



ST JUDE'S CATHOLIC PRIMARY SCHOOL

We live, love and learn together joyfully in Jesus' name.

BEHAVIOUR AND DISCIPLINE POLICY

Our behaviour and discipline policy is based on the Christian principle of love and respect for each other.

"Love one another as I have loved you."

John 15 v 12

We recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Values – particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy.

All staff will encourage high standards of behaviour in children - not only in school - but also in their lives generally. As a staff, we are aware that well planned work, good classroom organisation and a stimulating curriculum play a major part in promoting positive classroom behaviour. We expect all of the children to make positive learning choices: to enable all of the children at St. Jude's access to a broad and balanced curriculum.

Parents play a crucial role in the school's system of discipline and we ensure they are informed of any concerns, we offer all parents the opportunity to support us in our aims.

To achieve this all Staff and pupils will;

- 1 Encourage and foster mutual respect towards each other, by being polite and understanding.
- 2 Develop self-esteem and self worth, by acknowledging and rewarding people's efforts in contributing to all aspects of the school life.
- 3 Foster within the children, a respect for discipline and school rules.
- 4 Encourage care of school and personal property.
- 5 Strive to give every child "opportunities to experience success."
- 6 Continuously reinforce the pupil profile virtues and our school core values.

BACKGROUND TO OUR BEHAVIOUR POLICY

Our attitude to discipline must be based on the Christian principles of:

- a. forgiveness
- b. consideration & empathy
- c. fairness
- d. kindness and understanding

Discipline is planned; parameters for behaviour are set, known and applied consistently. Rewards and sanctions should be clearly specified. Both are judged fair, when children know in advance what to expect.

REWARDS

ATTENDANCE CERTIFICATES

Certificates will be presented at the end of each term to those children who have achieved individualised 100% attendance during the course of each term. Certificates and awards will be presented to children at the end of the academic year for 100% attendance. Pupils with 100% attendance in a school year will receive a special reward. Those with excellent attendance (not quite 100%) will also be recognised termly and annually.

SUCSESSES OUTSIDE SCHOOL

We believe in children sharing the things that they achieve when not in school as this enables us to celebrate the whole child. Children will be given the opportunity to do this during class time on an ad-hoc basis.

STRATEGIES FOR ENCOURAGING POSITIVE BEHAVIOUR

As staff, we set our pupils an example of mutual caring and co-operation. As a Catholic school, we promote our Christian values and attitudes through our religious programmes and through the example we give as a staff. St. Jude's school encourages all children to follow the School Rules:

We will:

- Be honest and tell the truth.
- Treat others as we would like to be treated ourselves.
- Listen to all staff and follow instructions immediately.
- Show good manners to all staff at all times.
- Walk around school quietly and calmly.
- Take care of our school as if it were our home.
- Show respect for other people's belongings.

Staff Will:

- Set expectations by prompting good behaviour and marginalising poor behaviour.
- Staff are responsible for promoting good behaviour from all pupils in school regardless of whether a child is/ is not in their class.
- Deal with specific individuals - as opposed to groups.
- Criticise the behaviour - not the individual.
- Be fair and consistent.
- Communicate – (and acknowledge as members of Staff) positive behaviour in each other's class.
- Ask children to praise one another. Use this as a response to trivial tale telling.
- Use of humour - to turn correction into something positive.
- Spend a little time reflecting on each day – just before final prayers - thinking how we have made the day happy - for all those who came in contact with us.

SCHOOL REWARD SYSTEMS

1. House points awarded for good work and behaviour. (Class Dojo – to record accumulated individual house points.)
2. Certificate of achievement awarded to two children from each class at the monthly Praise assembly.
3. Individual awards/class awards by individual teachers/ staff.
4. Stickers.
5. Visits to the Headteacher to show good work.
6. House team celebration termly for the winning team.
7. Headteacher award half-termly for two pupils in each class who have demonstrated achievement against the Catholic School Pupil Profile.
8. A few minutes extra play for lining up well in the playground and for walking to class sensibly/quietly.

PUPIL RESPONSIBILITIES

We encourage children to take on additional responsibilities in school. Class teachers are to assign roles to the children in class. Additionally, children from each class are elected as Eco-Councillors, House Captains, School Councillors and Liturgy Leaders.

UNACCEPTABLE ANTI-SOCIAL BEHAVIOUR

For continual unacceptable behaviour or in cases of serious verbal or physical violence the child may be excluded from class (in house exclusion) or school. As a very last resort, this could take the form of a permanent exclusion. Incidents will also be recorded and monitored on My Concern.

MEASURES TAKEN TO SUPPORT BEHAVIOUR

KS1

- Good behaviour to be acknowledged at class level through R.E lessons, Circle Time, KS1 assembly and through the PSHE/Citizenship programmes.
- Emphasis on sharing and co-operation in class and at playtimes.
- Good work and good behaviour is recognised and acknowledged at the monthly Reward Assembly.
- School rules displayed in classrooms and around school.
- Time out areas and assigned staff for any pupils who require support.
- Play leaders and TAs to support pupils social interaction at lunchtime.
- Lunch time club in the Library to promote good and safe behaviour.
- Helping Hands – 5 people children can turn to for help.

KS2

- School rules discussed and explained in class at regular intervals in Circle Time and through PSHE, these will be displayed in each classroom.
- Ask children to praise one another and encourage them to acknowledge the efforts of their peers.
- Reflect on actions throughout the day, and consider if their contributions have made others happy.
- Time out areas and assigned staff for any pupils who require support.
- Lunch time supervisors and TAs to support pupils social interaction at lunchtime.
- Lunch time club to promote positive and safe behaviour.
- Use of learning mentor, nurture groups
- Helping Hands – 5 people children can turn to for help.

SANCTIONS

In Class

If a child is not working or is disruptive in class, detention at break/ lunchtime may be issued but this must be supervised). They may be moved by the class teacher to sit elsewhere in the classroom or, when disruption is persistent, sent to another classroom to work.

Break times

Pupils who are not following the school rules during break times are dealt with by the teacher/staff member on duty. At the discretion of the teacher on duty, the next break time may be missed.

If a child is excessively talking, still playing, being rude, disruptive, not doing the right thing once the bell has been rung, it may result in them missing the following break time. The child's class teacher will be informed.

Reception pupils need to have an instant sanction when disciplined.

Pupils who are found to be loitering in school for no particular reason will be sanctioned which will mean they miss a playtime the next day.

Lunchtimes

Lunchtime supervisors are supported by the learning mentor and Deputy Headteacher. Supervisors have the authority to issue a sanction of walking at their side for a designated period of time or sitting on one of the blue benches by the wall (KS2). More serious incidents must be referred to a Senior Leader immediately. A lunchtime social play group runs in the library daily and some pupils will be encouraged to attend at certain times.

SCHOOL EXPECTATIONS OF PUPILS

1. Always wear school uniform - be neat and tidy in appearance.
 - i. Shoes must be worn in school.
 - ii. Shirts/blouses must be tucked in.
 - iii. Nail varnish/ fake tan/ tattoos/ make – up are not permitted.
2. No running or shouting in class - or anywhere inside the school buildings. Keep to your left as you move along the corridors.
3. Long hair should be tied back. No extremely modern hairstyles are permitted.
4. Jewellery – simple stud earrings may be worn but it is advised that these are removed for PE.
5. Cloakrooms must be kept tidy - with bags and coats placed on the appropriate hooks.
7. Children are expected to keep the school environment clean and tidy. Litter must be placed in the bins provided.
8. In the playground, children should line up immediately when the bell is rung.
9. Manners
 - Children are expected to always address a person politely by his/her name.
 - Stand back for adults.
 - Say good morning/good afternoon to visitors and make them feel 'welcome.'
 - Hold door open for others
10. Pupils should not bring in personal items e.g. mobile phones, iPods, toys etc. Year 5 and 6 children who use mobile phones because they walk home by themselves MUST hand these in at the school office on arrival and collect them at 3.15pm. (There must also be written permission from a parent.)

Please note that all of the above applies to non-uniform days.

APPENDIX 1

School Rules

We will:

- Be honest and tell the truth.
- Treat others as we would like to be treated ourselves.
- Listen to all staff and follow instructions immediately.
- Show good manners to all staff and pupils at all times.
- Walk around school quietly and calmly.
- Take care of our school as if it were your home.
- Show respect for other people's belongings.
- Be caring towards pupils if they are finding something difficult.

APPENDIX 2

House Points at St. Jude's

1. Four Houses:

House	Special Day	Colour	Member of staff responsible for the House
St. George	23 rd April	Red	Mr Powell
St Joseph	19 th March	Yellow	Miss Truman
St Anne	26 th July	Green	Mrs Emery/Mrs Broomhall
St Bernadette	16 th April	Blue	Mrs Cape

1. Two Year Six pupils will be selected as Heads of House each term.
2. A member of UPS teaching staff will be responsible for a House.
 - i. Display
 - ii. Planned events/ activities for the House members throughout the year.
 - iii. Each member of staff will be allocated a House to belong to.
3. Pupils will be grouped in their Houses for Sports Day and other school events.
4. On the Saint's feast day, pupils will be allowed to wear their own clothes.
5. Each class should have a House team list displayed.
6. Children will stay in the allocated House throughout their school life at St. Jude's and siblings will join the same team on entry to school.
7. Pupils will be awarded house points throughout the week for good behaviour and work.
8. At the weekly Gospel Assembly, the winning House will receive a trophy/ ribbons with their house colours.

APPENDIX 3

Supporting the Behaviour of students who have self-regulation challenges

ZONES OF REGULATION

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development. It is intended that by using the Zones of Regulation in school with classes and groups of children, there is a common approach to supporting pupils who need additional support with behaviour at St. Jude's.

Goals of The **ZONES** Curriculum

TEACHES STUDENTS:

- Identify their feelings and levels of alertness
- Understand their feelings in context
- Effective regulation tools
- When and how to use tools
- Problem solve positive solutions
- Understand how their behaviors influence others' thoughts and feelings

...And ultimately move towards **Independent Regulation**

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

All pupils will see the above poster in their classroom and around school. Time will be spent as a class exploring these Zones at the start of each term. More in depth work around the zones will be undertaken with a child/group of children as necessary.

Adopted by Governors : 8th July 2021

Signed: _____

Review Date: July 2024