



Behaviour and Discipline Policy

St Joseph's is a **happy**, welcoming **community**, enriched by our **diversity**, where we strive to be **better than our best**.

A place where we **love** one another, love **learning**, love **Jesus** and **love life**.

Aims and Expectations

At St. Joseph's RC primary school we recognise that everyone is a unique person, created in the image of God. We recognise the diversity of personalities that form our school community and are therefore determined to ensure that we meet the educational needs of all our children. 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, Christian community whose values are built on mutual trust and respect for all. The school Behaviour and Discipline 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 provide an environment where:

- Everyone feels happy, safe and secure
- There is a calm purposeful atmosphere to support learning. We will work to ensure that all pupils can maximise their academic progress and their personal, social and spiritual development
- Good relationships are promoted, so that people can work together with the common purpose of helping everyone to learn
- Everyone can work together in an effective and considerate way
- Personal development, growth and understanding is fostered, enabling all children to participate fully in the life of the school and community
- Increased independence, self-motivation and self-discipline are encouraged so that each child learns to accept responsibility for their own behaviour, in all aspects of life
- Children develop the strength to be critical of negative attitudes and behaviour
- Success, Inclusion and self worth are valued
- Misbehaviour is dealt with in a reasonable, consistent and fair manner taking into account SEN, disability and the needs of vulnerable children

We treat all children fairly and apply this policy in a consistent manner.

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

We expect all pupils to respect the rights of other pupils and adults within school. We will not tolerate violence or threatening behaviour or abuse by pupils and parents. Should a parent not conduct himself/herself properly, we as a school may ban them from the school premises or take further action.

We consider that the attitude of all staff is crucial to the success of this policy. Staff are and must consider themselves responsible at all times for the behaviour of pupils within their charge.

Positive and Negative consequences

The success of any Behaviour and Discipline Policy also depends upon the corporate body of the school acting in unison. Various initiatives are used to regularly maintain an atmosphere of calm, praise, self-discipline and regulation.

St Joseph's School seeks to operate a 'Positive Discipline System' where children are encouraged to develop a positive attitude to themselves, others and school in an environment that encourages them with praise and both sets and recognises good example. We do this in a variety of ways:

- Quiet words and encouraging smiles
- Public praise in front of class, peers or whole school.
- Recognition of progress through visits to the Headteacher and/or Deputy Head.
- Special treats in recognition of success, achievement, improvement etc.
- Giving children responsibility i.e. Playground Buddies, Monitors.
- We distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Star of the Week Award in Key Stage 1
- Written comment on work or reports.
- Recognition of achievement at the end of term in Gold Award Assemblies
- Working with the School Council e.g. Playground Rules.
- Bringing visitors into school to promote ideas and give messages.
- Individual classes agreeing a code of conduct/class rules.
- PSHCE and other curriculum opportunities e.g. Buddies, Friendship Fixers
- School/Class Assemblies and Collective Worship Opportunities.
- Provision of Out of Hours Activities.
- Quality learning experiences by making learning fun.
- Pupil interaction in their learning.
- Variety of teaching strategies.
- Provision of a broad and balanced curriculum.

- Making our school a visual celebration of success and purpose.
- Involving parents in the work of the school.
- Valuing everything we do as a school together.

Our list of ways of promoting good behaviour is not exhaustive. To achieve a high level of personal growth and self-development requires all within our school community to work together for the common goal.

The school acknowledges all the efforts and achievements of children both in and out of school.

Unacceptable Behaviour

Despite our best efforts, there are occasions where children let themselves down. This has an impact on their families, friends, teachers and school. It is very important that children must be aware of the consequences of unacceptable behaviour.

This should include:

- Understanding what he/she has done wrong
- Talk with the staff member about the possible consequences of his/her behaviour.
- Listening and responding to advice given by staff member.
- Making peace and working successfully with someone to rebuild bridges.

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

Behaviour outside of school

Pupil's behaviour outside of school – for example on school visits, school sports' fixtures etc. is subject to St Joseph's Behaviour and Discipline Policy. For behaviour outside of school, but not on school business, the Head Teacher may impose sanctions or exclude a pupil where there is a clear link between that behaviour and maintaining good behaviour and discipline among the community of St Joseph's.

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. These include:

- Completing tasks at break times or lunchtimes.. Pupils **must** be supervised on these occasions.
- Verbal reprimand/warning
- Time out from play or a classroom activity (children should never be given 'time out' from the classroom unsupervised and this sanction should only be used for serious misdemeanours).
 - Time out sanctions should only be given for a few minutes, as appropriate to the age and understanding of pupils, and staff must always be mindful of weather conditions.
 - Staff will implement a red/yellow card system, so that pupils have an opportunity to change their behaviour.
- Sanction to suit the offence e.g. lack of effort in class would result in a sanction of missing some play to complete work
- Loss of privileges e.g. loss of playtime, with pupils supervised by an adult
- Writing a letter of apology explaining why things went wrong and saying 'sorry' to the victim(s)
- Removal from class for significantly disruptive behaviour, with the child sent to the Headteacher or Deputy Head
- Discussion with the Headteacher or Deputy Head for persistent inappropriate behaviour
- Staff member contacts parents to discuss behaviour.
- Headteacher formally writes to parents requesting meeting to discuss joint action
- Child placed on report to monitor behaviour – copy sent regularly to parents
- Fixed term exclusion from school in line with Local Authority Policy
- Permanent exclusion from school in line with Local Authority Policy

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 (see Anti Bullying Policy).

Attempts to impose prejudicial or extremist views on others will not be tolerated. If we discover any behaviour of an extremist nature or have any concerns about radicalisation of a pupil, action will be taken in line with our Tackling Extremism and Radicalisation Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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 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 positive handling of children.

All incidents, when restraint or positive handling is used, must be recorded as soon as possible in the Serious Incident Book, which will be kept by the Headteacher together with written statements of witness with the children's records and a letter sent home.

The information recorded will be:

Names of pupils involved

Time of the Incident

Place where the incident occurred

Names of staff or other authorised adults involved

The Role of the Class Teacher

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.

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

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 treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class 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 and applies consequences as follows:

- First/second verbal warning
- Child to stay behind briefly at the end of the lesson to discuss their behaviour with the teacher
- Loss of playtime (must be supervised)
- Withdrawal of privileges

- Depending on the nature of the behaviour, speak to parents
- Discuss behaviour with Headteacher or Deputy Head

However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher and/or Deputy Head. Serious incidents must always be reported to the Headteacher or Deputy Head.

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

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy, but at any point a letter may be sent home. The class teacher may also contact a parent through the Head teacher/ Deputy Head teacher if there is a serious case of misconduct or there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour.

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

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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 to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. 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 Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

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 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 Headteacher (or the acting 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. This may be on a fixed term or permanent basis. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, 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 the parents how to make any such appeal.

The Headteacher informs the Local Authority 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 pupil 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 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 governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Where a pupil is given a fixed period exclusion of duration of six school days or longer, the school will arrange suitable full-time educational provision from and including the sixth day of exclusion.

During the initial period of up to five school days, the parents of the excluded pupil must ensure that he or she is not present in a public area during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. The pupil may also be removed from the public place by the police and taken to designated premises. During this period the school will set work for the pupil to complete and mark it.

The school will ensure that parents are fully informed of their duties in the first five days and how the time might be used to address the pupil's problems, and what support will best help with pupil's reintegration into school at the end of the exclusion period. This will include arrangements for the pupil's reintegration interview with a parent of a pupil.

For pupils who have been excluded for more than five days within a term the Governing Body may decide to offer the parent a Contract that will be signed for 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.

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 variety of records of incidents of misbehaviour:

The class teacher keeps a record of those times when a child is removed from the class for a time out.

The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime assistants' feedback to class teachers, with serious misdemeanours referred to the Headteacher or Deputy Head.

The Headteacher keeps a record of any pupil 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.

Review

The Governing Body will review this policy annually. They 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.

Our Code of Conduct

Treat everyone at school with kindness and respect

Call others by their proper names

Keep your hands feet and objects to yourself

Be careful with other people's property

Keep our school tidy, clean and in good condition

Follow directions at all times

Work hard and always do your best

Walk quietly and sensibly around school

Line up sensibly, quickly and quietly when required (on the school yard, in classrooms and on corridors)

All staff are expected to comply fully with the school's Behaviour and Discipline Policy and all associated procedures. Failure to do so may be a disciplinary offence.

Review Date: Summer 2017

Next Review: Summer 2018