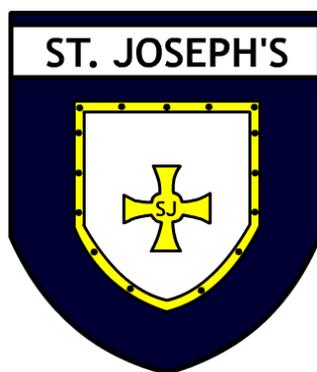


# St Joseph's Catholic Primary School

## Behaviour Policy



'We are all God's children  
and will try to live, love, work and  
serve as Jesus taught us.'

Approved by the staff and Governing Body: 31<sup>st</sup> January 2017  
Next Review Date: Spring 2020

# St Joseph's Catholic Primary School

## Behaviour Policy

‘We are all God’s children and will try to live, love, work and serve as Jesus taught us.’

Underlying all we do in school is our Mission Statement. This guides us in how we teach and relate to the pupils in our care. It sets out what we hope to achieve. Our Behaviour Policy, like all other school policies, will stem from the Mission Statement.

In the area of behaviour our specific aims are:

- to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life
- to provide an environment in which the dignity of each person as a child of God is recognised and developed

### Guiding principles

The school's Behaviour Policy rests on the following principles,

- to encourage children to value and respect all those whose work is connected with the school and to treat them with courtesy and consideration;
- to promote sharing, love and forgiveness between individuals, in accordance with Christ's teaching;
- to endeavour to create a rich learning environment in which each child is able to achieve the highest possible standards in work and behaviour;
- to develop pupils', awareness of the local community and the wider world and to be aware of issues of justice and peace;
- to involve parents in an effective partnership with the school and their children's education.

Ultimately every child should feel valued as an individual with a unique contribution to make; this to be fostered by positive encouragement and guidance.

### For this to be achieved staff should endeavour to;

- remember that pupils see adults as role models, and they will be constantly learning appropriate responses for interactions within the school environment.
- need to be positive in their approach to children, providing opportunities for all to enjoy success. Negativism leads to conflict and confrontation.
- be courteous, polite and considerate towards the children. This is the recognition that we are a strong role model for our children and as such must display the behaviour and attitudes that we would hope to see in the children.
- be relaxed with a sense of fun, but also firm and fair in dealing with all children.
- be alert to racism and avoid stereotyping and sexism.
- avoid humiliating children.
- take responsibility for all pupils' behaviour and not just those they are immediately responsible for.
- be approachable, tolerant and professional in their dealings with children. There needs to be continuity and a common approach in dealing with problems.

## **Code of Behaviour**

At St. Joseph's Catholic Primary School we recognise that inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and that teachers have a right to teach. No-one should be prevented from learning by the poor behaviour of others.

### **Golden Rules for everyone at St Joseph's**

These rules are simple and are designed to create a calm, happy and safe atmosphere.

1. Everyone has the right to learn
2. Everyone has the right to be respected
3. Everyone has the right to feel safe

The Golden Rules are widely publicised at St Joseph's and clearly set out principles that must be respected and adhered to. The Golden Rules are exemplified through each class' charter.

### **School Courtesy Code shown by children**

The Courtesy Code highlights the behaviours that stem from the Golden Rules and are expected of the children.

Do...

- smile and welcome visitors
- remember "please" and "thank you"
- walk quietly in school
- wait for a break in conversation, say "excuse me"
- let adults (and younger children) through the door first
- offer to hold doors open

This Courtesy Code is widely publicised at St Joseph's and clearly sets out principles that must be respected and adhered to.

We believe that each pupil should be given every opportunity to take responsibility for and to make a full contribution to improving behaviour in school. We must **all** have a collective commitment to this policy.

### **The importance of parents and carers in supporting this policy**

The school recognises parents as the prime educators of their children and so parents have a vital role in promoting good behaviour in school. Effective home/school liaison is very important. St Joseph's expects to be given the full support of parents in dealing with their child's behaviour.

We encourage parents to;

- keep us informed of behaviour difficulties they may be experiencing at home
- keep the school informed of issues which may affect their children

The school will endeavour to achieve good home/school liaison by;

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- involving parents at an early stage in any problems regarding learning or behaviour

### **Rewards and Sanctions**

The school offers a wide range of rewards and sanctions. These are progressive in order for children to have a higher reward to aim for, and for teachers to have further sanctions to apply. A list of the current rewards and sanctions available in the school can be found in Appendix A.

## **Screening, Searching and Confiscation**

Sometimes in schools there is occasion when staff believe that a child or children may have brought items into school which are dangerous or have the potential to be dangerous to the child or others. Further advice can be found on Screening, Searching and Confiscation – in “Behaviour and Discipline in School”, January 2016 .

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees. (the ability to consent may be influenced by the child’s age or other factors.)
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, when they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

## **Searching with Consent**

School staff can search pupils with their consent for any item which is banned by the school rules i.e. which is dangerous or has the potential to be dangerous to the child or to others. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag and for the pupil to agree. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour and should this be the case the teacher will follow the guidance in this policy for dealing with unacceptable behaviour.

## **Searching without Consent**

School staff can search pupils without their consent only if they have reasonable grounds for suspecting that a pupil is in possession of a prohibited item; knives or weapons, alcohol, illegal drugs and stolen items. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking out the item or they might notice a pupil behaving in a way that causes them to be suspicious. In this instance a member of the SLT should be informed and they should then take on the responsibility for conducting the search.

But:

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

## **Extent of the Search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves. ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks and bags.

A pupil’s possessions can only be searched in the presence of the pupil and another member of staff.

## **Confiscation of Items**

Following a search if any prohibited items are found they will be confiscated, retained or disposed of in accordance with the guidance in DFE publication:

‘Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies’. (See resources, appendix C)

## **Power to use reasonable force**

The legal provisions on school discipline provide members of staff with 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. Further advice can be found in ‘Use of Reasonable Force- advice for school leaders, staff and governing bodies’. (See resources, appendix C)

## **Anti-Bullying**

The lead person with responsibility for developing the anti-bullying section of this policy was a member of the school's senior leadership team.

### **1. Roles and responsibilities**

The lead person will:

- develop the policy in line with good practice
- ensure that agreed protocols are followed
- evaluate the progress the school is making in relation to the anti-bullying agenda

Class teachers are responsible for the day to day implementation of practices and they will:

- support the development of an appropriate culture within school
- support children who have experienced bullying
- respond to children who have bullied
- model appropriate, respectful behaviour

Children in this school will:

- embrace a culture that respects difference
- support children who have experienced bullying behaviours.
- model appropriate, respectful behaviour

Governors are responsible for monitoring the above

### **2. Participation**

At every stage in the development of this section of the policy recognition has been given to the importance of ownership. The children, staff, parents, governors and other members of the community have been involved in the development, implementation and evaluation of the policy.

A Behaviour Committee was assembled that included Key Stage 2 children who have been identified on the orange behaviour forms as suffering from, or demonstrating, bullying behaviour along with those who have not been named on orange behaviour forms. Their contributions appear throughout this policy.

### **3. The aims and objectives**

Our school asked children what they felt the purpose of an anti-bullying policy should be and they responded:

- To stop bullying
- Help children who are being bullied
- Help communication between parents, professionals, victims and bullies
- Make school a happy and enjoyable place
- To help you to tell people

The aims and objectives of this policy are to develop and maintain :

- a culture of respect where difference is valued
- a system of support for children who have been bullied
- a system of clear, fair and consistent responses to incidences of bullying

### **4. Defining bullying**

Our school asked children to define bullying and they responded that bullying is:

- 'People being nasty or doing nasty things to you'
- 'People picking on you and when you feel like the joke has gone too far'
- 'When someone has more power over you'

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".)

bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The school defines bullying as:

- Behaviour which is deliberately harmful
- Behaviour which is repeated over a period of time
- Behaviour which makes it difficult for those being bullied to defend themselves

There are four main types of bullying. They are:

- **Physical** for example, hitting, kicking, taking belongings
- **Verbal** for example, name calling, insulting, racist remarks
- **Indirect** for example, spreading unpleasant and hurtful remarks about someone
- **Exclusion** for example, excluding children from their friendship groups

This school recognises the harm caused by bullying 'beyond the school gates'. This may include *cyber-bullying*, which the school takes very seriously.

## 5. **Prevention**

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:

- a whole school emphasis on care for individuals, love of one another and respect for each other.
- every member of staff will listen to any child who has a problem, showing sensitivity and giving support and counselling to the bullied and bully to help prevent further incidents.
- the delivery of an appropriate curriculum, through PSHE following the Rainbow scheme of work, RE through God Matters, ensuring positive role models with protected characteristics in history, science and literature are included in curriculum planning
- talking to pupils about difference in assemblies, dedicated events and lessons.
- training for staff to ensure a knowledge about diversity and issues associated with bullying
- the modelling of appropriate respectful behaviour by staff, pupils and other members of the school community.

## 6. **Responding & Supporting**

Our school asked children about the type of support they receive at our school and they responded:

- Talking to a teaching assistant or dinner lady
- Put a letter in the 'worry box'
- Teacher talking to you when you put a note on her desk
- Our friends helping us
- Our teacher had a book
- Teaching assistants talk calmly to you but make it clear
- Parents brought in to talk, this helped
- Teachers using restorative justice with the person
- Follow up on reported incidents- has it stopped?
- Teachers checking up after playtimes
- Using the 'Friendship buddies' in the playground
- Using the 'Chill room' (ELSA) at lunchtime
- Masses, assemblies and liturgies
- Child line posters around the school
- Police when they come in to talk to us

## **7. Addressing incidents of bullying**

All accusations of bullying are taken seriously by staff and are investigated. The common elements of each response will include:-

- Listen to the child who has been bullied and identify the type of support they feel they need
- Listen to the child who has bullied and identify the type of support they need
- Apply disciplinary protocols consistently and fairly
- Carefully consider and decide upon the appropriate level of parental involvement for both parties
- Complete the schools recording forms and involve outside agencies (such as Educational Psychologists and Behaviour Support Service) as appropriate.

## **8. Reporting**

Our school has a clear system for gathering information about what is happening within school. All staff can complete a bullying incident log within our Child Protection On-line Management System. These incidents will be monitored by the staff member responsible for pupil welfare on a half termly basis. These incident logs are completed in every case where an incident is deemed to be bullying by the child involved, their parents or a member of staff. All children involved are tagged to the incident log for future monitoring.

## **9. Parental Involvement**

Parents may not be involved in minor incidents if the teacher and child(ren) feel confident that the problems have been resolved. However, if a child is distressed parents need to be consulted and appropriate actions considered.

Parents will be informed and consulted if incidents of bullying continue.

## **10. Evaluating**

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children and parents and not necessarily via a reduction in reported incidents.

Once bullying has been investigated and any necessary sanctions imposed the school will:

- make clear to the child what he or she must and must not do in the future, and what the consequences of a repeat offence will be;
- apply appropriate sanctions from the School's Behaviour Policy;
- monitor the situation at regular intervals by putting the child 'on report'. The child will report regularly to a member of the Senior Leadership Team.
- continue to monitor the situation carefully until the victim feels safe and the bullying has ceased;
- ensure a clear written account is kept of all stages in the process, and the relevant class teacher(s) is kept informed.

## **11. Resources**

Our school is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise we can talk to our link Educational Psychologist and the Behaviour Support Service who will support us with work in this area.

## **12. Celebrate**

Our school will report the results of evaluations of monitoring at staff meetings, school council meetings and governor meetings.

### **Safeguarding and Child Protection**

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children’s Services Social Care. They should also consider whether continuing disruptive behaviour might be the result of unmet educational and other needs. At this point the school will consider whether a multi-agency assessment is necessary.

The school will follow appropriate disciplinary action against pupils who are found to have made malicious accusations against school staff.

### **Equality**

Our school acknowledges its duties under the Equalities Act 2010 and all staff work to support the aims of our Single Equality Policy. (See school website)

***Behaviour Policy approved by the staff and Governing Body:***

## **APPENDIX A**

### **REWARDS SYSTEM- rewarding positive achievement**

#### **Informal Praise**

At St Joseph's we recognise that often the most effective reward for any child is instant recognition from a member of staff through words of praise and non-verbal communication, such as a smile. A class teacher may also on occasion choose the following;

- celebrating the child's achievement with others
- sending the child to the headteacher for praise
- inviting parents in to share the success
- displaying work in communal areas
- celebrating achievements through, for e.g., giving special responsibilities, stars, stickers, certificates

Such rewards are very effective and can have life long impact on a child.

#### **Formal Praise**

The school also has a more formal reward system that is primarily based around the house point system. On entry to school each child is placed in one of four houses:

St. Matthew	-	Red
St. Mark	-	Yellow
St. Luke	-	Blue
St. John	-	Green

As far as possible siblings are put into the same house.

#### **Awarding House points**

House points can be awarded by any member of staff – Support staff and supply teachers recommend house point awarding to the class teacher. Examples of things house points may be awarded for can be found below.

Generally children will be awarded **one house point** at a time. This may be for

- good behaviour beyond what the individual child would normally do
- evidence of good manners
- act of kindness
- extra effort towards a piece of homework
- full marks or improvement in a spelling or other test

Occasionally you may feel a child deserves **two house points**. For example

- an exceptional piece of work for the individual child
- a very good piece of homework, perhaps doing more than was asked for, possibly some additional research
- exceptional behaviour over a prolonged period of time
- showing friendship/care towards others – more than you would normally expect

When house points are awarded, particularly by staff other than the child's class teacher, they will be given a sticker as evidence. A record needs to be kept of how many house points each child is awarded.

House points count towards a child's individual collection and also to the overall house team collection.

## **Individual House Point Certificates**

There are four levels of awards:

Bronze	-	awarded after a child acquires	25 house points
Silver	-	awarded after a child acquires	75 house points
Gold	-	awarded after a child acquires	125 house points
Headteacher's-		awarded after a child acquires	175 house points

The total carries on at the end of each term. When a child has reached 175 they begin again and collect a second Bronze, Silver etc.

Bronze, Silver, Gold and Head teacher's Certificates will be presented at the Monday assembly.

## **House Team Competition**

The house points will go towards the team competition. The half termly tally being given out on the final Monday of half term's assembly and the cup presented to the winning team. The winning team for that half term will be given an extra 10 minutes extra play.

At the start of the next half term the running total is zeroed and points go towards the next half-termly total.

At the very end of the year the six half-termly totals are added together to find out the name of the overall House Points Champions. The winning team will be awarded the House Points Shield and a treat.

## **Golden Time**

*Golden Time* is an opportunity for staff to recognise those children who are regularly well behaved and give their best. All children start each week with a set amount of *Golden Time* however minutes may be deducted due to poor behaviour, attitude or effort. At the end of the week children then enjoy their *Golden Time* activities for whatever length of time they have left. In the spirit of reconciliation time can be earned back. *Golden Time* is adapted for the various phases in the school.

## **Green Cards - Raffle**

Green cards issued by teachers and teaching assistants in response to good behaviour will be exchanged for a raffle ticket in the headteacher's office for a raffle run during SLT celebration assembly once a fortnight.

## **Star of the Week**

In addition to the house points rewards system occasionally each class teacher is asked to nominate two 'Stars of the Week'.

## **Buxton Best Break**

The half-termly headteacher's reward is awarded to 2 children from each class by the class teachers. This entitles the holder to playtime with the headteacher on the play equipment in Waterman's Park, adjacent to the school.

## **Well done postcards**

Postcards may be sent home to mark a special achievement of a pupil which the school would like to celebrate with his/her parents.

## **Lunchtime Certificates**

Lunchtime assistants award stickers for good behaviour at lunchtimes. Every half term each Lunchtime member of staff awards one child with a certificate that is presented by the head teacher.

## **Time-out Bench**

If children need to cool off and time to reflect during playtime this is an option staff can use.

## **SANCTIONS- responding to inappropriate behaviour**

Sanctions should not be carried over to the next week except in exceptional circumstances. All sanctions should be regularly reviewed. The initial few sanctions are not listed in any specific order. Teachers are to use their professional judgement when deciding which to apply. Opportunities for reconciliation between those involved in an incident must be created, with a focus on the school's mission statement paramount.

### **Owing Time**

'Owing Time' is to be taken at playtimes. However it needs to be remembered, that children and staff need a break. This sanction is to be supervised by the class teacher with support as appropriate.

## **Recording**

Class teachers will note any behaviour incidence involving particular children and keep a copy in the class Individual Pupil Information File. This will provide evidence for any future actions, meetings with parents and subsequent class teachers. The SLT will record incidents dealt with and meetings with parents on a standard pro forma. Communication Slips - Slips used by lunchtime supervisors to inform teachers of behaviour over the lunchtime. This may be poor behaviour or not eating lunch etc.

## **Two-way Slips**

Two-way slips may also be given by the lunchtime assistant to the class teacher, or vice versa, at lunchtime to highlight any concern regarding the child. This highlights the partnership between lunchtime staff and class teachers, along with allowing the class teacher to maintain a wide understanding of how that child is developing while at St Joseph's.

## **Red Cards-Detentions**

Red cards issued by teachers and teaching assistants in response to incidents of poor behaviour will result in a morning break-time detention, where the child will complete a reflection activity.

## **Behaviour Target Card**

Behaviour Target Cards are kept by teachers and used to set behaviour targets and to give the child some responsibility in improving their behaviour. (See Appendix B) NB. In recognising that all situations are unique the teacher may wish to adapt the exemplar behaviour target card, remembering the importance of the target and recognition of success.

## **Buddy System (Time Out)**

We recognise that a limited time out of the class room in a pre arranged supervised environment can be of benefit, it is important to inform the other supervising teacher of the circumstances and to provide work.

## **Behaviour Contract**

Behaviour Contracts are to be negotiated with the children, teacher and parents if necessary.

## **Removal to another classroom**

A planned time out of the classroom, for example, for a lesson or part of the day can be an effective behaviour management tool. Occasionally a whole day may be deemed appropriate.

## **Fixed Term Exclusion**

A Fixed Term Exclusion is available to the Head teacher.

## **Permanent Exclusion**

As a final option permanent exclusion would be considered and where appropriate used. Exclusions Guidance will be followed. (See resources, appendix B)

## APPENDIX B

### Sanction Flow Chart- developed with staff March 2014

Level 1	Verbal warning
Level 2	Class sanctions initiated by class teacher or teaching assistant; A. Alter position in class B. Name on sad face etc C. Miss some playtime/ golden time D. Send to other teacher
Level 3	Red card leading to detention and SLT involvement Incidents at this level may involve informing parents
Level 4	After persistent detentions send child to headteacher. Parents asked into school to discuss the behaviour of their child Further sanctions could include: <ul style="list-style-type: none"><li>• use of isolation</li><li>• lunchtime jobs to help eg. cleaning, litter pick or weeding</li></ul>
Level 5	Outside agencies will be involved for additional support
Level 6	The exclusion procedure will be put into operation

We recognise children as individuals and the incidents that can arise can be wide ranging, the table above serves merely as a guideline and parents and members of staff may be involved at any stage.

## **APPENDIX C RESOURCES**

DfE Behaviour and Discipline in Schools Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89) Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00056-2011>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff>

The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.

[www.homeoffice.gov.uk/equalities/equality-act](http://www.homeoffice.gov.uk/equalities/equality-act)

The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate

[www.direct.gov.uk/en/CaringForSomeone/.../DG\\_10027594](http://www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594)