

St. Joseph's Catholic Primary School



*In the Light of Jesus
we Learn to Shine*



*St. Alban
Catholic Schools'
Partnership*

School Behaviour and Discipline Policy

Rationale

In line with our school's Mission Statement our behaviour and discipline policy is positively based on a sense of love and respect for each individual. Within our community everyone is valued and individual needs are regarded as important. We recognise that each individual is unique and deserves to be shown care, respect and courtesy. We encourage all members within our school community to live the Gospel values and extend these to the home and wider community that we serve.

Aims

We aim to promote positive behaviours for learning at all times, in a safe, secure and happy environment; to help children manage their behaviours and accept responsibility for their actions.

Staff responsibilities

- To be an excellent role model at all times;
- to form positive relationships with parents and carers, children and all members of the school community;
- to create a safe and engaging learning environment;
- to treat all children fairly and with respect;
- to help all children to develop their full potential;
- To apply rewards and sanctions clearly and consistently.

Classroom Management and Code of Conduct

Positive behaviour within the learning environment is the responsibility of all staff and is based upon a mutual respect to promote the personal development, behaviour, safety and welfare of all children. A calm, purposeful and engaging working environment is the foundation of effective teaching, learning and assessment. Teachers and support staff should model positive behaviour at all times in their interactions with each other and the children:

- children should wear the correct school uniform. Stud/small earrings and watches are permitted but are not to be worn during P.E. *Rings, necklaces, bracelets are not permitted and hair attire/fashion should be appropriate for school.* Footwear must be sensible and appropriate; trainers and fashion shoes are not part of everyday school uniform. For swimming lessons the pupils must wear appropriate swimwear as requested by Luton Inspire;
- children and staff are expected to be punctual, ensuring a prompt start to every lesson;
- children are encouraged to respect their own and other people's property and to take care of books, equipment and the school environment;
- parents and carers will be informed of the use of inappropriate language, abusive or racist remarks and this will be recorded in line with school policy;
- children must not bring sharp or dangerous instruments to school; toys or valuable personal property must not be brought to school unless by prior arrangement with the class teacher;
- physical violence is not acceptable, neither is retaliation. Parents and carers will be informed of this type of behaviour and repeated or serious incidents could lead to exclusion.

At the beginning of each school year, every class will agree and display a set of class rules (**class contracts**) that will help to create a positive and effective learning environment. A consistent approach is essential to reinforcing boundaries of acceptable behaviour within class routines.

Rewards and Incentives

We encourage children to demonstrate good behaviour by operating a system of positive praise and rewards:

□ **The house point system.** Across the school the children are divided houses after the four Gospels of St. Matthew, St. Mark, St. Luke and St. John. School house points running totals, are displayed and announced, each half term during assemblies. Individual children achieving the most house points are acknowledged within their classes.

□ **Class Captains** are chosen weekly, 2 children from each class, for having a positive attitude or being an excellent role model to others. These are announced in assemblies and are given additional duties and responsibilities as part of their role for that week.

□ **Individual achievements such as Top Table**, are celebrated in assemblies in recognition of good work, improved effort or participation in extra-curricular activities.

□ **Roll of Honour** certificates celebrating achievements are awarded every half term and names displayed in the school hall.

Sanctions

Day to day behaviour is the responsibility of the class teacher; where a sanction is given the age and individual need of the child is considered. Children are encouraged to be responsible for their own actions and are taught that there is a consequence for poor behaviour choices.

Sanctions will include a verbal reprimand and reminder of the expected behaviour. If inappropriate behaviour continues this will lead to consequences e.g. supervised time out, loss of free time or responsibilities; children will have the opportunity to reduce the sanction through improved behaviour.

However, after persistent inappropriate behaviour the class teacher may decide that the child concerned will be required to report to an allocated staff member to discuss the behaviour, or for a ‘cooling down’ period, for a designated time. Should such behaviour develop a regular pattern, parents and carers will be contacted, to discuss the concern with the Class Teacher, Year Leader and or a member of SLT.

Lunchtime Supervision

Positive behaviour at lunchtime is the responsibility of the midday supervisors; staff should model positive behaviour at all times in their interactions with each other and the children. Repeated minor incidents of inappropriate behaviour may result a consequence and the behaviour being recorded in the lunchtime incident book. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Year Leader or a member of the SLT in line with school policy (escalation).

Organised Lunchtime Activities

During lunchtime the children are able to borrow equipment to use during play. ‘Play Leaders’ and key staff organise activities and monitor safe use and storage of the equipment.

Intervention

At St. Joseph’s Catholic Primary School the majority of children are well behaved. There are however occasions when individual children exhibit behaviour that is unacceptable; to address this we use a range of behaviour modification strategies. Each child is unique, so it is important that the cause of the behaviour is investigated and strategies implemented to meet individual needs and reinforce positive behaviour. These can include:

- involvement of parents and carers to discuss planned actions to improve behaviour;
- adaptation of classroom organisation and/or resources;
- implementation of a behaviour support plan with individual behaviour targets;
- Personalised Learning Support Plans (PLSPs) with behaviour targets and strategies to support the individual needs of the child.

The Management of Disruptive Behaviour

Staff take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances a teacher’s usual control and professionalism will be enough to diffuse a particular situation. However, where inappropriate behaviour is likely to escalate or prove damaging to people or property, staff must intervene to establish control.

Strategies such as dialogue and diversion should always be taken to avoid the need for physical restraint but on occasion physical restraint may be the appropriate action to take in order to calm the child and de-escalate difficult situations. The following points should be noted:

- Staff should have good grounds such as the risk of injury to persons or damage to property;
- only minimum force should be applied;
- restraint should be relaxed as soon as possible;
- where possible other staff should be present to assist or to alert senior staff of the situation.

If the staff member managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than is necessary. ***Please refer to LA Guidance for School Staff on the use of Physical Interventions Including Restraints to Manage Behaviour and the School Care and Control Policy.***

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility (through escalation) of the Year Leader, Assistant Head, Deputy or Head teacher who will deal with it accordingly, in particular if the behaviour is recurring. Failure to improve the behaviour automatically leads to the next stage of escalation:

- a verbal warning by the Year Leader/Assistant Head/Deputy or Head teacher as to expectations of behaviour;
- withdrawal from the classroom for an allocated period of time;
- a meeting with parents and carers to discuss the behaviour/incident and where necessary involving external support agencies;
- if the problem is severe or recurring then fixed term exclusion procedures may be implemented;
- permanent exclusion after consultation with the Governing Body and LA where deemed appropriate;
- parents and carers have the right of appeal to the Governing Body against any decision to exclude.

Please Note:

Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of fixed term or permanent exclusion.

Critical Incidents

These incidents are ones that may give rise to disciplinary or legal action or become a matter of public interest. Incident forms, when necessary should be used recording all details and are available from the Deputy Heads (SENCos); copies of incident forms will be kept centrally. Serious incidents must also be recorded in the Year Group incident book, e.g:

- any incidents involving a child or anyone involved in the school, which results in personal injury or damage to property;
- any physical confrontation between children and staff;
- violent or threatening behaviour which causes injury to others;
- loss, theft or damage to property;
- incidents of smoking, drugs or solvent abuse;
- children absconding from the site.

Parents and Carers

As with any aspect of a child's development involvement of the parent is essential to success. Parents and carers can help by:

- recognising that an effective school behaviour and discipline policy requires close partnership between parents and carers, teachers and children;
- supporting and discussing the school rules and code of conduct with their child;
- attending parents and carers' consultation evenings, and through day to day contact with school staff.

Any disciplinary procedures taken as a consequence for an incident of poor or unacceptable behaviour should always be consistent with this policy and in accordance with the School Aims and Mission Statement of our Catholic community.

*It is the responsibility of our Governing Body to agree and then monitor the school Behaviour and Discipline Policy.
The Head teacher will report to the Governors termly on issues relating to this policy as appropriate.*

This Policy will be reviewed in January 2018