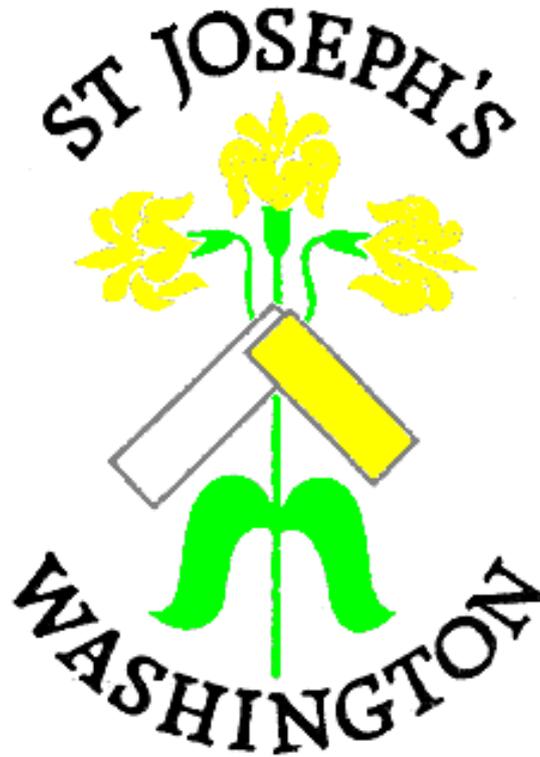


Behaviour and Discipline Policy



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

Ratified on: October 2017

Chair: Mark Jakeway

Headteacher: Mrs C Jary

To be Reviewed: Annually

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.

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's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules (see Appendix A), 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 school community in aiming to allow everyone to work together in an effective and considerate way.

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 community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Rewards and sanctions

At St Joseph's there is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language. Behaviours such as these are considered "Unacceptable Behaviour".

Any occurrence of "Unacceptable Behaviour" must be dealt with immediately and appropriate school sanctions applied.

It is very important that we recognise and appreciate children's good behaviour. However, we do not reward everyday good behaviour, (such as saying "please" and "thank you", and abiding by the agreed School Rules and Class Code of Conduct), as this is the norm which we expect from all children. Our school ethos emphasises promoting and developing good members of the community. By consistently expecting good behaviour and deterring antisocial behaviour, we believe an ethos of kindness and cooperation will become established and flourish.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- a) Staff and volunteers praise children verbally.
- b) Adults will reward children for sustained effort in any aspect of their school work. This may take the form of stickers/stamps, written comments, free activities, or by being awarded with house points or Golden Time.
- c) Achievements in sporting or music activities for example, are recognised with the award of certificates during assembly.
- d) The House Cup will be awarded to the House with the most House Points each half term.
- e) Teachers acknowledge children who have demonstrated particular achievement or effort in their classwork and nominated them for a "star of the week" award.
- f) Children are awarded a 'Pebble in the jar,' for good whole class work or behaviour.
- g) EYFS and KS1 teachers acknowledge children as good role models by awarding them the "Star of the Day" award.
- h) Exceptional work, effort or acts of kindness will be brought to the attention of the Head Teacher, who will give additional housepoints as appropriate.
- i) Achievements both in and out of school are brought to the attention of the whole school at our weekly Achievements Assembly
- j) Good attendance will be commended with rewards appropriate to the individual, including an attendance certificate for 100% attendance, to be awarded at the end of each term.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- a) A verbal apology for actions which go against the School Rules or Class Code of Conduct should always be sought.
- b) The child will be reminded that choosing to behave in an inappropriate manner instigates a consequence.
- c) The child will be asked to identify which rule has been contravened, bearing in mind that the code or rules have been compiled by school/class consensus.
- d) All sanctions should be used consistently throughout the school and this should be evident amongst all teachers and support staff.

A minority of children will be supported in accordance with their individual needs, and thus sanctions may be dis-applied or applied in a different way for these children.

The following sanctions generally follow on from each other. However, it may be necessary to move rapidly down the list, omitting some sanctions, if poor behaviour persists or is deemed severely inappropriate. Sanctions will be applied as follows by the adult dealing with inappropriate behaviour:

- a) The individual will be reprimanded verbally by the class teacher, a member of support staff or lunchtime assistant.
- b) Children are expected to listen carefully to instructions in school. We expect children to try their best in all activities. If they do not do so we may ask them to move nearer the adult or sit on their own, or to redo/complete the task.
- c) If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly 'Time Out' will be given.
- d) 'Time Out' – short period of time, commensurate with the child's stage of development, away from the main class to reflect upon their actions. This may involve going to an adult in another part of the school. 'Time Out' from the playground may involve the child going to the patio or a central part of the school during a break or lunchtime, as above.
- e) Removal, by the teacher, of privileges, such as Golden Time or Buddy Time.
- f) The Head Teacher may remove playtime and lunchtime privileges.
- g) A child may be sent to explain their actions to the Head Teacher or Senior Teacher.
- h) There may be informal discussions between class teacher or Head Teacher and parents for example via a telephone conversation.
- i) Should the behaviour not improve or a misdemeanour reoccurs, a letter is sent from the Head Teacher to the parent about the misdemeanour and the consequence incurred.
- j) Some children may need to go "On Report" whereby the parent is kept informed through a Behaviour Report Card which is sent home each day.
- k) The need may arise for formal discussions between the parent and Head Teacher.
- l) Removal of significant privileges such as attending school trips may be necessary.
- m) In extreme circumstances internal exclusions lunchtime exclusions or fixed term exclusions by the Head Teacher (or his/her representatives) may be the outcome.

Records of behavioural incidents are recorded on CPOMS so that individual behaviour logs can be monitored and patterns of behaviour addressed quickly. The Chair of Governors monitors CPOMS regularly is aware of circumstances pertaining to particular pupils. In cases of serious behavioural issues, a Behaviour Improvement Plan may be implemented, with the pupil fully involved in the target setting and the criteria for success. The Chair of Governors will be made aware of this plan.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Records of incidents are kept over time so that patterns of bullying can be identified and dealt with immediately. Parents will be notified of any bullying issues concerning their child. Likewise, if a parent feels their child is being bullied we ask that they contact school immediately.

The Use of Force

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

Use of reasonable force

This section of the school behaviour policy should be read in conjunction with the following guidance:

DFE Use of Reasonable Force. A summary for Head Teachers, staff and governing bodies (Appendix C)

At St Joseph's School reasonable force can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Force cannot and will not be used as a punishment. It is always unlawful to use force as a punishment.

Should staff need to use reasonable force the guidance on appropriate restraint techniques in the DFE guidance (Appendix C) will be followed at all times.

All staff will be appropriately trained and will strictly adhere to the school's positive handling policy.

Parents will be informed should reasonable force be used on their child.

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - Pupil's behaviour and level of risk presented at the time of the incident
 - Degree of force used
 - Effect on the pupil or member of staff and
 - The child's age.

What happens if a pupil complains when force is used on them?

Refer to page 7/8 DFE Guidance (Appendix C)

Other physical contact with pupils

All staff should follow safeguarding guidance in the Safer Working Practices document and refer also to Section 9 of the DFE Guidance (Appendix E)

In addition to the general power to use reasonable force Head Teachers and authorised staff can use such force as is reasonable to conduct a search and to confiscate, retain or dispose of a pupil's property. (Refer to DFE Guidance Appendix C page 8) See also the associated link for the power to search without consent for weapons, knives, alcohol, drugs or stolen items.)

At St Joseph's School, Senior Leaders are the authorised staff who can conduct a search.

Should any weapons or knives be found they must always be handed over to the Police.

Senior Leaders will decide if and when to return other confiscated items.

The role of teaching staff

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Teaching staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Teaching staff treat each child fairly, and enforces the classroom code consistently. All adults treat all children in school with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the inclusion manager and the Head Teacher.

The class teacher liaises with the inclusion manager who in turn liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher and inclusion manager may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

The role of Lunchtime Assistants

The lunchtime assistants in our school have high expectations of the children with regard to behaviour and they strive to ensure all children follow the school rules to the best of their ability.

It is the responsibility of the lunchtime assistants to ensure that the school rules are enforced at lunchtime.

All occurrences of "Inappropriate Behaviour" must be reported to the Senior Lunchtime Supervisor.

Lunchtime Assistants will report significant incidents to the class teacher during hand-over time.

The Senior Lunchtime Supervisor will record the incident in the Lunchtime Behaviour Book and report to the Head Teacher.

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 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 their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour on CPOMS (Child Protection On-line Monitoring System)

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. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules on the school website, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate 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 to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, an appointment with the Head Teacher should be made to try to resolve the matter. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, 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 governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA 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 child or extend the exclusion period made by the Head Teacher.

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. (See A summary of the Governing Body's duties to review the Head Teacher's exclusion decision Appendix D).

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the Green Room for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

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 concerning incidents of misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime assistants give written details of any incident in an incident book held by the lunchtime supervisor.

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

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. 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.

APPENDIX A

School Rules

Be a good person who uses kind hands, kind feet and kind words.

Love to learn and try your best in all that you do.

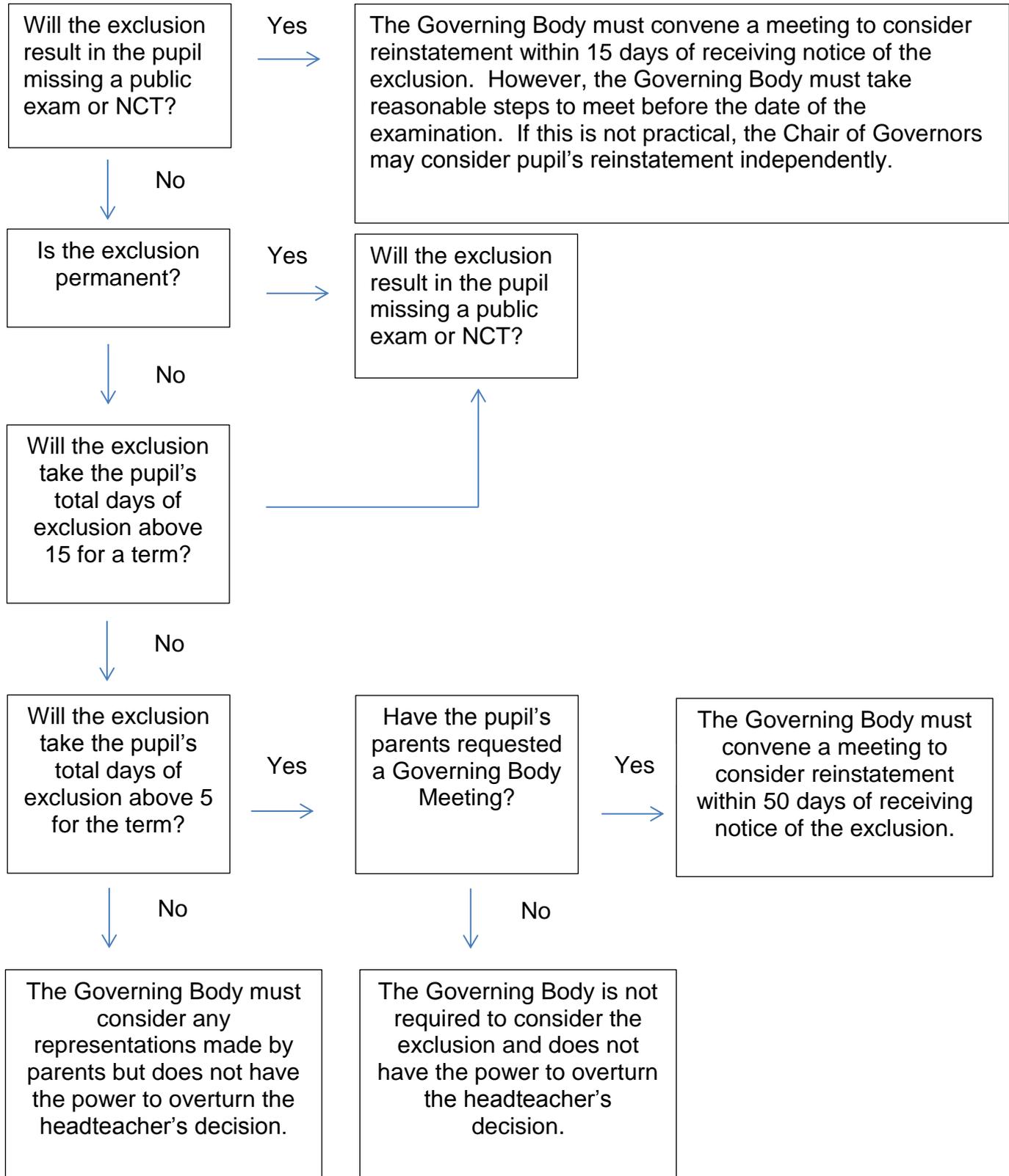
Act with courtesy and consideration and show respect at all times.

Do not tolerate bullying.

Walk sensibly and quietly around school.

APPENDIX D

A SUMMARY OF THE Governing Body’s duties to review the Headteacher’s exclusion decision



The Governing Body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean ‘school days’.