher. Child on behaviour report.	Class teacher and Mrs Talbot



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Stage 4 - behaviour form to be completed by class teacher and J Talbot

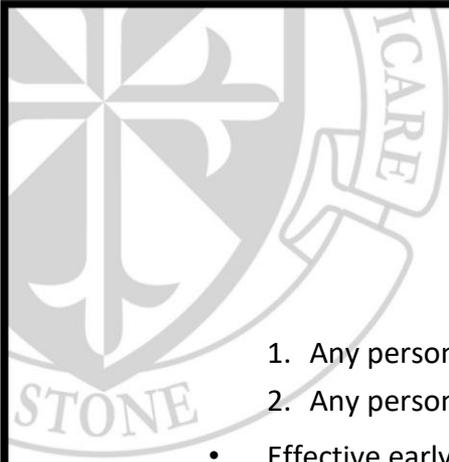
High level – Stage 4	Sanctions / Actions to Apply	Referral
Repetitions of Medium/High level incidents	Meeting to be held with child, parents, Mrs Talbot and Mrs Harrison. Suspension	Mrs Harrison
Continued violence towards other pupils.	Meeting to be held with child, parents, Mrs Talbot and Mrs Harrison. Suspension	Mrs Harrison
Extreme violence	Meeting to be held with child, parents, Mrs Talbot and Mrs Harrison. Expulsion from school site.	Mrs Harrison
Bullying, including cyber.	Meeting to be held with child, parents, Mrs Talbot and Mrs Harrison. Suspension or expulsion from school site.	Mrs Harrison.

7 Early years' foundation stage

Persons responsible for behaviour management issues:

1. Reception and EYFS curriculum lead – Miss Karen Davies
2. Nursery Manager – Mrs Danielle Nugent
3. Nursery staff in individual rooms

- Staff must not use corporal punishment and, so far as it is reasonably practicable shall ensure that corporal punishment is not given to any child by:

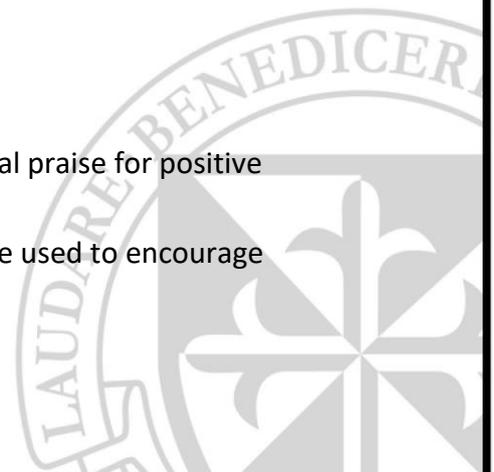


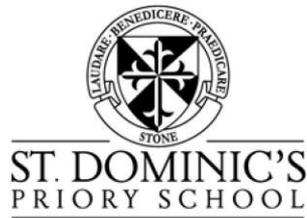
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1. Any person who care for, or who is in regular contact with children
 2. Any person working on the premise.
- Effective early learning will only take place where understanding of what is and is not acceptable behaviour is clearly established. The encouragement of good behaviour and application of a clear structured approach to rewards and sanctions will help the setting to be a safer, more pleasant and orderly learning environment.
 - Physical intervention is only seen as appropriate when it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any such incident should be recorded and the parent informed of the incident on the same day. Staff must not threaten corporal punishment, nor use or threaten any form of punishment that could have an adverse impact on the child's well-being. Practice that humiliate or frighten the child must not be used.
 - Food/drink must never be withheld as a sanction for bad behaviour.
 - Staff will show themselves as positive role models.
 - Our aim at St Dominic's Priory School is to promote acceptable behaviour and respect for others. The framework of behaviour reflects the values the school believes are important for growing children to flourish.
 - Good behaviour is valued and encouraged, according to the children's different stages of development. Children will be encouraged to:
 1. Show respect for themselves and others by being polite, caring and sharing
 2. Understand what they do and say has an effect on others
 3. Show respect for school resources and property
 4. Consider their own safety and walk while indoors and moving between buildings.

Rewards

- Staff will have a generous approach with verbal praise for positive behaviour and achievement
- Rewards such as stickers and privileges may be used to encourage positive behaviour.





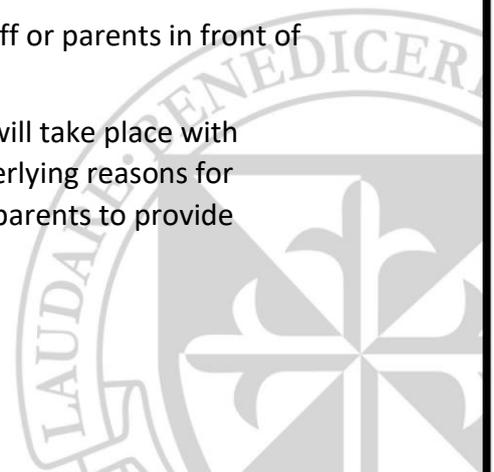
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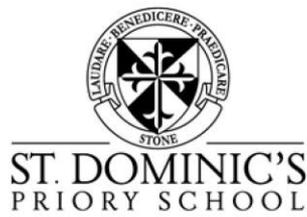
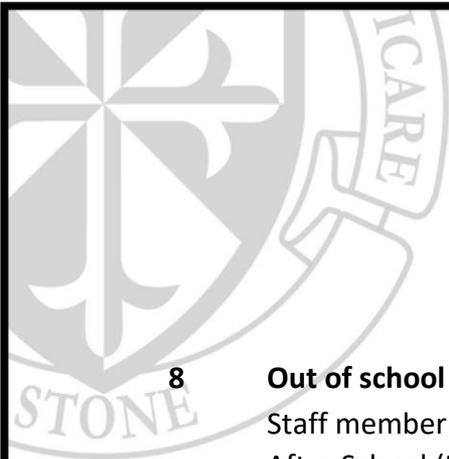
Sanctions

- Discussions and verbal warnings
- Movement from area where behaviour is unacceptable
- Sitting down in a quiet area to reflect on behaviour for short time
- Loss of privileges
- Apologies.

Unacceptable behaviour should be addressed by using positive techniques such as:

- Early intervention and re-directing children
- Praising and reinforcing good behaviour
- Encouraging sharing and negotiation
- Helping children to understand the effects of their behaviour on others
- Help children to identify intimidating behaviour and challenge it
- Encourage children to show respect for themselves and others - by being polite, caring and sharing
- Encourage children to show respect for school resources and property.
- Consider their own safety and walk while indoors and moving between buildings
- Any significant incident must be recorded using the incident form
- Staff should recognize that children are learning to deal with a range of emotions and feelings. Acknowledge these feelings and work with the children to find constructive solutions
- Explain to the children why their behaviour is unacceptable and be consistent in applying agreed procedures
- Avoid discussing children's behaviour with staff or parents in front of them or others
- If behaviour is consistently poor, discussions will take place with parent/carer to establish if there are any underlying reasons for behaviour. Routines will be established with parents to provide consistency and support for the child.





8 Out of school care

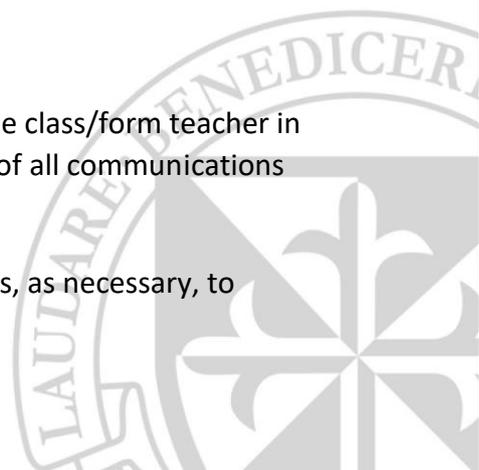
Staff member responsible: Early Birds (staff member on duty)
After School (Ms Silcock – Prep; Mrs Perry / Mrs Hughes – Senior SEN Room)
Any concerns to be reported to Headteacher / Deputy Headteacher.

9 The role of the class teacher

- 9.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 9.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 9.3 The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.
- 9.4 If a child disrupts the teaching and learning repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will inform the Deputy Headteacher or Senior Prep Teacher.
- 9.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

10 The role of the Deputy Headteacher

- 10.1 The Deputy Headteacher supports and coordinates the class/form teacher in their role. The Deputy Headteacher has an overview of all communications between parents and school.
- 10.2 The Deputy Headteacher liaises with external agencies, as necessary, to support and progress of each child.





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11 The role of the Headteacher

- 11.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 11.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 11.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 11.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious poor behaviour, the Headteacher may permanently exclude a child. A permanent exclusion will always involve the notification of the school governors. (See Exclusion policy).

12 The role of parents

- 12.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 12.2 We expect parents to support their child's learning and to cooperate with the school's behaviour policy. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 12.3 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the concern or the concern involves the Headteacher, a formal grievance or appeal process, involving the School Governors, can be implemented through the Headteacher or Chair of Governors and in accordance with our Parental Complaints Policy.



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13 Drug and alcohol-related incidents

- 13.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, this should be handed over to the office staff or pupil's form teacher. Any medication needed by a child while in school must be taken under the supervision of a teacher, or another authorised adult.
- 13.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be sanctioned with a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and/or social services will be informed.
- 13.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 13.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned with a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher and agreed on the terms of a return to school.
- 13.5 If the offence is repeated, the child will be permanently excluded.
- 13.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and/or social services will also be informed.

14 Mobile Phone and electronic devices Policy

- 14.1 There has been an increase in the number of students that own, and wish to bring to school: mobile phones, iPods, mobile games consoles and or other electronic devices. This policy states that these items are 'not to be used in school'.

