

*In the Light of Jesus
we Learn to Shine*

School Behaviour and Discipline Policy A Positive Approach

Ratified by Governors

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This policy must be reviewed every 3 years

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

St. Joseph's Catholic Primary School



*In the Light of Jesus
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*St. Alban
Catholic Schools'
Partnership*

School Behaviour and Discipline Policy

A Positive Approach

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 we believe everyone has the right to be valued. 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.

We aim to:

- Provide a welcoming and safe environment
- Develop a sense of self respect, self-discipline and consideration of others
- Reinforce positive behaviours at all times to ensure children feel a sense of self-worth and self-motivation.
- Model and clearly explain what is expected of behaviour
- Support, encourage, praise and recognise improved efforts in work and behaviour
- Be consistent and fair in our approach to dealing with all behaviour
- Work with all staff, children, parents and carers to practice a whole school approach to behaviour management
- Be aware of the needs of each pupil and their individual circumstances to ensure all are treated fairly

Positive behaviour within the learning environment is the responsibility of everyone and teachers, support staff and children are expected to model positive behaviour at all times in their interactions with each other.

We encourage all children to follow our code of conduct as outlined in the children's school diaries:

- **Follow adult instructions the first time.**
- **Be polite and use good manners at all times, treating everyone with kindness and respect.**
- **Always listen when others are speaking.**
- **Wait your turn and do not call out in lessons.**
- **Always walk quietly when moving around school.**
- **Keep all objects, hands and feet to yourself.**
- **Look after each other and the things in the classroom.**
- **Do your best in everything you do.**

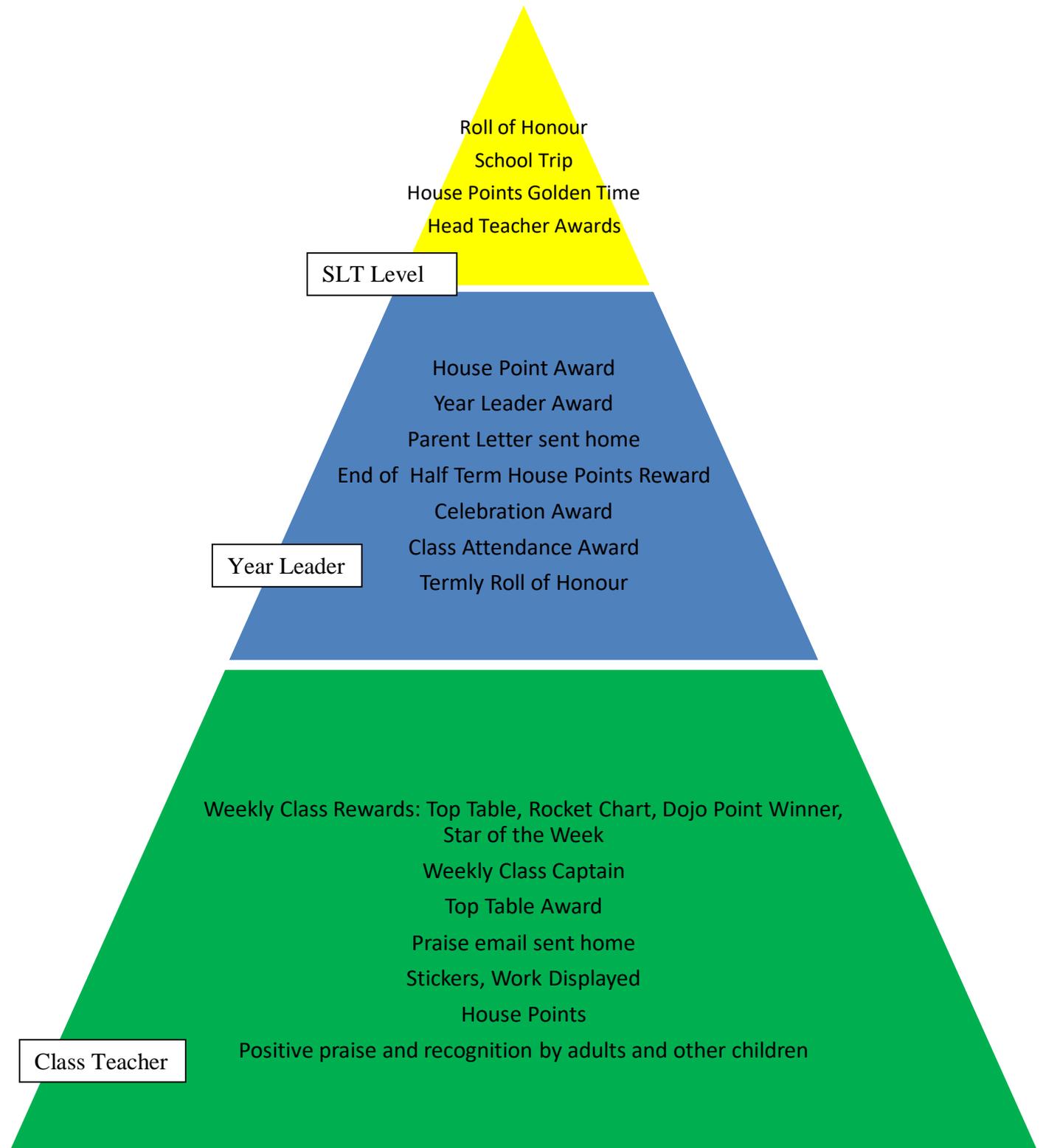
Classroom Contract

In addition to our school rules, 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 calm, positive and effective learning environment.

Responses to behaviour at St. Joseph's Catholic Primary School

Rewards and Recognition

Acknowledging children's achievement, effort and positive attitude are of equal importance and positive contributions to school life will be recognised and rewarded in the following ways.



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

Sanctions and consequences

When the code of conduct is not followed, all staff have a responsibility to respond, taking into consideration the age and individual needs of the child. When responding to poor behaviour choices, staff should remain:

- **Calm** – Staff are assertive and model respectful interactions
- **Consistent** – Staff clarify why the behaviour is inappropriate. explain logical consequences, put in place reasonable and relevant logical consequences
- **Caring**– Behaviour is discussed away from an audience where possible. Interventions teach better behaviour if needed.



Staff will use their professional judgement and the information gathered to decide whether an incident or repeated behaviours should be recorded on the school CPOMS system. On such occasions, the YL/SLT member will be notified as appropriate.

Interventions

We believe that to facilitate positive behaviour and encourage children to make a change, the following interventions will be considered and applied as appropriate to individual need:

- reflection time to discuss choices and plan a way forward;
- school mentor/buddy;
- adaptation of classroom organisation and/or resources;
- implementation of a positive behaviour support plan with individual behaviour targets;
- Risk Assessments for identified activities;
- Personalised Learning Support Plans (PLSPs) with behaviour targets and clear strategies;
- External agency support and referrals (Educational Psychologist Service, CAMHS (Child and Mental Health) ELC, EHA, Neighbourhood Provision and the Alternative Learning Provision Advisory teacher).

Anti-Bullying

At St. Joseph's Catholic Primary School, we do not tolerate bullying of any kind. Any act of bullying or intimidation will be investigated thoroughly in line with our Anti-Bullying Policy. Parents and carers will be informed and incidents recorded as necessary using CPOMS. Immediate action is taken to prevent further incidents. Our priority is to ensure that all children feel safe and secure in school. Please refer to the school's Anti-Bullying policy for more information.

Lunchtime Supervision

Whilst activities are planned and organised for the children during lunchtime, we appreciate that unstructured times and play can be challenging for some children. 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. Midday supervisors will adopt the schools' behaviour policy and should model positive behaviour at all times in their interactions with each other and the children. Repeated incidents of inappropriate behaviour will result in a consequence. The behaviour will be recorded in the lunchtime incident book and reported to the Class Teacher who will refer to the school policy accordingly.

The Management of unsafe Behaviour

In very rare situations, where behaviour is likely to escalate or prove damaging to people or property, staff must take action to establish control, (they may not intervene if it would put themselves at greater risk, it's about an informed response).

The least intrusive strategies necessary will be employed such as dialogue, diversion and distraction to avoid the need for physical intervention but on occasion physical handling through the use of 'reasonable force' (App DfE 'Use of Reasonable Force') may be the appropriate action to take in order to calm the child and de-escalate difficult situations. Reasonable force may be deemed appropriate to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

- Reasonable force should only be used when necessary, in the best interests of the child and others and will depend upon individual circumstances.
- It should be reasonable and proportionate to the behaviour displayed.
- If a child requires physical intervention on a regular basis, this will be supported by staff trained in 'Team Teach'.
- Other staff should be present to assist and to alert senior staff of the situation.

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.

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 to record all details and are available from the Deputy Head (SENCo); copies of incident forms will be scanned and uploaded onto CPOMS. Serious incidents must also be recorded on CPOMS e.g:

- any incident involving restraint;
- 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.

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 persistent. Failure to improve the behaviour automatically leads to the next stage of escalation as outlined in this policy:

- withdrawal from the classroom for an allocated period of time as part of an 'internal exclusion';
- a meeting with parents and carers to discuss the behaviour/incident and where necessary involving external support agencies;
- if the behaviour is severe or recurring then fixed term exclusion procedures may be put in place;

- 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.

Fixed Term and Permanent Exclusion

Only the Head Teacher, or in the absence of the Head Teacher the nominated Senior Leader, has the authority to exclude a child from school. The Head Teacher will establish the facts in relation to the exclusion, including reviewing previous evidence, and the decision will be taken on a balance of probabilities and only in response to the breaches of the school's behaviour policy, including persistent disruptive behaviour. They will make the decision of exclusion in line with the principles of administrative law, ensuring that the decision is lawful; rational; responsible; fair and proportionate. Please refer to the school's Exclusion Policy for additional information. **Exclusions will only be used as a last resort and/or in the case of extreme behaviours.**

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, meetings to discuss behaviour 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.

The behaviour policy will be applied in a consistent, rigorous and non-discriminatory way and will be monitored regularly.