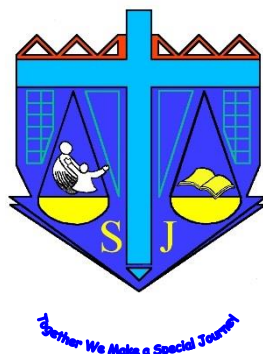


# ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL



**St. Joseph's School is a learning community where the spiritual, moral, intellectual, social and physical development of the children is nurtured and developed, in a secure environment, based on Gospel values of God's Kingdom, revealed through Jesus and the teaching of His Church.**

**The school is committed to giving recognition, respect, understanding and value to each individual within the community and to fostering the development of personal and interpersonal growth in an atmosphere of trust and openness.**

## Behaviour & Discipline Policy

Written April 2019

Updated Jan 2020

Due to be reviewed April 2021

## **Aims and Expectations**

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 community live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Good behaviour makes effective teaching and learning possible. We encourage a consistent approach to behaviour throughout the school with parental co-operation and support.

Our whole school approach to behaviour management is firmly embedded in our Rights Respecting ethos and enables us to live out our Catholic mission.

This policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school.
- Foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Make boundaries of acceptable behaviour clear and to ensure safety.
- Raise awareness about appropriate behaviour.
- Help pupils, staff and parents have a sense of direction and feeling of common purpose.
- Help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

## **Behaviour**

Good behaviour is that which conforms to the reasonable requirements and expectations of our school. It requires self-respect, mutual respect for others and care for our environment, both inside and outside of school. Our Catholic ethos, curriculum and programme of assemblies supports the values that we all aspire to.

Our children are all aware of the acceptable behaviours within our school environment and the possible consequences should they choose to ignore them. Staff encourage good behaviour and high standards through the use of frequent praise and high expectations.

## **School and Classroom Charters**

In order to ensure a sense of clarity around behaviour expectations charters have been developed across the school (whole school, classroom and lunchtime charters). Our charters are agreed by all children and staff and are based on ensuring every child in school is happy and safe through mutually respectful behaviour. We want our school to be a successful place where everyone is treated with respect, kindness and understanding.

### **We want our pupils to be able to:**

- Take risks and learn from their mistakes.
- Have informed opinions and respect for others.
- Develop a curious outlook on life.

## **In Key Stage 1**

- We want children to develop in confidence and believe in themselves.
- We want them to learn to be independent.
- To respect themselves and others.

## **In Key Stage 2**

- We want to develop critical thought.
- We want to develop ambition.
- We want children to learn to persevere.
- We want children to be tolerant and understanding

Our charters have pride of place in classrooms and shared spaces around the school and are referred to by pupils and staff when discussing behaviour.

## **Pupil Expectations**

Positive support and consistent implementation of standards by all adults working in school provide pupils with good role models of desirable behaviour.

Pupils are treated with respect, kindness and an understanding of each individual pupil's personal circumstances.

Older pupils are encouraged to display positive behaviour around school by taking on various responsibilities, e.g. Head Boy/Girl, House Captains, YMT, Sports Leaders, Prefects etc. They act as mentors for younger pupils and show visitors around the school, also sharing our high expectations with them.

Adults:

- Encourage positive behaviour in the playground/classroom
- Use praise as much as possible
- Scan the children and note those behaving well
- Praise them

Staff keep the balance more to praise than criticism by:

- Smiles and gestures
- Engaging in enjoyable activities
- Verbal comments
- Positive body language and eye contact

Staff see and be seen by:

- Moving around the playground
- Moving towards trouble spots
- Using eyes, face and voice (avoiding raising voice wherever possible). Giving warning looks as reminders.
- Using hand signals to stop

- Paying attention and organising the children by:
- Reminding children how to use it
- Organising quiet play away from noise etc.
- Ensuring blind-spots are not used by children for play

Involve children by:

- Asking them to devise the rules to their games
- Communicating with them at all times
- Being prepared to support playground activities for younger children

Always remember:

- Arrive on the playground at the appointed time
- Communicate with class teachers/senior leaders on any concerns
- Report serious concerns on CPOMS (see behaviour ladder for guidance)

Pupil sanctions

- Pupils spoken to by a class teacher or member of staff
- Pupils miss break to catch up on work as deemed appropriate by the adult teaching the class
- Pupils sent to a member of the Senior Leadership team and spoken to
- Sanction of missing breaktime or lunchtime for a set period of time as deemed appropriate by the SLT
- Communication home between parents and staff in school
- Parents and staff work together to try to improve behaviour
- When behaviour does not improve and the pupil continually breaks the rules – the school reserves the right to follow the exclusions policy

### **Praise and Reward Systems**

Praise and Rewards may take the following forms:

- Spoken praise
- House Points and associated rewards
- Stickers
- Headteacher Weekly Awards
- Sporting Value Awards
- Termly and half termly attendance awards

To encourage desirable behaviour we have two specific reward systems in place throughout the school.

### **Traffic Light System**

We operate a 'Traffic Lights' positive behaviour system in KS1. The children begin the day on 'green for go' and positive behaviour can see them being moved up to silver and gold stars. However, in contrast, poor behaviour will see them moved down to amber or red lights. Children are then encouraged to quickly rectify poor behaviour in order they can move back to green.

After a positive week where children have spent the majority of their time on green, silver or gold, children are praised and their behaviour choices congratulated. There is a celebration assembly every Friday where positive acts are celebrated. Where children have regularly had to be moved to amber or red throughout the week, or where a serious behaviour incident has occurred, pupils may be spoken to by the class teacher and if it is repetitive then a member of the Senior Leadership team will speak to the child. Parents are contacted as deemed necessary and appropriate by the Senior Leadership team.

School has a proactive approach to contacting parents and keeping them informed of their child's negative behaviour choices. We want to work as a team around the child with parents and school working together in one voice to improve behavioural outcomes for all of our pupils.

### **House Points**

All staff can award House Points to pupils who display positive attitudes and behaviour. During our weekly celebration assembly, the total number of points earned by each house is announced and celebrated. The children from the house with the most points at the end of each half term are rewarded with a special treat- movie afternoon, games afternoon etc.

### **No-Contact Actions (Newly Introduced in Jan 2020)**

Pupils in School, have all been introduced to the concept in school of a 'No Contact' behaviour guide. At breaktimes and lunchtimes pupils are encouraged to play games and interact with each other in a way that does not include physical contact eg, barging, pushing, shoving, hitting, hurting or in any other way inflicting hurt on another child through any malicious means. All pupils have agreed that the contact rule is beneficial for all and all understand the consequence of not adhering to the rule is telephone calls home to parents and discussions about how to improve and modify behaviour so that no-one gets physically hurt.

### **Actions and consequences following unacceptable behaviour**

The exact measures taken following inappropriate or unacceptable behaviour cannot be listed in full detail, as each incident will be judged taking into account the seriousness of the incident, whether or not it is isolated and any other circumstances surrounding the child/ren concerned.

However, in the interests of making our approach as consistent as possible, the following can be used as guidelines (please also refer to behaviour ladder):

- Some behaviours must be brought to the attention of the SLT immediately (verbally and using CPOMS)- these behaviours include:
  - Racist/homophobic/discriminatory language
  - Bullying
  - Physical unacceptable behaviour
  - Persistent unacceptable behaviour (three occurrences within a fortnight or more as a guide)
  - Recurring conflict between two pupils of any nature
  - Where SLT have asked for a child to be monitored
  
- In most cases of low level unacceptable behaviour a reminder of expectations and a warning will be sufficient.

- Where unacceptable behaviour is persistent or a more serious behaviour incident occurs the following can be used. Consequences are listed in order of increasing seriousness.
  - Time out for five minutes (sitting out at break or sitting alone in class where children can reflect and will not disturb others)
  - Missing some/all of Golden Time
  - Loss of other school privileges-breaks, opportunities to represent the school, temporary/permanent removal of key roles within school
  - Reporting behaviour to CT (if not already dealing with the incident) for discussion with child
  - Reporting behaviour to AHT, DHT or HT for discussion with child
  - Informing/meeting with parents
  - Use of a Behaviour Report Card
  - Short Note in place where potential behaviour difficulty is identified

### **Behaviour outside of school**

At St. Joseph's Catholic Primary School, it is an expectation that our pupils will represent their school and conduct themselves positively; living out our values both in and outside of school. Exemplary behaviour is frequently noticed and commented upon by members of the community and all pupils have a responsibility to uphold our excellent reputation and represent St. Joseph's with pride. If any undesirable behaviour outside of school is reported to staff, we will remind pupils of these expectations.

### **Power to search pupils**

The Headteacher and Governing Body following the most up to date Government advice on searching pupils:  
**Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018**

### **Key points Searching**

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

## **Physical restraint**

Staff at St Joseph's follow the most up to date guidance in the event of having to use reasonable force to restrain a child. There are also members of staff trained in Team Teach restraint techniques to ensure pupils and staff are safe at all times. **Use of reasonable force Advice for headteachers, staff and governing bodies July 2013**

## **Responsibility**

Discipline throughout the school is a shared responsibility. We believe that serious problems can often be avoided if parents are involved at an early stage. Therefore, if a teacher is ever concerned about a child they may request to see the parents. Staff must always take time to support any child with behaviour problems, but if the inappropriate behaviour persists, despite the above-mentioned rewards/sanctions, the Head Teacher or Deputy Head Teacher is informed. At the end of that day the child must be given the opportunity to talk with the class teacher in the spirit of forgiveness and reconciliation.

In addition, we also actively work with parents, for example, at the start of each school year we have a parents' coffee morning for each year group when a range of information is shared including that relating to behaviour.

If at any time members of The Senior Leadership Team were to be concerned about the safety of other children or other staff due to the behaviour of an individual, those members of staff would take appropriate action – based on each individual set of circumstances. In such cases the Local Authority Exclusion Policy/Procedures will be adhered to.

In some instances the class teacher/Head Teacher may be concerned about an individual child's behaviour record and may consider placing the child onto the school's SEND Register or referring to external agencies. The SEND Co-ordinator will assist in drawing up an individual plan for such children and in monitoring the situation as necessary.

## **The Role of the Headteacher and Governors**

The Headteacher has the day to day authority to implement the school behaviour and discipline policy. The Governing Body has the responsibility of agreeing and supporting the Headteacher in her implementation of the Behaviour and Discipline policy. The Governors support the Headteacher in carrying out these guidelines.

## **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school expectations are upheld in their class and that their class behaves in a responsible manner across the whole school day.

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. The class teacher applies the classroom charter consistently. The teacher treats all children in their class fairly, with respect and understanding.

## **The Role of Support Staff**

All support staff are responsible for ensuring that school expectations are upheld by pupils. They must apply whole school, lunchtime and classroom charters consistently and treat all children fairly, with respect and understanding. Any behaviour issues that are persistent and/or at 'Amber' level or above on our school Behaviour Ladder must be reported to the child's class teacher (and SLT in the case of 'Red' level incidents).

## **The Role of Lunchtime Supervisors**

All lunchtime supervisors are responsible for ensuring that school expectations are upheld by pupils. They have a responsibility to be vigilant in their monitoring of behaviour. They must apply the Lunchtime Charter consistently and treat all children fairly, and with respect and understanding. Any behaviour issues that are persistent and/or

at 'Amber' level or above on our school Behaviour Ladder must be reported to the SLT using the note cards provided.

### **Fixed Term and Permanent Exclusions**

Only the 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 fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she 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 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.

### **Monitoring**

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.

The school keeps a record of incidents of misbehaviour on CPOMs and this is used by all members of staff. Lunchtime supervisors and duty teachers give details of any incident to the SLT verbally and using the note cards provided.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Review**

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 received recommendations on how the policy might be improved.





**St. Joseph's Catholic Primary School**  
**Behaviour Ladder**

	<p><b><u>Stage 3-Serious Behaviour Incident</u></b> Swearing, bullying, racist/homophobic/discriminatory incident, physical aggression/abuse, threatening behaviour</p>	
	<p><b><u>Response from staff to Stage 3 Incident</u></b> Child sent immediately to a member of SLT Parents/carers informed Consequence agreed by SLT may include: Loss of school privileges, opportunities to represent the school, temporary removal of key roles within school Inform/meet with parents Use of a Behaviour Report Card Short Note in place where potential behaviour difficulty is identified</p>	
	<p><b><u>Stage 2-Moderate Behaviour Incident</u></b> Refusal to cooperate, disrespect towards staff members, scuffles, name calling, low level conflict between pupils, teasing, persistent disruption</p>	
	<p><b><u>Response from staff to Stage 2 Incident</u></b> Report behaviour to CT (if not already dealing with the incident) for discussion with child Loss of break/golden time (age appropriate-5mins for younger pupil, full break for older pupils) Loss of other school privileges (to be agreed with SLT)-opportunities to represent the school, temporary removal of key roles within school  <b>If persistent:</b> Report behaviour to AHT, DHT or HT for discussion with child Inform/meet with parents (organised by CT or SLT) Use of a Behaviour Report Card (implemented by SLT) Short Note in place where potential behaviour difficulty is identified (implemented by SLT)</p>	
	<p><b><u>Stage 1-Minor Behaviour Incident</u></b> Fiddling/distracting, interrupting/shouting out, not following routines, refusal to listen, inappropriate noises, not following instruction, rough play</p>	
	<p><b><u>Response from staff to Stage 1 Incident</u></b> Warning-with explanation of which element of the charter has not been lived out-expectation made clear.  <b>If persistent:</b> move to Stage 2 response.</p>	



**St. Joseph's Catholic Primary School**  
**Lunchtime Behaviour Ladder**

	<p><b><u>Stage 3-Serious Behaviour Incident</u></b>          Swearing, bullying, racist/homophobic/discriminatory incident, physical aggression/abuse, threatening behaviour</p>	
	<p><b><u>Response from staff to Stage 3 Incident</u></b>          Child sent immediately to a member of SLT</p>	
	<p><b><u>Stage 2-Moderate Behaviour Incident</u></b>          Refusal to cooperate, disrespect towards staff members, scuffles, name calling, low level conflict between pupils, teasing, persistent disruption</p>	
	<p><b><u>Response from staff to Stage 2 Incident</u></b>          Time out at wall/walking around with lunchtime supervisor          (5 mins for KS1, 10 mins for KS2)</p> <p>Report behaviour to SLT at the end of break using note cards provided</p> <p><b>If persistent:</b> Child sent immediately to a member of SLT</p>	
	<p><b><u>Stage 1-Minor Behaviour Incident</u></b>          Fiddling/distracting, interrupting/shouting out, not following routines, refusal to listen, inappropriate noises, not following instruction, rough play</p>	
	<p><b><u>Response from staff to Stage 1 Incident</u></b>          Warning-with explanation of which element of the charter has not been lived out-expectation made clear.</p> <p>Not necessary to report to SLT using note cards provided</p> <p><b>If persistent:</b> Move to Stage 2 response.</p>	