

St Joseph's Catholic Primary School

Behaviour Policy



Ratified on:

Headteacher: Mrs E Maher

To be Reviewed: Annually

We are children of God: we achieve, believe and care.

St Joseph's Catholic Primary School Behaviour policy

St Joseph's is a happy and caring Catholic school where everyone aspires to reach their true potential with Christ at the heart of all we do.

1. Purpose

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. Every member of our school community understands the importance of good behaviour. When everyone connected to our school behaves in a positive and respectful manner, it creates a more harmonious learning environment for all. Concerns, should they arise, can then be dealt with openly, in an honest manner, with genuine desire to resolve issues promptly. Therefore, an environment where everyone feels happy, safe and secure is promoted.

Expectations of good behaviour extend beyond the 'school day' to after school clubs, sporting events and school trips.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation; the policy is therefore designed to promote good behaviour rather than merely deter negative behaviour.

Whilst the highest expectations exist regarding standards of pupil behaviour, it is important to acknowledge, at the onset, that negative behaviour displayed by pupils may have a range of causes and it is up to members of staff to be vigilant. We should not necessarily view negative behaviour as a problem in isolation, as it may be a response from the child to a greater problem. By identifying what is behind the behaviour, e.g. unmet needs, then we can work to support children and their families more appropriately.

Dealing with incidents will involve a range of approaches. The class teacher will be the first point of contact regarding issues around behaviour. This will be escalated to the deputy head teacher or head teacher as appropriate, in line with this policy.

2. Health and Safety Rules

These rules are important to ensure that everyone recognises health and safety is a shared responsibility:

- Children should walk round the school quietly, entering and exiting the building, and all areas of school, in a safe and sensible manner;
- Children should not go onto the playground without permission/supervision;
- Children must ask permission to come into school at playtimes or before school;
- Children must wait in the playground for their parents at the end of the day, unless they are in year 5 or Year 6 and have written permission to walk home;

- Children should not bring any possessions, implements or objects which could be dangerous to themselves or others into school.

3. Pupil Rights and Responsibilities – shared during class times and assemblies

Pupil Rights	Pupil Responsibilities
I have the right to be happy and to be treated with compassion in this school. This means no one will laugh at me or hurt my feelings.	I have the responsibility to treat others with compassion. This means I will not laugh at others, tease others, or hurt others' feelings.
I have the right to be myself in this school. This means no one will treat me unfairly because of weight, gender, appearance, height, race, disability, faith beliefs, accent, hair colour etc.	I have the responsibility to respect others as individuals and not treat others unfairly because of weight, gender, appearance, height, race, disability, faith beliefs, accent, hair colour etc
I have the right to be safe. This means no-one will intentionally hit me, kick me, push me, pinch me, threaten me, hurt me, send me hurtful messages using electronic devices.	I have the responsibility to make others feel safe by not intentionally hitting, kicking, pushing, pinching, threatening, hurting anyone or sending hurtful messages using electronic devices.
I have the right to be listened to if I am worried or hurt. This may mean talking to my teacher, head teacher, lunchtime supervisor etc.	I have a responsibility to let an adult know about my hurt or worries, be truthful and not to cause others to worry or feel uncomfortable in any way.
If I choose not to follow the policy I have the right to be spoken to calmly, and not be disciplined excessively in front of others.	I have the responsibility to listen to advice given to me. If my behaviour does not improve I must accept that further action may be taken.
I have the right to expect my property to be safe in this school.	I have the responsibility to look after property at school and not to damage or take the property of others. I should not bring my own possessions into school other than those needed for the school day.
I have the right to show pride in my appearance.	I have the responsibility to wear the appropriate uniform (including PE kit) and follow the school rules on presentation.
I have the right to be spoken to politely, calmly and respectfully by all others.	I have the responsibility to help maintain a polite, calm and respectful environment.

4. Parent Rights and Responsibilities

Parent Rights	Parent Responsibilities
To be given a copy of the Behaviour Policy (the latest copy is always available on the school website).	To teach children socially acceptable standards of behaviour.
To be spoken to with courtesy, at all times, regarding school matters.	To share concerns/queries with staff in a courteous manner – ensuring any contact between home and school is conducted in a mutually respectful and non-aggressive manner
To expect that my child will be taught in a safe and respectful environment	To support the school in sustaining a welcoming, caring and safe environment for all children. To consider the safety of all members of the school community, this means following school guidelines for 'dropping off 'and 'collecting' pupils at different times during the day. Respect school safeguarding guidelines – this means, for example, refraining from entering porch areas, classrooms without permission.
To be informed appropriately, if there are issues regarding the behaviour of my child.	To work with the school to improve the behaviour of my child.
To be informed if my child has been hurt or upset by the behaviour of another child.	To respect the professional judgement of teaching staff in regard to which incidents are of sufficient severity to require reporting to parents
To contact teachers or the school office with questions regarding this policy or other school matters.	To accept limitations on time and, if required, to make an appointment, to talk with class teacher, deputy headteacher or headteacher, either by phone or in person.
To be listened to by school if I feel the policy has not been followed appropriately e.g. I can expect the headteacher or senior member of staff to record a detailed account of my concerns in order to investigate the issue thoroughly. I can expect honest and comprehensive feedback as soon as practicably possible or as agreed in the initial meeting. If the issue is not resolved, concerns can be escalated via the school complaints procedure	To approach the headteacher first with a concern and give school the time and opportunity to investigate issues thoroughly. Be willing to listen with an open-mind and actively work with the school to reach a satisfactory resolution. If necessary, follow the school complaints procedure to try to resolve issues.

To expect supervision of children as set out in school policy, e.g. drop-off and collection times	To adhere to the timing of the school day and to inform school immediately if there are any difficulties regarding drop-off or collection.
To be welcomed to support my child in school and at sporting events, where spectators are permitted.	To respect the judgement of the adults leading/involved in any activity where parents are welcomed, and if there are any concerns to ensure any communication is conducted in a mutually respectful and calm manner.

5. Staff Rights and Responsibilities

Staff Rights	Staff Responsibilities
To be treated with respect by parents, pupils and colleagues.	Communicate classroom expectations/consequences to parents and pupils. To communicate with pupils in a quiet, calm and measured manner
To be able to teach without disruption from pupils.	Demonstrate respect and care for pupils
To adhere to and apply the Behaviour Policy appropriately.	To apply sanctions and strategies which are appropriate to the age of the child. To apply discipline proportionately and with discretion. To apply policies fairly and without bias at all times. Where incidents are concerning children related to the staff member, they should excuse themselves from further involvement
To be supported by a senior member of staff regarding any behaviour issues.	To implement the Behaviour Policy or seek advice/clarification from a senior member of staff, if necessary.

6. Rewards for Good Behaviour

Promoting positive behaviour:

Staff use praise and positive reinforcement to promote caring attitudes among the children. We also encourage good behaviour through the following use of 'rewards':

- Each teacher has autonomy to introduce specific class rewards. At St Joseph's we feel this allows staff to be responsive to the different ages/needs/context of the class. This should be clearly communicated to parents at the beginning of each school year.
- Class attendance awards

- Spoken praise
- Written comment in workbook
- Stickers/Badge or rubber stamp
- Valuing work in front of peer group, other year groups/assemblies (e.g. Achievement Assembly)
- Visit to another teacher/headteacher for commendation
- Additional responsibility (E.g. Buddies)

7. Sanctions

Despite our best efforts, there are occasions where children will display negative behaviours. This has an impact on their friends, teachers, school and families. It is very important that children are aware of the consequences of unacceptable behaviour. This should include:

- Understanding what he/she has done wrong
- Talking with the member of staff about the possible consequences of their behaviour. If appropriate, the child will be asked about their views regarding appropriate consequences.
- Listening and responding to advice given by the staff member
- Making peace, saying sorry and working successfully with someone to build bridges.

Everyone within our school must remember that we are a forgiving community.

We believe that sanctions are most effective applied fairly and calmly. Children are given the opportunity to explain the reasons for their actions. Pupils need to know why sanctions are in place and should be given the opportunity to make amends. Sanctions are applied in a way that maintains self-respect and should never be used to humiliate.

Examples of unacceptable levels of behaviour (in no particular order)

- Rough play in the playground
- Throwing things inappropriately
- Disrespectful attitude towards others (adults or peers)
- Name-calling
- Disruptive classroom behaviour
- Not producing expected work in class
- Swearing
- Spitting
- Deliberately causing damage to property
- Unkindness to other children
- Persistent name-calling or teasing, including homophobic and racist taunts
- Isolating others from peer group
- Repeated failure to complete homework (age appropriate - school will alert parents)
- Bringing into school possessions, implements or objects which could be dangerous to themselves or others.

8. School Response to Misbehaviour

Level	Member of Staff Responsible	Examples of Misbehaviour	Internal Action	Contact
Level 1 <i>Low level, negative behaviour</i>	Class Teacher or Support Staff present at time	Shouting out Not completing work Unkind remarks Pushing others Running inside school	Reminders of our behaviour expectations Consequences of action discussed with a warning given to pupil that this behaviour is not acceptable.	n/a
Level 2 <i>More serious negative behaviour</i>	Senior member of teaching staff	Persistent, same lesson 'level 1' behaviours Unsafe behaviour Threatening or aggressive attitude Refusal to follow school expectations	Reminders of our behaviour expectations Missed break on same day Record made on Arbor	Parental contact at end of day
Level 3 <i>Most serious negative behaviour</i>	Head Teacher or Deputy Head Teacher	Reoccurrence (same day) of 'level 2' behaviours Discriminatory language (racist, sexist, homophobic) Bullying Bringing a banned item into school	Reminders of our behaviour expectations Behaviour support card for one week given. Record made on Arbor Racist/Homophobic/Bullying recorded on CPOMS	Parental contact at end of day Incident recorded in accordance with Trust legislation.
Level 4 <i>Repetition of level three behaviour</i>	Head Teacher	Repetition of 'level 3' behaviours in same week after the involvement of parents.	Time out of classroom- with work to complete with Senior Leader supervision including lunchtimes and playtimes. Record made on Arbor	Parental contact during or at end of day. Involvement of outside agencies e.g. Early Help
Level 5 <i>Serious breaches of school behaviour policy</i>	Head Teacher	Further repetition of 'level 3' behaviours after involvement from outside agencies and Senior Leader supervision. Violent or threatening behaviour	Part time timetable considered. Record made on Arbor and CPOMS.	Parental contact made immediately Trust informed of part-time timetable.
Level 6 <i>Persistent breaches of school policy</i>	Head Teacher	Persistent disruption to the orderly running of the school and safety of other children.	Permanent exclusion	Parental contact made immediately Trust informed of exclusion

The class teacher will be the first person to deal with behaviour issues with a child and the class teacher may contact a parent in the first instance. If a parent has concerns regarding a child's behaviour, again, the class teacher will be the first contact.

Consequences/verbal warning/time out issued by supervisory member of staff e.g. lunchtime supervisor or teacher may take the form of:

- Moving a child to sit closer to an adult in the classroom, or sit by themselves for a short period of time
- Removal of privileges by the teacher for a period of time
- Completing or re-doing a task at break time or lunch time
- Sanction to suit the misdemeanor e.g. if they have deliberately thrown food on the floor at lunchtime they may be asked to clear it up.
- Writing a letter of apology explaining why things went wrong
- Time out from playtime (never unsupervised)

Level 3

If behaviour does not improve after a warning from the Headteacher or Deputy Headteacher, a pupil will be placed 'on behaviour support' which will involve monitoring behaviour each lesson time and playtime to be reported to the headteacher/deputy headteacher on a daily basis. A copy of this report will be sent home at the end of the week.

This positive impact of being 'on behaviour support' will usually be evident very quickly, as pupils realise school and home are observing behaviour very closely. If necessary, however, weekly conferences will take place with children and parents, until behaviour improves. Pupils are aware, if their behaviour falls short during an extra-curricular activity, they will first be issued with a warning. If the behaviour does not improve, a second warning will be issued which means they will miss the next session. With persistent misbehaviour, pupils may be prevented from returning to the activity for the remainder of the half/term or term.

9. Individual Behaviour Plans

As an inclusive catholic school, it is our mission to support pupils with a range of specific needs – some of which may impact on behaviour. Where appropriate, and through dialogue with parents/carers, a behaviour plan will be devised for an individual pupil. The main purpose of this is to help the pupil behave in an acceptable manner in order to gain the most from school life ensuring neither the individual nor other pupils are adversely affected by negative behaviour.

10. **Bullying** (see also anti-bullying policy)

Bullying is totally unacceptable in St. Joseph's and will not be tolerated, however, it can be used inaccurately to describe a one-off incident between pupils. Bullying is an imbalance of power. One or a group of individuals intimidating another by threatening, physically or emotionally hurting them. It is usually repeated, and usually deliberate, but the intention and perception of bullying can be different in every case.

Bullying can be:

- Physical
- Verbal
- Online

The root of bullying can be complex, which is why any suspected bullying needs thorough investigation. We work hard to get the following messages over to children. If you think you are being bullied:

- ✓ Tell us the truth including any aspects you yourself may have been involved in (it gives us an honest picture);
- ✓ You will be listened to;
- ✓ We will help.

We will try to:

- ✓ find out the facts;
- ✓ stop any inappropriate behaviour;
- ✓ make you feel safe.

11. **Role of Parents**

Parents are advised to inform the school immediately if they suspect that their child is being bullied. The school will investigate and respond to findings and support as appropriate. If a child is shown to have been using bullying behaviour the school would expect the support of parents in dealing with the problem. In such circumstances parents will be made aware that the school is not only concerned with the victim but also that the bully realises such behaviour is not acceptable in a caring community. The process of dealing with a bullying situation will only be successful if parents are supportive.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. 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 or behaviour. If the school has to use reasonable sanctions as a consequence, parents should support the actions of the school.

12. The Role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all the children in the school.

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

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher 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 Head Teacher may permanently exclude a child. Both these actions must be reported to school governors.

13. Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children 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 positive handling of children.

All incidents, when restraint or positive handling is used, must be recorded as soon as possible and given to the Head teacher, who will log it in CPOMS. Written statements of witnesses may also be kept.

For further detail refer to the Positive Handling Policy

14. Fixed-term and Permanent Exclusions

The decision to exclude will not be taken lightly and only:

- In serious breaches to the school's behaviour policy and;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Factors to consider before making a decision to exclude

At St Joseph's we will not impose exclusion in the heat of the moment unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head teacher will:

- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegation;
- allow the pupil to give his/her version of events;
- check whether bullying may have provoked the incident;
- if necessary, consult others;
- keep a written record of the actions taken and copies of written records made by other members of staff, including any interview with the pupil concerned. Witness statements will be signed and dated wherever possible.

Only the Head teacher (or acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. This may be on a fixed term or permanent basis. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Committee. The school informs the parents how to make any such appeal.

The Head teacher must also notify the parents that for the first five days of an exclusion parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so. The school will take reasonable steps to set and mark work for pupils during this time.

The Head teacher informs the Local Authority, the Board of Trustees and the Local Governing Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Governing Committee itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The Local Governing 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 governors.

When an appeal panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated.

If the governor's appeal panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

For pupils who have been excluded for more than five days within a term the Local Governing Committee may decide to offer the parent a contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

A decision to exclude permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil.

There will, however, be exceptional circumstances where the Head teacher will permanently exclude a pupil for a first or one off offence.

15. Child on Child Abuse – Including Harmful Sexual Behaviour and Sexual harassment

Child on child abuse is taken very seriously and all staff should recognise that children are capable of abusing their peers. Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

Whether the perpetrator has repeatedly tried to harm one or more other children; or

Whether there are concerns about the intention of the alleged perpetrator.

In this school child on child abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Child on child abuse can be such that girls are more likely victims and boys, perpetrators.

Child on child abuse may take different forms:

There is recent advice on sexual violence and harassment from the Department for Education.

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting 'Sexting in schools and colleges: Responding to incidents and safeguarding young
- Initiating/hazing type violence and rituals

The following steps are taken in school to minimise these risks:

- Provide a developmentally appropriate RHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.
- Robust risk assessments where appropriate.

Allegations of child on child abuse will be investigated by the headteacher/deputy headteacher. The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service can help professionals to assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Victims, perpetrators and any other child affected by peer on peer abuse will be supported within school as well as through the involvement of external specialists, if appropriate.

16. Complaints Procedure

We strive to be a school where you trust us to support your child, especially in difficult situations. However, we appreciate that in order for us to do this, it may take further action. If you are not happy with the outcome of the initial investigation and / or outcomes, you should make an appointment to meet or discuss concerns with the deputy headteacher.

The deputy headteacher will continue the investigation and contact you, within 5 working days, to discuss her findings.

If you are still not satisfied with the outcome then please contact Mrs Maher Headteacher.

Parents can also refer to the complaints policy via the school office or school website.

17. Monitoring

The Head teacher 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 variety of records of incidents of misbehaviour. The class teacher records ongoing, minor classroom incidents. The Head teacher records those incidents where a child is sent to her on account of inappropriate behaviour. We also keep a record

of any incidents that occur at break or lunchtimes; lunchtime assistants give written details of any incidents in the incidents book which is kept in the school office.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the local governing committee to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

18. Review

The local governing committee will review this policy annually. 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.

19. Further Reading

Other useful policies – all available on our school website

Anti-bullying policy

Safeguarding and Child Protection Policy

Positive Handling Policy