



St Joseph's Catholic Primary School Behaviour Policy

Mission Statement

Following in Jesus' footsteps we live, learn and love

Statement of Principle

As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. This means that our children are taught to; forgive, be tolerant of others, be truthful, live peaceful lives and to love each other. We do, therefore, promote a positive approach to behaviour management and encourage everyone to make the right choices for themselves. We aim to provide an environment in which all children can grow in the love of God, feel safe, be happy and reach their full potential.

Context

This policy should be read in conjunction with those policies listed below:

- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-School Agreement
- Special Educational Needs Policy

Rules

St Joseph's 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 work together with the common purpose of helping everyone to learn. This policy supports the whole school community in aiming to allow everyone to work together in an effective and considerate way.

At the beginning of the new school year the Headteacher reviews the school's Mission Statement with all the children. From this a set of rules are drawn up by the children. These are referred to in assemblies and in class to remind the children what is expected.

The school expects every member of the school community to behave in a considerate and respectful way towards each other.

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 school family.

In addition to the school rules there are other whole school expectations to help keep the children safe and healthy:

- ❑ Personal possessions must not be brought to school unless requested by the class teacher.
- ❑ Children must not be in the school building at playtime or lunchtime unless supervised.
- ❑ Children must walk when moving around school
- ❑ No jewellery is permitted in school except inexpensive watches.
- ❑ No child is allowed to leave the school premises during school hours unless notification is given from and accompanied by an adult.
- ❑ Children should not arrive at school before 8.50am unless attending before school club.
- ❑ School uniform is expected to be worn.

Classroom Management

Each class teacher develops a set of positive class rules at the start of each new school year and refers to them on a regular basis or when needed.

The importance of an appropriate curriculum is crucial. We differentiate according to the abilities of each child, realising the frustration that can be caused when work is too hard or too easy. We are firmly committed to our creative curriculum which strives to make learning fun, makes things real for the children so that they see a purpose to learning and caters for the needs of all children.

Religious Education is taught through a programme called "Come and See". This is recommended by the Diocese of Liverpool for delivery in all Catholic schools. Through this programme the children are taught to base the way they live their lives on the example given to us by Jesus. This enables them to know right from wrong and to make the correct choices in life. These teachings pervade the whole of the curriculum and indeed school life, which places Jesus Christ at the centre of everything that we do. This being the case we see no need to have stand-alone PHSE lessons (other than those relating to knowledge of social and political institutions)

Strategies for Promoting Positive Behaviour

- Discuss rules, routines and responsibilities
- Have "Circle Time" when feelings can be discussed
- Use positive comments to encourage the children to modify their behaviour.
- Have an ethos where it is OK to make a mistake and take calculated risks.
- Praise children who are doing the right thing instead of reprimanding the wrongdoer.
- Separate the behaviour from the child (I like you but not what you are doing)
- Use the language of choice. Inform them what the consequences will be.
- Distraction
- Build trust and rapport
- Model the behaviour you want to see
- Use team games to develop co-operation
- Avoid conflict and an audience
- Develop responsibility
- Keep calm and be consistent with all children
- When children are acting inappropriately, tell them what they are doing rather than questioning.
- Humour

Steps to encourage appropriate behaviour

The following steps will be used in an attempt to stop inappropriate behaviour. Staff, pupils and parents need to be aware of the steps taken. At every stage the child must be given the opportunity to do the right thing and be praised for appropriate behaviour.

Should any of the steps produce a positive effect, step 1 will be returned to as set out in the model below. Continued inappropriate behaviour will result in passing to the next step.

St Joseph's is a Catholic school and reconciliation forms a part of our school's distinctive nature to follow the teachings of Christ.

1. **PRAISE GOOD BEHAVIOUR.** This step should be returned to if each of the steps below produces a positive effect - forming an important element of the reconciliation process, central to our behaviour policy.
2. Mentally note negative behaviour but do not react.

3. "The Look"
4. Present a final choice
5. Use sanctions as appropriate to the situation and the child
6. "Time out" in another class
7. Child reports to a senior member of staff
8. Child reports to Headteacher
9. Parents asked in to discuss behaviour and if appropriate, child put on a weekly report sheet.
10. Fixed term exclusion
11. Permanent exclusion. (This must be agreed by Governors)

Rewards

Children showing the correct behaviour will be praised

- Rewards appropriate to the age of the child should include:
- A smile
- Thumbs up
- Positive comments and praise
- Smiley faces, stickers, stars, badges and charts to record good behaviour
- Sent to Head, Deputy or other member of staff for praise
- Reporting good behaviour to parents
- Extra responsibilities or jobs
- House points
- You've been spotted
- Lunchtime superstar certificates
- Note home
- Class star certificates
- Extra playtime
- Golden time
- Own clothes day for half termly winners of house points

Sanctions

All children may exhibit inappropriate behaviour at times. Staff will refer initially to the strategies for promoting positive behaviour.

Other sanctions may be used including:

- Keeping child in from 1-15/30 minutes at play time / lunchtime (time will be given to eat, drink and use the toilet)
- A child may stand by the wall at playtimes
- A child may spend playtime writing/drawing about the incident, writing a sorry letter, depending on age.
- "Time out" of class and working in another class
- A note of concern home

- Report to senior member of staff
- Report to Headteacher
- Parents asked to come in
- Isolation from class
- Fixed period exclusion for $\frac{1}{2}$, 1, 3, 5 or more days
- Permanent exclusion

Conduct outside the school

Teachers/Headteachers have a statutory power to discipline pupils for misbehaving outside of school premises.

Where behaviour is inappropriate when a pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil of the school

Or where the above does not apply but the inappropriate behaviour

- Could have repercussions for the orderly running of the school or
- Pose a threat to another pupil or
- Could adversely affect the good reputation of the school

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Serious Incidents

An incident will be deemed serious for the following:

- Any serious aggression towards another person intended to cause deliberate harm (punching, biting, kicking, verbal aggression, strangling)
- Bullying
- Racist or homophobic name calling towards another pupil their family or a member of staff. (These also have to be sent to the local education authority)
- Deliberately damaging property
- Stealing
- Continually disrupting the learning of others
- Deliberately placing self in danger or another pupil or staff member
- Absconding from school

These incidents will be noted in the Serious Incidents Book

Then:

1. Parents will be informed by class teacher

2. Meeting set up between parent/class teacher to discuss target/rewards
3. Meeting set up with parent and Headteacher, behaviour contract drawn up
4. internal isolation
- 5, fixed term exclusion
6. permanent exclusion

Exclusion

It may be necessary to exclude a child from school although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will have their own Individual Behaviour Plan (IBP)

The decision to exclude is taken by the headteacher and this may be for a fixed term or permanent exclusion. The headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and warrant possible exclusion:

- Extreme or violent physical abuse or violence to a member of staff or another child.
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour - or communications- could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communication Act 1988, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known to be believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the police, but any reference to the police should only be undertaken with the agreement of the headteacher.

Preventing Bullying

Bullying is unacceptable at St Joseph's Catholic Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

See our Anti Bullying policy

Use of Control and Physical Intervention

(See also: *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*)

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if 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 be reasonably regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

Roles and Responsibilities

The Governing body sets out the rationale for this policy which the Headteacher operates on a day to day basis.

We expect all staff and pupils to adhere to this policy.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Headteacher.

School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of special educational needs and/or disability.

This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to outside agencies. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

Consultation, monitoring and evaluation

Our school is a community of *Governors, teachers, teaching assistants, welfare assistants, parents, pupils and other adults*. It is the function of this school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self-discipline within our children.

Our policy has been developed in consultation with the school community. It will be monitored in accordance with the school's cycle of monitoring and evaluations with the governing body through the headteacher's report and school record of evaluation.

The policy will be reviewed annually by all staff at the start of each academic year with mid-year reviews where monitoring indicated that this is required.

The policy will be published on the school web-site and parents notified of any changes.

Complaints Procedure

This section should be read in conjunction with the school's complaint procedure. A full copy is available in the office.

In respect of this policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is **not** for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with allegations of abuse against teachers and other staff" guidance where an allegation of using excessive force is made against the teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Conclusion

The whole school approach to discipline is based on Christian beliefs and ideals. Both adults and children should care and respect each other. The basis of good behaviour is compassion, understanding, and forgiveness. Parents will always be informed if their child's behaviour is causing concern.

Ratification by Governors: November 2012

Date of review: January 2018

Signed: Kathy Blackledge Headteacher

Signed: Chris Jenner Chair of Governors