

**ST ALPHONSUS RC PRIMARY
SCHOOL**

WHOLE SCHOOL

BEHAVIOUR AND DISCIPLINE

POLICY DOCUMENT

“I tell you solemnly once again, if two of you on earth agree to ask anything at all, it will be granted to you by my Father in heaven. For where two or three meet in my name, I shall be there with them.”

MATTHEW (18:15-20)

BEHAVIOUR AND DISCIPLINE POLICY

If behaviour is **learned**, which we believe is the case, then it can be **unlearned**, or replaced with new learned behaviour.

It is the aim of all teaching and non-teaching staff at St Alphonsus RC Primary School who come into daily contact or regular contact with the children to help encourage appropriate behaviour and develop self discipline within the context of the Roman Catholic faith.

Appropriateness depends upon the situation or environment. As teachers we must remember that expectations at home may be different from school. What is appropriate at home may not be appropriate at school.

DEFINITION OF BULLYING

We use the NSPCC's definition of bullying

'Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally'.

This definition is used in assemblies, during anti-bullying week and in Relationships Education. It is also used when dealing with behavior issues between children and reinforced when talking to parents.

HOW DO CHILDREN LEARN TO BEHAVE?

There are 4 ways:

- **observation** - seeing others then deciding whether to do it or not
- **imitation** - seeing others then following on
- **instruction** - being told what to do
- **demonstration** - being shown what to do

WHY DO CHILDREN LEARN BEHAVIOUR

For the pay back/reward.

- attention from significant others
- physical rewards (toys, objects, money)
- internal rewards (feelings of achievement, satisfaction)

The Aims of this Behaviour and Discipline Policy:

1. to minimise the amount of attention given for negative behaviour and to maximise the amount of attention given for desirable and positive behaviour.

2. to clearly inform the children and parents of the standards of acceptable behaviour before they are violated and what will happen when these standards are violated.
3. to help to develop within the child a positive self image, self control and a consideration for others.
4. to try to change children's patterns of inappropriate behaviour.
5. to ensure consistency in our common approach to behaviour and discipline
6. to encourage the children to observe and imitate the example of Jesus Christ towards his fellow men and to embrace the ideal of reconciliation.
7. to "catch them being good".

If children learn behaviour from observing and copying them as educators we must help to shape a positive atmosphere in school in which the children will imitate the teacher. We should act as role models. Effective teachers are good at influencing the behaviour of their pupils in positive ways.

ASSERTIVE DISCIPLINE

At St Alphonsus the teachers have agreed to adopt an assertive discipline policy. This is an approach which states clear expectations and consequences.

The Assertive Teacher clearly and firmly communicates their wants and needs to the children and is prepared to back up their actions.

Assertive Teachers are in charge in the classroom.

Assertive Teachers care enough not to tolerate disruption.

"I will not tolerate another child stopping a child from learning"

"I will not tolerate behaviour that is not in the best interests of other children"

ASSERTIVE BEHAVIOUR AT ST ALPHONSUS

All classrooms will display the following five school rules:

1. Follow directions without complaint
2. Stay in your seat
3. Raise your hand if you wish to speak
4. Keep hands, feet and objects to yourself
5. Speak kindly and politely to others

The rules are stated within the Nursery but using pictures and more child speak. Teachers must **stress** the importance of keeping the five rules at all times in the classroom, and wherever appropriate around the school.

All teachers shall try to focus on developing the positive behaviour and reward systems (positive consequences) should be encouraged at all times.

Examples of Positive Consequences:

- Marbles in a jar
- Stickers
- Awards
- Five minutes extra play
- Five minutes extra PE time
- Badges
- Certificates
- Table points
- Lunch with the teacher
- Visit the Head teacher
- Biscuits, treats

It is important that positive behaviour is rewarded. Each classroom from Year 2 – Year 6 has a Trophy wall indicating Baseline/Bronze/Silver/Gold. Each child has the opportunity to move up and down the trophy wall based on positive/negative behaviour and good work. Each child is rewarded at the end of the term based on which position they are at, unless they are on baseline in which case they will not be rewarded. Behaviour treats so far have involved:

Gold – Cinema trip

Silver – Creativity morning

Bronze – Watching a video

This system provides children with the ability to rethink their actions and make it to either gold/silver/bronze.

Money is allocated each year from the school budget share to enable the behaviour rewards to take place.

Children should be made aware of when they are breaking a rule. If unacceptable behaviour persists then the following **sanctions** must be used:

1. Name on board.
2. Name and tick - miss play - go to teacher on duty/walk with teacher on duty/midday assistant for 5 minutes
3. Name and two ticks – send Infants to Miss Rooney in Year 4/Juniors to Miss Harrison in Year 6.
4. Third tick - if there are still problems then send to the Deputy Head.

At the end of the day names (or number of ticks) are transferred from the board to the teacher's **MONITORING OF BEHAVIOUR SHEET** (appendix 1) and is dated.

This procedure starts afresh each day.

Major incidents **must** be recorded in the **Incident Book** (which is kept in the Secretary's office).

If a child has their name and a tick **three times** in one week or **five times** in two consecutive weeks an appropriate stage letter is sent to parents. A persistent offender in the class Monitoring of Behaviour Log over a week or two consecutive weeks should receive a Stage 1 letter. (See Stage letters below).

As the Reception and Y1 children are aged 4 to 6 it is recommended that they follow a similar routine when dealing with sanctions. If unacceptable behaviour persists the following sanctions will apply;

1. Thinking time for 5 minutes within the classroom
2. After the third incident, they are sent to Miss Rooney in Y4
3. If unacceptable behaviour persists, they are sent to Mrs Banks

If there are dangerous or harmful incidents the child can be sent immediately to the Headteacher. However, it will be the Headteacher's final decision, and at her discretion, to decide the actual punishment.

To enable the Foundation children to succeed within the school's expectations of behaviour the above sanctions are exercised through a morning session and start again in the afternoon session.

STAGE LETTERS

As part of St Alphonsus' Assertive Discipline Policy, if a child misbehaves we have a system of informing parents:

1. Stage 1 - letter posted to child's house by the class teacher informing parents of child's behaviour.

If unacceptable behaviour continues then:

2. Stage 2 - letter posted to child's house by class teacher asking to see the child's parents the next day. At this meeting the parent and teacher should discuss the strategies for improving behaviour, and possible consequences, for the child if they do not.
3. Stage 3 - letter sent home where child, parent, class teacher will have a meeting with the Head teacher to discuss serious implications.

These may include:

- withdrawal of privileges

- loss of break times
- internal exclusion from the classroom
- after school detention
- exclusion from school (on a temporary or permanent basis)

A photocopy of all stage letters must be made, dated and placed in the Behaviour Folder kept in the Secretary's office.

Serious incidents, however, will require immediate action and the stage letters may be bypassed. Serious incidents eg physical behaviour or refusal to leave the room should be referred straight to the Deputy Head teacher and subsequently the Head teacher if necessary.

Parental Involvement

It is essential that parents are kept informed about their child's behaviour and are provided with the opportunity to discuss their concerns whenever necessary.

We must encourage parents to work in partnership with the school, to be consistent in their approach to dealing with behaviour and in supporting our school Behaviour and Discipline Policy if we are to change the patterns of inappropriate behaviour.

Behaviour Contracts and Exclusions

On occasions the school has to take the Assertive Discipline policy further. If a child is unable to follow the school rules and Stage Letters have not been successful a Behaviour Contract may be drawn up. This is a contract between the child, school and parents outlining the expected behaviour, its consequences and sanctions.

In the event of a child being excluded from school (either for a fixed period or permanently) the DFE guidelines and procedures must be checked and followed carefully. Exclusions must be reported to the governing body and LA.

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Equal Opportunities

At St Alphonsus RC Primary School all children are treated equally. Race, colour, gender and ability will have no bearing upon the way in which a child is disciplined in school. We have high expectations of behaviour for all our children.

Positive Handling

The school has participated in a 'Positive Handling' Course which involved teaching and non-teaching members of staff. The course gave training on how to safely restrain children (see Care and Control Policy) and gave instruction on what is deemed acceptable touch. With this training in mind the school have introduced the 'St Alphonsus' hug which is a sideways hug and provides reassurance to the children aswell as ensuring that staff comply with the safety guidelines.

The children are all aware of the 'St Alphonsus' hug and it will be increasingly used in the future at school. The Headteacher has also made the children aware of where it is safe for them to touch each other (elbow and shoulder).

Other Related Documents

Equal Opportunities Policy
Special Educational Needs Policy
Religious Education Policy
Care and Control Policy

Policy Review

This policy is a working document which must be reviewed at least annually (or whenever the need arises between times).

Latest review: March 2026

Monitoring of Behaviour

Name of Child	Date	Incident	Action Taken

Date:

Dear Parent

RE: BEHAVIOUR AND DISCIPLINE POLICY - STAGE 1 LETTER

..... has shown persistently bad behaviour throughout the week and is now on **Stage 1** of our Behaviour Policy.

We would be grateful if you would support us by speaking to your child about his/her behaviour in school.

If you have any queries please do not hesitate to contact your child's class teacher
.....

Yours sincerely

CLASSTEACHER

Date:

Dear Parent

RE: BEHAVIOUR AND DISCIPLINE POLICY - STAGE 2 LETTER

..... has shown persistently bad behaviour throughout the week and is now on **Stage 2** of our Behaviour Policy.

We would be grateful if you would support us by speaking to your child about his/her behaviour in school.

Would you please come into school to see your child's class teacher to discuss this problem.

Yours sincerely

CLASSTEACHER

Date:

Dear Parent

RE: BEHAVIOUR AND DISCIPLINE POLICY - STAGE 3 LETTER

Since we last met to discuss there has been no significant improvement in his/her behaviour and this is now giving us great cause for concern.

Could you please, therefore, make an appointment as soon as possible to see the Headteacher.

Yours sincerely

CLASSTEACHER

ASSERTIVE DISCIPLINE PROCEDURE FOR F1 - Y1

1. Thinking time for 5 minutes within the classroom (two incidents)
2. After the third incident, they are sent to Miss Rooney in Y4
3. If unacceptable behaviour persists, they are sent to Mrs Banks

ASSERTIVE DISCIPLINE PROCEDURE FOR Y2-Y6

- | | |
|--|--|
| 1) Name on board | Go down on the trophy board |
| 2) One tick next to name | Lose 5 mins playtime/dinnertime |
| 3) Two ticks next to name | a) Go to Miss Rooney (if Infants)
b) Go to Miss Harrison (if Juniors) |
| 4) Three ticks next to name | Go to Mrs Banks
(Deputy Headteacher) |
| 5) Child referred to Headteacher if not co-operating after Stage 4 | |

A Stage letter goes home to parents and copy kept in behaviour file if

- a) Name on board 3 times in 1 week or 5 in 2 weeks
- b) If a very serious incident

Remember to log any incident in the Incident book