



**St. Joseph's Catholic Primary
School**

Behaviour Policy

Behaviour Policy Principles

St Joseph's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

Intent of the Behaviour Policy

To provide simple, practical procedures for staff and children that;

- Foster the belief that there are no 'bad' children, just 'bad choices';
- Encourage children to recognise that they can and should make 'good' choices;
- Recognise and share what expected behaviour looks like;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention

Aims of the Behaviour Policy

- To provide a safe, comfortable and caring environment where everyone can learn well;
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

All staff will:

- Meet and greet children at the start of the day
- Demonstrate a calm and caring approach
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules

The Headteacher and The Senior Leadership Team will:

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, house points/dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)

- Inform school about any issues at home that might affect a child’s learning or behaviour

A Consistent Approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want adults to:

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Rules

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are;

- ❖ **Be Ready – Show a positive attitude towards our learning**
- ❖ **Be Respectful – Be kind and respectful to others**
- ❖ **Be Safe – Look after each other, the school and its environment (not putting yourself or others at risk by your actions)**

Recognition and Rewards for Good Behaviour and Effort

We recognise and reward children who adhere to our expectations

	Steps	Actions
1	Daily Positive praise	Dojo Points & House Points Stickers
2	Weekly	VIP Time – with Headteacher
3	Bronze award	5 VIP bands per term – certificate received
4	Silver award	7 VIP bands per term – certificate received & extra playtime
5	Gold award	A VIP band every week of the term – certificate received and special celebration with Headteacher

Sanctions for Poor Behaviour Choices and Effort

We expect that poor choices have a consequence

	Steps	Actions
1	Reminder	A reminder of the school rule (e.g. be ready, respectful, safe) or the requirement (I needed you to...) delivered privately. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Reminder of the requirement. Use the phrase 'Think carefully about your next step.'
3	Last chance	Speak to the child privately and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
4	Time out	Time out might be a short time out outside the room in the 'safe place', on the 'thinking spot' in the classroom or by the railings or wall in the playground. It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.
5	Repair	This might be a quick chat at break time or a more formal meeting e.g. held at lunch time (Restorative conversation) The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.
6	Extended Time Out	For more serious incidents children may need to be removed from class for a longer period of time/ for up to one lesson. Children will be sent either to a Buddy Class, the Phase Leader or a member of SLT depending on the severity. Children will be given work to complete whilst out of class. All incidents leading to Extended Time Out will be recorded on Safeguard.
7	Pastoral Support Programme	A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals
8	Exclusion (see information below)	Parents informed firstly by telephone and then confirmed by letter. Internal exclusion (for one day) <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • Lunch taken with another key stage. Suspension - Fixed Short Term Exclusion (up to 5 days per term) <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. Suspension - Fixed Long Term Exclusion (up to 45 days per year). <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. Permanent Exclusion <ul style="list-style-type: none"> • Child is removed from the school roll

Additional Consistency Guidelines for Staff

Movement in and around School

Fantastic Walking - All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

At play time,

Children will be escorted to and from the playground by an adult.

At the end of play time and lunch time children will be collected from the playground by the class teacher.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground or in to class during a wet play.

A minimum of three staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

Anti-Bullying Policy

Our school's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy compliments key elements of our behaviour policy. However, it should be clearly stated that St. Joseph's school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

Emotional Well-Being

All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour.

One in 10 children and young people aged 5 – 16 are diagnosed with mental health difficulties. St Joseph's works alongside the local authority provisions and CAMH's to ensure that we are promoting positive mental health and identifying any mental health issues at early stages.

As part of our ongoing commitment to mental health and wellbeing at St Joseph's we have a Licenced Thrive Practitioner in our school to support pupils in their emotional development as well as a Mental Health First Aider/Champion.

Racism, Sexism, Homophobia and other Diversity Incidents

What is a racist incident? A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident? A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief, in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to the Headteacher/Deputy Headteacher immediately. **All incidents should be logged on Safeguard.** The incident will be fully investigated and recorded – and where appropriate reported to the Trust/Local Authority. Governors are also kept informed of such incidents. Guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Health and Safety

As a school we believe the safety of our children is paramount and we will do all that is reasonably practical to promote and maintain high standards for the health, safety and welfare of our children.

Powers of Search

In St. Joseph’s Catholic Primary School, the powers of search have been delegated to:

The Executive Headteacher

The Headteacher

Power of Restraint/Use of Reasonable Force

All staff are expected to act reasonably to ensure the safety of a pupil or other pupils. Where episodes require more than minimal restraint the positive handling designated staff should be called to assist with the situation.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff must always inform a member of the SLT if restraint has taken place. A record is kept in a bound and numbered book and on Safeguard.

Suspension/Exclusion

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour
- Other incidents

A decision to exclude a pupil, either for a fixed period or permanently is seen as a **last resort** by the school while always bearing in mind our duty of care to pupils and staff. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.

Suspension (Fixed Term Exclusion)

A suspension will be used for the shortest time necessary to secure benefits without adverse educational consequences. Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

These could include:

- Discussion with the pupil
- Mentoring (adult support)

- Discussion with parents
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Internal exclusion
- Multi-agency Support

Suspension/Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

The Decision to Suspend/Exclude

If the Headteacher decides to suspend/exclude a pupil she will;

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents and invite them in to meet with the Headteacher
- Give the parents a letter confirming the reason for the suspension/exclusion, the length of the suspension and any terms or conditions agreed for the pupil's return.
- Ensure adequate work is set for the child to complete whilst suspended
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

Single Incident

Suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher/Deputy Headteacher will investigate the incident thoroughly, usually via the management team, and will consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Senior Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

Pupils Returning from a Suspension

All pupils returning from a suspension are required to attend a re-integration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension/exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with the EHT and Governing Body before enforcing it. As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour

The safety of the child will always be considered before a permanent exclusion is considered.

Notification of a Suspension/Exclusion

- 1) Parents will be notified as soon as possible of the decision to suspend/exclude a student and the reason for the exclusion. This will be done on the day of the suspension/exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
- 3) A pupil who has been suspended/excluded will have the reason for his/her suspension/exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following a suspension, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all suspensions the same day of the production of the letter, which they will receive a copy of; it will clearly outline the reasons for the suspension.

Appeals

All correspondence regarding a suspension/exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Review

The governing body will review this policy every three years.

Policy reviewed: September 2024

Next Review: September 2027

Appendix 1

Additional details

Stage 5 – The restorative meeting

The meeting can be formal or informal and will be held once events have settled and the child is calm.

1. What happened? Staff will always speak to more than one individual.

Five further questions are enough. Choose from the suggestions below to try. As you address each question together remember that in between your truth and their truth is THE truth.

2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
- 6. How have they been affected?**
7. What should we do to put things right?
8. How can we do things differently in the future?

Stage 6 – Extended Time Out

This should last for no longer than one lesson. Children must be accompanied by an adult when being sent to another class, with clear instructions about the work that should be completed whilst they are in a different class. All periods of Extended Time Out must be recorded on Safeguard.

Stage 8 – External Suspension/Exclusion

Suspension/Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible