



OUR LADY AND ST BENEDICT CATHOLIC ACADEMY GOOD BEHAVIOUR AND POSITIVE DISCIPLINE POLICY

Our Mission Statement:

Loving Learning and looking forward with Christ.

Following the example of Our Lady and St. Benedict we are rooted to Christ in all that we say, do and think. Within our safe Catholic family we love, learn and ensure children are ready for their next step in society with Christ as their purpose.

Aims and objectives

It is the aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all based upon the guiding principles of our mission statement. The academy's behaviour policy is designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and to develop self-confident, caring children who value themselves and others and take responsibility for their own learning through their attitude to work.

Our policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.

The academy expects every member of the academy community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Strategies

These aims are best achieved in a positive, structured framework which gives praise for making the right choices about behaviour. This positive approach includes encouraging good attitudes, rewarding and praising, setting a good example and having consistently high expectations of our children.

The system operates throughout the Academy with some adaptations for our youngest children and children with Special Educational Needs.

The system provides continuous positive feedback to children who behave appropriately and follow the Academy rules. It is based on simple clear rules which all members of the community have agreed and understand and a clear list of consequences which are applied if these rules are broken.

The Academy rules are:

- Always follow instructions the first time.
- Always walk inside academy.
- Keep hands, feet and objects to yourself.
- Use appropriate academy language: no name calling, teasing, swearing or shouting.
- Listen carefully without interrupting.
- Always respect each other and each other's property.
- Do not use mobile phones during the school day. Switch your phone off; it should not be on view at any time during the day. Take your phone to the office for safe keeping. (If you keep your phone with you and it goes off your phone will be taken to the office, your parent will be contacted and may have to come to the office to collect your phone. The academy does not accept responsibility for the loss or damage of mobile phones.)

A list of specific rules has been established by our children to cover playtimes and lunchtimes. These are attached in Appendix 1. They can be linked directly to our broader Academy rules above.

Our main emphasis is on the children who behave well and members of staff will recognise and reward these children. Every child in Reception Class and Year 1, 2, 3, 4, 5 and 6 who follows the Academy rules will receive a small behaviour sticker at the end of each day. A target number of stickers is set for each term for the whole academy. Children who achieve this target are able to attend the end of term treat, which is held in academy time. Children who join the Academy mid-term will be set a smaller target to enable them to access the end of term treat. End of term treats differ depending on the age of the children and could include an out of academy visit or an in academy treat such as a show or an entertainer.

The system operates on a daily basis and so each day is a fresh start for every child. If however, a child chooses to break the Academy rules and behave inappropriately a staged set of sanctions will come into force. These are:

- | | |
|----------------|---|
| Misdemeanour 1 | A reminder of expectations is issued, known as a verbal warning. |
| Misdemeanour 2 | A warning is given to the child and a yellow card placed by their name. (The child will lose their daily sticker at this point.) |
| Misdemeanour 3 | Five minutes 'time out' within the classroom. |
| Misdemeanour 4 | Child is sent to another agreed classroom with their work for 30 minutes and a red card placed by their name. They will then complete a behaviour log sheet explaining their actions for Academy records. (See Appendix 2) This will be returned to the Principal who will discuss with the child what has been written. Members of staff will write up the incident on CPOMS on the behaviour tab for future reference. |
| Misdemeanour 5 | Child is sent to a Senior Teacher, the Vice Principal or Principal who will arrange for the child to telephone their parents to explain that they have not been behaving well. The incident will be written up on CPOMS on the behaviour tab by the staff involved. |

Serious misdemeanours do not warrant this staged approach and the final sanction is imposed. Children consistently choosing unacceptable behaviour can face exclusion.

We define these serious and unacceptable behaviours as:

- Bullying, including online bullying

- Physical abuse (fighting, kicking, punching, pinching, biting etc.)
- Sexual abuse
- Destructive behaviour
- Stealing
- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language to members of the academy community)
- Online abuse
- Telling lies
- Disrespectful behaviour towards members of the academy community.

The Academy community is defined as any adults working within the Academy, children of our Academy, visiting adults to our Academy, visiting children to our Academy, parents of our children and parents of visiting children to our Academy.

Children displaying unacceptable behaviours may be placed on the Special Educational Needs register for additional support. Serious and consistent misbehaviour will warrant behaviour contracts which are agreed between pupil, parent and Academy. In such cases communication between Academy and home is vital. Often this is achieved via a behaviour record sheet which is completed both at home and Academy with the child involved in the reasoning and decision making behind the outcomes.

Guidance for Staff and Visiting Staff on the Core Principles

All staff should:

- Make your expectations clear and reinforce them with praise and positive feedback.
- Use descriptive praise to achieve the behaviour you want, e.g. “Well done Xxx you are sitting quietly and looking at me ready to listen.”
- Use a calm voice to correct wrong behaviour and take issue with the behaviour and not the child. Do not make emotive remarks like “You are a naughty little boy/girl!”
- Use a positive, firm clear voice to give instructions to whole classes/academy. Ensure your tone gives the impression that you expect the children to willingly do as you ask. They will ‘live up’ or ‘live down’ to your expectations.
- Avoid sarcasm it is negative and damaging to self-esteem.

Principles to Ensure Good Order

Here are the key factors to ensuring good order:

- Good order is a constant aim. High standards are the only acceptable standards and rules should be applied firmly and fairly using the guidelines.
- Expect to give and receive respect to and from everyone. We are all unique individuals made in God’s image and likeness.
- Build positive relationships between everyone. It is everyone’s responsibility to greet and be greeted, smile and communicate with each other.
- Adults set the example by speaking in a respectful tone and modelling good relationships in front of the children. Formality should be maintained in front of children and visitors, with adults being addressed by their full title.
- Remember that success breeds success so promote it.
- React positively by avoiding confrontation, listening carefully, establishing the facts and judging only when certain.
- Privilege is a useful and encouraging tool; its removal is an effective strategy.
- Problems are a normal fact of everyday life for many children who test the boundaries of acceptable behaviour. Stay calm and use the positive discipline tools to overcome them.
- Respect the environment which we share. Keep the Academy and its grounds clean and tidy and learning areas attractive with high quality displays

of children's work which have visual impact, are stimulating, informative, supportive and celebratory.

- Make the most of informal contact and enjoy it. Deal with any behaviour difficulties you come across for to ignore it is to condone it. Set high standards of speech, conduct and dress. Attend to small matters of detail.

Good Order within the Classroom

Create and sustain a positive, supportive and secure environment within your classroom. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- Arrive before the class and begin on time.
- Be well prepared for the lesson.
- Keep everyone involved and interested.
- Extend and motivate all pupils.
- Mark all work promptly and constructively with 'tickled pink and green for growth'.
- Encourage creative confident dialogue in correct English.
- Keep an attractive, clean, tidy classroom
- Maintain interesting and supportive displays
- Use first names.

Never leave children outside classrooms, follow the sanctions procedure and provide time out in the agreed classroom if necessary. This will be clearly displayed within the classroom on the behaviour board. Seek assistance if you need it, but **do not leave a class unattended**. Send a reliable child with a message to a senior member of staff.

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect. Expect to:

- Apply academy rules uniformly
- Work to the agreed procedure.
- Insist on conformity
- Follow up problems to their conclusion.

The majority of children are co-operative and conform. For the few who present problems:

- Establish your authority firmly and calmly.
- Separate the problem or behaviour from the person.

If you are unable to resolve a problem then please refer it on and make sure it is pursued to a satisfactory conclusion.

Actions to avoid

Do all you can to avoid:

- Humiliating people; it breeds resentment.
- Shouting; it diminishes you.
- Over reacting; the problems will grow.
- Blanket sanctions; the innocent will feel resentful.
- Over punishment; use the system rigorously and uniformly.

Actions to promote

Do all you can to:

- Use humour
- Keep calm; it reduces tensions.
- Listen; it earns respect
- Be positive and build relationships.
- Know your pupils as individuals.
- Carry out any actions you have planned.
- Be consistent.
- Always apply academy rules positively and consistently.

Communication between all staff needs to be clear at all times. Follow up actions and report back. Records are vital, they save time and facts on file assist in consideration of solutions. Incident reports must be completed in cases of alleged bullying and serious misdemeanours and a copy given to the Principal immediately.

Behaviours we should expect

- Courtesy and politeness.
- Co-operation with others.
- Consideration and respect for other people and their feelings.
- Consideration and respect for other people's personal privacy.
- Honesty
- Giving of their best.
- Helpfulness towards others in need.
- Respect for their own and other people's property.
- Recognition and responsibility for their choices.
- Reconciliation between both parties of a dispute.
- Attentiveness in class.
- Silence during registration
- Quiet and orderly movement around the Academy.
- Use of good manners, correct use of cutlery and other implements and talking voices only during lunch.

The role of the class teacher and adults

It is the responsibility of class teachers and other adults to ensure that the academy rules are understood by all and enforced, and that their classes behave in a responsible manner during lesson time.

The class teachers and other adults in our academy have high expectations of our children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher and other adults treat each child fairly, and enforce the policy consistently. The teachers and other adults treat all children in their classes with respect and understanding.

The class teacher and other adults will ensure that the 'behaviour board' is attractive, clear, provides sufficient information and records children's behaviour success.

The class teacher agrees classroom rules with the class and develops and maintains a positive reward system which recognises the class's success at meeting the rules. A class treat will be arranged by the class teacher when class targets are secured.

If a child misbehaves repeatedly in class, the class teacher and/or other adults will invoke the agreed staged sanctions. They will keep records of all such incidents using the green, yellow and red card system which is visible within all classrooms and behaviour logs completed by the children.

The class teacher or other adults communicate with lunchtime staff and other staff to ensure procedures are consistent throughout the day. Classroom staff will ensure

that lunchtime staff are aware of any behaviour warnings or cards on-going from the morning session, so that they can continue the policy throughout lunchtime. Lunchtime staff will feedback any behaviour incidents which may have occurred over lunchtime to classroom staff so that again the policy continues cohesively.

The class teacher and/or other adults ensure that visiting staff understand the positive discipline policy and are able to follow the system.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Principal

It is the responsibility of the Principal, under the Academy Standards and Framework Act 1998, to implement the academy behaviour policy consistently throughout the academy, and to report to Academy Committee Members, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the academy.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after the Academy Committee Members have been notified.

The role of parents

The academy collaborates actively with parents, to ensure that children receive consistent messages about how to behave at home and at academy.

We expect parents to support the Academy rules as defined above. A copy of the policy is available on our website for parents.

Should the Academy need to use the staged sanctions in response to a child's behaviour, we expect parents to support the actions of the Academy. 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 Principal and then the Academy Committee Members.

We expect parents to support their child's learning, and to cooperate with the academy, as set out in the home-academy agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The role of Academy Committee Members

The Academy Committee has the responsibility of setting down these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Academy Committee Members support the Principal in adhering to these guidelines.

The Principal has the day-to-day authority to implement the academy's policy on behaviour and discipline, but Academy Committee Members may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from academy; we value each child as a unique individual made in the image and likeness of God, however, on occasion this may be necessary. The academy therefore, makes use of the standard national list of reasons for exclusion, and the standard guidance, based on the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. This can be found at www.gov.uk

Only the Principal (or the acting Principal or the Vice Principal in the Principal's absence) has the power to exclude a child from academy. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one academy year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Committee.

The Principal informs the LA, the directors and the Academy Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

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

If the Academy Committee Members' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of this academy that no child should bring any drug, legal or illegal, to academy. If a child needs medication during the academy day, the parent or guardian should notify the Academy and ask permission for the medication to be brought. Any medication needed by a child while in academy must be kept in a safe place and taken under the supervision of an adult.

The Academy 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 academy for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

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.

It is forbidden for anyone, adult or child, to bring onto the academy premises illegal drugs. Any child who is found to have brought to academy any type of illegal substance will receive a temporary exclusion. The child will not be readmitted to the academy until a parent or guardian of the child has visited the Academy and discussed the seriousness of the incident with the Principal.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into academy, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the academy. The police and social services will also be informed.

Smoking is also forbidden within or on Academy premises.

Monitoring and review

The Principal monitors the effectiveness of this policy on a regular basis. She also reports to the Academy Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps electronic records concerning incidents of misbehaviour on the CPOMS system. The class teacher records classroom incidents and any other incident they may be involved with. The Principal records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors can record electronically or give written details of incidents to be transferred to CPOMS.

The Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy Committee to monitor the rate of exclusions, and to ensure that the Academy policy is administered fairly and consistently. The Academy Committee will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

This policy will be reviewed every 3 years.

This policy was agreed July 2025

This policy will be reviewed July 2028

Signed _____ (Chair of the Board of Directors).

Appendix 1

The expected behaviours agreed by the children of Our Lady and St Benedict Catholic Primary Academy. Our rules for behaviour can be remembered easily by the acronym STARS

SAFETY

We will:

- Walk inside the academy.
- Be aware of others around us as we play.
- Use equipment in the academy sensibly and safely.
- Use e-safety learning to stay safe on line
- Not use mobile phones during the school day. Switch phones off and take them to the office for safekeeping.
- Use quiet voices in academy.
- Listen and respond appropriately to safety advice from adults, academy monitors and playground leaders.
- Follow the safety rules for the playground.

TEAM WORK

Together every one achieves more. We will:

- Work together in class, listening to what everyone has to say.
- Try hard at all times.
- Ensure everyone in our class can learn properly by using our best learning behaviours.
- Help others to learn by helping when we can.
- Play together in the playground.
- Help each other to be our best.

ACHIEVE

We will:

- Try our best at all times.
- Contribute to and during our lessons.
- Ask for help when we are confused.
- Explain things and guide those who need some help.
- Do our homework and hand it in on time.
- Always give things a go; good learning comes from making mistakes.
- Join in with academy activities and make a contribution.

RESPECT

We will:

- Show consideration to all in our community by listening, being aware of others feelings and looking out for each other. We will not put up with fighting or bullying
- Use our manners.
- Look after our property and others property.
- Take care of our academy building and academy property.
- Negotiate with each other so that we can all enjoy playtime.
- Stand quietly when the bell goes ready to walk in when we are asked.

At Dinner time we will:

- Use our manners.
- Talk quietly.
- Eat our own lunch.
- Clean up together.
- Put our lunch boxes on or under our pegs.
- Leave the room well.
- Use the agreed activities.

Appendix 2

Children receiving a red card and requiring time out from the classroom should go to the class allocated to their year group. These are:

Nursery	Year 1
Reception	Year 3
Year 1	Year 2
Year 2	Year 5
Year 3	Reception
Year 4	Year 6
Year 5	Year 2
Year 6	Year 4

Children should be provided with suitable work to complete whilst in another classroom and complete the incident form afterwards.

My name:	Date:
The reason I have been asked to write this is because I	
The thing that started off my actions was	
Other children who were also involved or saw what happened were ...	
I think the next thing that should happen is	
Signed:	

POSITIVE DISCIPLINE PROCEDURE

POSITIVE ENCOURAGEMENT AND REMINDERS

VERBAL WARNING

**FORMAL WARNING (YELLOW CARD/LOSS OF
STICKER)**

**TIME OUT/SEPARATION WITHIN CLASSROOM
5 – 10 MINS**

**TIME OUT IN ANOTHER DESIGNATED CLASSROOM
15 – 30 MINS
(RED CARD/CHILD TO COMPLETE BEHAVIOUR LOG
- COPY FOR ACADEMY AND COPY SENT HOME)**

**VISIT SENIOR MEMBER OF STAFF AND CALL HOME
TO EXPLAIN BEHAVIOUR**



OUR LADY AND ST BENEDICT CATHOLIC ACADEMY GOOD BEHAVIOUR AND POSITIVE DISCIPLINE POLICY

I have read the good behaviour and positive behaviour policy.
I understand how, why and when to apply the principles of the policy.

Signed:

Date: