



Loreto Convent School

Gibraltar

BEHAVIOUR & DISCIPLINE POLICY

This policy reflects the ethos of Loreto Convent School and has been compiled and reviewed with the involvement of children, staff and Governors.

Statement of Intent

At Loreto Convent School we are committed to raising standards of achievement by ensuring a high-quality learning experience for all children. All members of the school community are responsible for establishing and maintaining behaviours that support learning throughout the school. Consistency in practice is essential.

Values

- We value and respect our children.
- We value learning.

Beliefs

- Everyone has the right to learn and no-one has the right to disrupt anyone else's learning.
- Behaviour is learnt like anything else and therefore it can be changed.
- Everyone takes responsibility for their own behaviour and all children can develop the ability to do this.
- Constant reinforcement of positive behaviour and the use of praise and rewards are better motivators than sanctions and negative feedback.
- Everyone's behaviour should provide a good role model for others.
- Listening and silent reflection are key skills.
- Consistency is the key to success.

Rights and Responsibilities

Respect for other people

All members of the school community should feel safe, secure and valued. Good relationships are essential as they underpin achievement throughout the school.

- There is zero tolerance of bullying.
- Children should move sensibly around the school and keep to the right where possible, especially on the stairs, allowing others through doors as appropriate.
- Everyone should speak and listen to each other in a polite and respectful way.

- As soon as children leave home, and until they return, they are representing the school and are expected to be considerate and polite to others.

Respect for self

All members of the school community should take responsibility for their own appearance and for bringing all the equipment required to successfully access the learning opportunities on offer.

- ‘Every Day Matters – Every Lesson Counts.’ All children should aim at achieving 100% punctuality and attendance.
- There is a uniform; children must dress in full school uniform.
- All Upper Primary children must bring the equipment required for their lessons to school in a bag large enough to carry A4 folders and textbooks.

Respect for property

All members of the school should take responsibility for their own property and respect property belonging to others, including school equipment and buildings.

- The school can take no responsibility for mobile phones, personal sound systems, electronic games or any other valuable items.
- Lost property should be handed in to the School Office.
- Litter bins are provided throughout the school for all to use.
- There is zero tolerance of graffiti.
- Where there is intentional damage, or damage caused by careless behaviour, the consequence will include the person(s) responsible being asked to pay the cost of repair and/or replacement.

1 Aims and Expectations

- 1.1 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 and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a code of conduct which children follow. The primary aim of the behaviour policy is not a system to enforce rules. It 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 school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards each other.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards

In order to 'set the scene' for the promotion of the positive learning environment, children:

- are punctual to lessons,
- are met and greeted by staff,
- enter the classrooms as soon as they arrive and sit in a seating plan,
- are correctly dressed in full uniform,
- engage in the lesson straight away.

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points.
- In Lower Primary, each class teacher chooses examples of good work and the children are rewarded by having their name written in the 'Gold Book' and they receive a certificate.
- In Upper Primary, children receive certificates and House Awards for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school.
- Teachers may send postcards/certificates home to acknowledge outstanding work or effort.

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

2.3 Certificates and phone calls home to inform parents of good work, effort and behaviour establish positive working relationships between the school, the children and their parents.

2.4 All should aim at holding positive/negative conversations on a 6:1 ratio.

3 Punishments

3.1 The school employs a number of sanctions and records major incidents and how they have been dealt with. We also record meetings with parents to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

3.2 There is a 'time out' system at breaktime. Children will receive a verbal warning or 5, 10, 15 minutes off their breaktime depending on the level of their act of misconduct. We record this in a behaviour log.

- 3.3 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.
- 3.4 We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- 3.5 If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class by sending them to another teacher until s/he calms down and is in a position to work sensibly again with others. The child is not sent to stand outside the class.
- 3.6 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.
- 3.7 If a child threatens, hurts or bullies another pupil, the class teacher records the incident, and the child is given a sanction. 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.
- 3.8 **School Rules:** The class teacher discusses the rules with each class. In addition to the school rules, each class has its own classroom code which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- If there are incidents of antisocial behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 3.9 The school does not tolerate bullying. See 'Anti-Bullying Policy' for further details.
- 3.10 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

4 The role of the class teacher

- 4.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 4.4 If a child misbehaves 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 seeks help and advice from the Headteacher and/or deputy Headteacher.

- 4.5 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 after informing the Headteacher.

5 The role of the Headteacher

- 5.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Board of 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.
- 5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The Headteacher 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 Headteacher may refer the issue to the Board of Governors who may then permanently exclude a child.

6 The role of parents

- 6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2 We expect parents to support their child's learning, and to co-operate with the school. 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 and behaviour. Likewise, we encourage parents to approach the school.
- 6.3 If the school has to use reasonable sanctions on a pupil, parents should support the actions of the school. If parents have any concern 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.

7 The role of the governors

- 7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- 7.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1 The Headteacher may suspend any child for a limited period and shall report any such suspension to the Board of Governors at its next ordinary meeting. If in the judgement of the Headteacher, a child should be excluded, the Headteacher shall refer the matter to the Board of Governors for their decision.
- 8.2 If the Headteacher excludes a child, she informs the parents immediately, giving reason for the exclusion.

9 Monitoring

- 9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records of incidents of misbehaviour.
- The class teacher records minor classroom incidents. This can be recorded on the class register.
 - The Headteacher records those incidents where the child is sent to her on account of bad behaviour.
 - Break and lunch-time incidents are also reported to the class teacher and / or the Headteacher.
- 9.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

- 10.1 The governing body reviews this policy every two years. The Governors may however review the policy earlier than this if the government introduces new regulations or, if the governing body receives recommendations on how the policy might be improved.

Seen by Governing Body: