

# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

## **Behaviour and Discipline Policy**

### **Mission Statement**

**Together in faith we nurture, encourage and inspire each other to achieve excellence and become all that Jesus calls us to be**

### **Introduction**

It is a primary aim of our school that every member of the 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 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 provide an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour system is to promote good relationships so that all 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.

The school expects every member of the school community to behave in a considerate way towards others. This policy aims to ensure that behaviour does not inhibit learning or impede potential.

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. Self-discipline is encouraged and children are expected to assume increasing amounts of responsibility as they move up the school.

### **Aims**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

## **Our purpose is:-**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

## **1 Code of Conduct**

Our Code of Conduct is discussed and shared regularly with all pupils. Its aims are intended to be clear and understandable to all, and are set out below:

### **Take care of yourself**

### **Take care of others**

### **Take care of our school.**

The Code of Conduct is underpinned by Rights and Responsibilities which are applicable to all.

## **Rights and Responsibilities**

### **Rights**

To be respected  
To be heard  
To be believed  
To learn  
To be safe

### **Responsibilities**

To show respect  
To listen  
To tell the truth  
To allow teaching  
To take care

Our Code of Conduct and Rights and Responsibilities are displayed in all classrooms and in workspaces and corridors around school.

## **2. Reward System**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes.

Praise has a reinforcing and motivational role. It helps children know they are valued. Praise can be delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## **Rewards**

### **General**

- Favourable comments should be entered on pieces of children's work. They should show children how well they are doing and give clear guidance about how to improve.
- Children's School Annual Reports should comment favourably on good work, behaviour and attitude to, and involvement in school life.
- Children's work should be displayed as much as possible both in classrooms and corridors of the school.
- A child may be sent to the headteacher for commendation.
- Each day children from each class entering the Star Zone receive a Star Zone sticker.
- A phone call is made weekly by each class teacher to a child's parents /carers to celebrate a pupil's achievement or commend their behaviour or attitude.

- Recognition is given to success of differing kinds in assemblies
- One child from each Key Stage is chosen weekly to receive a special citizenship award. This will be linked to the school 'Value' of the month
- Opportunities to give children greater responsibility in school are fostered. Eg Play Leaders, Prefects, Buddies, School Council, Eco Council and Attendance Ambassadors.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### **Golden Assembly**

- Our weekly Golden Assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude. A child is chosen from each class for special recognition. In addition one child from each Key Stage is chosen weekly to receive a special citizenship award.

## **3. 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. Sanctions are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, key stage managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

### **Traffic Light System**

How does it work?

- All pupils begin the day in green (regardless of where they ended the previous day).
- If a child displays exceptional behaviour they move to the Star Zone and will receive a 'Star Zone' sticker at the end of the day.
- If a pupil misbehaves or acts in a way that is not safe, they will receive an initial verbal warning; if this behaviour continues they will be moved to amber.
- If this behaviour continues, they will move to red
- Once a pupil enters red they will lose 5 minutes from their next break time. This will be increased in increments of 5 minutes if poor behaviour continues.
- When a pupil has missed their allotted minutes of break time, they then return to green
- It is the class teacher's responsibility to ensure these sanctions are carried out.

### **Red Book**

Incidents of unacceptable behaviour that result in a child moving to red zone, will be recorded immediately in the Red Book. Each class teacher is responsible for recording entries in their class Red Book. Behaviour entries in the Red Book include:

- Non-accidental injury
- Accidental injury (caused by irresponsible behaviour)
- Unacceptable/inappropriate language including swearing
- Unacceptable/Inappropriate behaviour

The entry must be dated and details of the behaviour recorded. In addition the entry should indicate the type of behaviour from the list provided above.

For repeated entries in the Red Book the following sanctions will apply within the behaviour period (a half term):

1 <sup>st</sup> Entry:	Verbal warning
2 <sup>nd</sup> Entry	Parents will be informed
3 <sup>rd</sup> Entry	Discussion between pupil and key stage manager, and parents informed.
4 <sup>th</sup> Entry	Whole class exclusion (Half day)

## **Serious Incident Book**

### **Entries in the Serious Incident Book**

If a child is in the Red Book on more than 4 occasions within the behaviour period, this will result in an entry in the Serious Incident Book. Children who cause persistent or high levels of disruption will have their behaviour recorded in the Serious Incident Book.

Serious incidents of behaviour will be recorded directly in the Serious Incident Book. Examples of serious behaviours that will be recorded in the Serious Incident Book are recorded below but this list is not exhaustive.

- Bullying
- Discriminatory language or behaviour including racist and homophobic language
- Damage to school property or vandalism.
- Serious actual or threatened violence against another pupil or a member of staff;
- Serious verbal abuse of staff, including swearing.
- Continuous disrespect to any adult in school
- Spitting
- Leaving school without permission
- Stealing

Serious incidents need to be treated on an individual basis and the circumstances investigated. In some cases this may lead to a pupil being excluded from school (See Section 10 Fixed Term and Permanent Exclusions).

### **Sanctions**

1 <sup>st</sup> Entry	Warning and class exclusion: 1 day.
2 <sup>nd</sup> Entry	Warning and miss 5 playtimes
3 <sup>rd</sup> Entry	If a child is in the Serious Incident Book 3 times in any behaviour period (half term) parents will be invited into school to discuss their child's behaviour and an exclusion period may apply.

## **Use of Control**

There may be circumstances in school when staff are required to use reasonable force, for example to ensure the safety of children and staff, and to maintain order. School follows Department of Education guidance: "Use of Reasonable Force: - Advice for Headteachers, staff and governing bodies." May 2012.

## **4. Behaviour Support**

If behaviour persists over time:

- Achievable targets are identified for child's behaviour. Targets are discussed and agreed with parents. (Pastoral Support Plan; Behaviour Plans). Consider School Action of the Code of Practice.
- Support provided by Pastoral staff:
- Progress towards targets monitored and shared with child and parents.
- Progress discussed with Key Stage Manager and/or school SENCO.
- If no improvement consider informing and involving other agencies eg Behaviour Support Team, Educational Psychologist..
- Monitor and support progress towards targets. Discuss progress with SENCO and relevant agencies, parents and child.
- If no improvement consider statement of SEN.

## **5. Behaviour guidelines; - Strategies and Procedures**

### **Behaviour Strategies**

School implements a range of behaviour strategies, based on Read Write Inc approaches, including gestures to signify required behaviour or actions. These ensure clear expectations of behaviour and smooth and calm and orderly transitions between activities. These are outlined below:

- **Team stop** – Adult raises hand silently; all children raise hand in response. Adult waits until all have responded and all children are silent and attentive before an instruction is given. (Do not talk over children)
- **1,2,3** – Adult raises 1 finger at a time to indicate -1- Stand up; 2- Stand behind chair; 3: Move to where they are required to go.
- **My turn/Your turn:** 2 hands point to adult; 2 hands palms up open out to child.
- **Partner work:** - Talk to your partner - 2 hands point inwards fingers touching; Team stop; teacher chooses child to share response (negates need for hands up).

A 'no shouting' policy is in operation for all school staff and shouting must not be used as a management technique. However there may be occasions when it is necessary to use a raised voice (eg to be heard on the playground) or a strict tone of voice for emphasis. Staff should speak to children in a calm and considered manner. They must avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.

### **Breakfast Club/Lunchtimes/After School Clubs**

Staff on duty should follow school sanction procedures for managing behaviour. Incidents of behaviour should be noted and reported to the class teacher, or for serious incidents of behaviour, to the headteacher.

All the behaviour strategies outlined above should be applied to all aspects of school life and be used by all staff to ensure consistency of expectation and procedures:

Eg. Team stop should be used :

- To ensure attention of all children before an instruction is given.
- To signify end of break times
- To manage transition times between activities

1,2,3 instruction should be used to manage transitions between activities.

## **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked and praised.

## **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each key stage.

Staff on duty at the start of the day should be present on the playground by 8:45am, ready for when children arrive.

Staff on duty at playtimes must ensure they are on the yard for the start of play and before other classes are sent out. The class teacher or teaching assistant for each class is responsible for opening the door to the playground and for escorting their class on to the yard. Exit on to the playground must be orderly at all times with children lining up appropriately in their classes.

At playtimes all staff should be fully aware of playtime procedures, rules and sanctions and apply them consistently. When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Upon seeing the 'Team Stop' sign, children should stop what they are doing, stand still and remain quiet. The duty teacher will then call individual classes one at a time to walk quietly to line.

Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. Wet play activities should be provided for pupils. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that pupils are never left unsupervised.

## **Playground procedures**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised. A pass system for entry into school at playtime, including use of toilets must be in place with no more than 4 pupils in school at any one time. This is the responsibility of staff on duty.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used in the designated football area.

Any other behaviour at playtime should be dealt with by the teachers on duty in line with the school sanctions procedure, or reported to the headteacher (or a senior member of staff in headteacher's absence), according to severity or frequency. Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

## **6. The Role of the Teacher**

It is the responsibility of the teacher to establish consistent levels of acceptable behaviour with the support of parents, governors and management.

The 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.

Positive expectations and praise are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour.

The teacher treats each child fairly and applies the behaviour code consistently. The teacher treats all children in their class with respect and understanding.

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

The teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The teacher may, for example, discuss the needs of a child with the SENCO in the first instance, which may prompt referral for extra support to the Behaviour Support Team, for example

## **7. 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 has the responsibility for giving fixed term exclusions 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.

## **8. The Role of Parents**

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

We expect parents to support their child's learning, and to cooperate with the school as set out in the Home- School Agreement. Parents are required to sign the Home – School Agreement when their child joins St Joseph's as a sign of their commitment.

We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with children, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should discuss these with the headteacher. If parents still have concerns they should next discuss them with the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 9. 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 these into account when making decisions about matters of behaviour.

## 10. Fixed Term and Permanent Exclusions

Only the headteacher (or acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. School has a responsibility to provide education during the exclusion.

Extreme behaviour or serious incidents may result in exclusions at any time. Serious incidents need to be treated on an individual basis and the circumstances investigated. The decision to exclude is made by the headteacher. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

If the headteacher excludes a child, he/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 education authority and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The Governing Body has a discipline committee which is made up of at least 3 members. The committee considers any exclusion appeals on behalf of the governors.

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 by the LEA, and consider whether the child should be reinstated.

If the governor appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

*See DFE guidance*

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## **11. Monitoring and Review**

The headteacher monitors the effectiveness of this policy on a regular basis. She 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 misbehavior as outlined in this policy. These record systems also take account of any incidents that occur at playtimes and lunchtimes.

The headteacher keeps a record of any fixed term or permanent exclusions.

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

The governing body reviews this policy every two years. 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 may be improved.

Date: February 2019

Signature: