

Learning to love, loving to learn.



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

MISSION STATEMENT

At St Joseph's we share a vision that together we are the architects of the future, building lives on the firm foundations of the gospel.

Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.

The values and language of the UN Convention on the Rights of the Child are central to our ethos.

Introduction

At St Joseph's we believe that one of the many strengths of our school is the pastoral care the children receive from all the staff. This is reflected in the positive attitude and good behaviour of our pupils inside and outside the classroom.

St. Joseph's School aims to be a place where children learn and teachers teach, where all pupils have equal access to the National Curriculum and all aspects of school life, where all pupils will be free to learn without disruption, safe from threat, harm and injury in the classroom and the playground.

In order to achieve this, children must be fully aware of our expectations of acceptable behaviour. They must understand how positive behaviour is rewarded and unacceptable behaviour is sanctioned. **This must also be supported by the parents.**

We believe a successful partnership between parents and the school can bring out the best in children. Parents need to be kept informed of their child's good behaviour or be contacted at the start of any pattern of poor behaviour and to be involved in strategies to improve behaviour. Approachable and accessible staff will ensure that parents feel their concerns have been heard.

Rights and Responsibilities

We believe that children in our school have the right to learn, to be treated with respect and dignity and to exercise self-control. We place a high priority upon the development of self-discipline and self-control.

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Aims

1. To continue to maintain positive attitudes and good behaviour of our pupils.
2. For everyone at St. Joseph's School to have high standards and expectations of work and behaviour and for children to work to their full potential.
3. For all staff to take responsibility for children's behaviour around the school and in the classroom
4. For teachers to maintain a positive ethos, communicating in a clear and friendly manner, acting as role models.

School rules

St Joseph's is a happy school because:-

- We follow all instructions given by adults who work in our school.
- We keep our school clean, tidy and safe.
- We never hurt others by our actions or words.
- Name calling, teasing and bad language are totally unacceptable.

Through these rules we learn to treat others as we would like to be treated.

Class rules

These are agreed between the teacher and pupils of each class at the beginning of the Autumn Term. They are then written and displayed clearly in the classroom; these create a framework for good discipline and promote positive behaviour.

There are also health and safety rules and regulations which reflect legal requirements. These rules are clearly laid out in the Health and Safety Policy.

Acceptable and unacceptable behaviour will be discussed with the children and rules will be unambiguous and applied fairly and consistently. The school has developed its policy using the Assertive Discipline approach.

Rewards

Children need a calm and purposeful classroom atmosphere if they are to learn well. Effective teaching, designed to stimulate and engage pupils, helps maintain an orderly learning environment. Within this framework we aim to promote good behaviour through rewarding attentive listening, co-operation, effort, achievement, kindness and politeness.

Rewards for good behaviour include:-

- Verbal praise
- Stickers
- House points



- Certificates for children of the week
- Opportunities to show good work to others

We aim to discourage poor behaviour by ensuring that children understand that certain behaviour is unacceptable. We show them that misbehaviour is never condoned or allowed to disrupt the learning or safety of others. Children who misbehave will be reminded first then warned. Repeated misbehaviour will incur sanctions in line with the School Policy and will be consistently carried out.

Sanctions

Sanctions follow a step procedure depending on the severity of the misbehaviour include:

Classroom

Step 1: Reminder

Step 2: Time out in class (5 mins).

Time to reflect on inappropriateness of behaviour.

Step 3: Time out in paired class (10 mins).

Step 4: Phone call home, made by the child.

Step 5: Involvement of the Assistant Head teacher/ Headteacher

Following Step 5, Individual meetings maybe necessary with child and parent to:

- discuss targets for a " Behaviour Contract"
- arrange follow up meetings to monitor progress towards targets.

Playground

Step 1: Reminder

Step 2: Time out on designated bench [5 mins]

Step 3: Time out in the Hall [10 mins]

Step 4: Sent to the Assistant Headteacher to complete a behaviour journal.

Step 5: Involvement of the Headteacher

Following Step 5, Individual meetings maybe necessary with child and parent to:

- discuss targets for a " Behaviour Contract"



- arrange follow up meetings to monitor progress towards targets.

The following are considered serious incidents of misbehaviour:

- Threatening or bullying other children
- Intentional rudeness to adults
- Fighting
- Physically hurting other children
- Slamming doors
- Throwing or damaging property
- Temper tantrums
- Abusive language
- Swearing
- Stealing

If a child persistently behaves in this way parents will be contacted and a behaviour contract will be drawn up and ultimately the child may be excluded from school.

Exclusions

In an inclusive school exclusion is always the last resort, however the school reserves the right to exclude pupils whose behaviour is such that it infringes upon the rights of children to learn and play in a safe environment and upon the rights of adults to carry out their jobs. Exclusion may be for a fixed term or permanent. We always try to warn parents if we are considering excluding their child.

There is a legal process attached to permanent exclusions which enables parents to appeal against any decision to exclude their child permanently.

Dealing with Misbehaviour

St. Joseph's School seeks to minimise the levels of disruption or distress associated with serious behavioural difficulties through responding quickly and calmly to incidents and using procedures that are clearly understood by all.

We recognise that a firm consistent and positive approach adopted by all adults in the school community is the key to establishing and maintaining good behaviour. In the classroom the class teacher or adult who is working with the child normally deals with misbehaviour. In other settings around the school misbehaviour should be dealt with by the adult who sees the incident and if necessary report it to the Class Teacher, Senior Teachers, Assistant Headteachers or Headteacher.

When dealing with misbehaviour adults should endeavour to:

- Give the benefit of the doubt



- Avoid confrontation
- Allow angry children to calm down and then speak to them
- Listen to what is being said
- Establish the facts
- Use raised voices sparingly
- Use punishments sparingly, avoid group punishments which penalise children who have not misbehaved
- Respect each child's dignity by avoiding a public spectacle
- Ensure that the child receives the message that it is his/her behaviour that is unacceptable and not the child himself/herself
- Judge only when certain and follow through incidents so that children experience fairness and consistency from staff and learn to take responsibility for their behaviour and make amends where appropriate.

Preventative Strategies

Children with behavioural problems may find the absence of their class teacher traumatic and become extremely disruptive. To avoid this happening, such a child may join the class of a teacher well known to him or her when the class teacher is away.

Children who have difficulty in managing their own behaviour may benefit from a short period out of class or out of the playground to "cool down." Children who fail to carry out their work in class through inattention, chattering or avoidance of the task may be helped by being sent, for a short time, to work in another class where they will be given minimal attention and expected to work independently.

Extreme Poor Behaviour

Dealing with children with marked behavioural difficulties can be a frustrating task. We recognise that staff may feel isolated, upset and discouraged when dealing with such behaviour and that they need active support from Senior Leaders and colleagues.

Early Identification and Provision for Pupils with Behavioural Difficulties

Even very young children may show patterns of extreme and unacceptable behaviour but whatever a child's age, early identification and intervention is likely to reduce the subsequent severity of behavioural difficulties. We recognise that learning difficulties may cause or exacerbate poor behaviour or conversely that behavioural difficulties may adversely affect the child's ability to learn.

Strategies May Include

- The early involvement of parents and assessing the child's needs according to the S.E.N. code of Practice.
- Drawing up a Provision Map in accordance with the Code of Practice to define clear targets based on close observations of the child. This should involve the



- parents, the child and other agencies as appropriate.
- Targets need to be motivating and achievable. We are aware that these children often find changes in routine and transition times particularly difficult and that therefore punctuality, predictability and consistency are extremely important in creating provision for children with these needs.

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Initiatives to build self-esteem and develop children's ability to manage their behaviour:

Stars of the Week

Each week two or more children from each class will receive a certificate from the Class teacher and a sticker from the Headteacher in recognition of their achievements.

This could be for displaying good behaviour or exceptionally good listening skills, great effort in class or simply excellence in a particular piece of work.

Circle Time

Improvement in a child's behaviour is more likely if the pupil's self-esteem is enhanced and if the pupil can be helped to recognise the effects of his or her own behaviour. Each class holds a circle time as and when required. The central aim of which is to build self-esteem and co-operation through games and discussion. Everyone is given time to contribute and the teacher adopts a facilitator role in order to encourage the sharing of ideas, re-solving difficulties and affirming positive behaviour.

Place2Be

Place2Be can offer support through one to one work with individual children on a short or long term basis. They can also offer group work through Circle time or Friendship groups. Parents too can be supported through the Place2Be Parent worker.

Equal Opportunities

We recognise that some pupils have great difficulty in behaving acceptably and so make heavy demands on school resources. In this way, they can disrupt the learning of their peers.

We firmly believe that these children have equal rights of access to the curriculum and we must not discriminate against them because of emotional and behavioural needs. We recognise that they have particular needs and require additional support to learn to behave appropriately in school. This will always entail the active support of their parents or carers. However all the children have a right to learn without disruption, the school rules provide a framework for this and they apply equally to all pupils, without exception.

Racism

Racism will not be tolerated and the same sanctions apply as for any other



harassment/bullying behaviour. We are a Catholic Community and as such, Catholic values permeate the life of the school;

- all are created in the image and likeness of God
- all are created equal in the eyes of the Lord.

Bullying

Every child has a right to learn in a safe environment free from bullying, harassment or violence. It is recognised that bullying is wrong and socially unacceptable and will not be tolerated in our learning environment by anyone.

Legal Responsibilities

Teachers and others responsible for the care of pupils must be aware of the following.

The role of the Headteacher in L.E.A. maintained schools:

Section 22 of the Education (2) Act 1986 requires the Head to determine and make known within the school measures which, for the pupils will promote self discipline and a proper regard for the authority, encourage good behaviour and respect for others secure an acceptable standard of behaviour and otherwise regulate the conduct of pupils.

The Governing Body

The Governing Body are charged with the implementation of a bullying/ behaviour policy through the Headteacher.

The Roles and Responsibilities of the Teacher

The teacher's duties include the maintenance of good order and discipline among the pupils and safeguard of their health and safety. These are duties required to ensure the efficient conduct of the education process and also to protect pupils against causing harm to themselves and/or others.

The teacher has a duty of care to exercise disciplinary control. It follows that if one pupil causes injury to another, the teacher may bear responsibility, if it can be shown that the injury occurred as a result of the teacher's failure to maintain order. Much will depend on the circumstances of the incident. Teachers cannot reasonably be expected to foresee every incident nor, of course, to be everywhere in the school premises at the same time. Further a teacher is not under any duty to run the risk of personal injury by, for example breaking up a fight, unless it can be done without the likelihood of harm to the teacher. Moreover, if the injured pupil was involved in misbehaviour, issues for contributory negligence may arise.

This Policy Document should be read in conjunction with the Single Equal Policy,

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Anti-Bullying Policy, Health and Safety Policy and Procedures, Safeguarding Policy and the DfE Keeping Children Safe in Education document. All available on the website or from the school office.

Monitoring and Evaluating the Effectiveness of our Policy

- Incident recording book which will be reviewed by the Headteacher
- Termly Headteacher's report to the Governors
- Annual review of policy

POLICY REVIEW TERM: ANNUAL

Policy reviewed: June 2017

Next review: June 2018