



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Love Jesus



Love Learning

Love Life

Good Behaviour Policy

Mission Statement

As a Catholic School it is our mission to provide a safe, nurturing and happy environment in which to educate our children to share their witness through Christian values; to instil a love of learning, of self and of others; enabling all to develop their God given gifts and to achieve their potential.

Principles Agreed by Governors June 14 & Jun 17
Policy Agreed Feb 20 Covid 19 Addendum added May 20

Governors' Statement of Behaviour Principles

One of the main purposes of our school is to ensure that the children learn how to treat themselves and those around them with respect, and with a sense of care and concern for the physical and emotional well being of their schoolmates. Our Mission Statements calls on us, *"To expect high standards of behaviour, courtesy and respect engendering a spirit of cooperation and tolerance within the school community."*

Jesus is our role model for behaviour and his teachings form the core of how people treat each other in St Joseph's School. We believe that promoting and highlighting positive behaviour is the best way to ensure that good behaviour prevails throughout the school. Good behaviour includes attitude to learning as well as interaction with others.

The School's Good Behaviour Policy is based on these Principles

It is the role of the headteacher and senior leadership team to ensure staff understand this policy and are supported in its consistent implementation.

All adults are responsible for managing behaviour around the school

Aims

The school should, along with the home and the parish, aid the development of children who:

- Are respectful towards their peers and to adults
- Have a positive self- image
- Are polite
- Are proud of their own achievement and celebrate those of others
- Can cooperate with friends and other peers
- Are knowledgeable about Jesus' teachings to love one another
- Are tolerant and kind
- Are motivated to do well in their learning
- Are sensitive to others' feelings, knowing how to forgive and be forgiven
- Are self-controlled
- Make an effort to have a positive effect on the lives of those around them
- Understand the harmful effects of bullying

Means to achieve our aims

- Notice and publicly praise children "being good"
- Include children in rule setting
- All adults in school to be positive role models in their own behaviour towards children and each other
- Establish effective Classroom Management routines which consistently demand good learning behaviours in lessons
- Teaching engaging lessons which reduce the likelihood of off-task behaviour
- Providing positive play opportunities at play and lunchtimes
- Monitors and buddies given the responsibility of being role models for younger children
- Inform parents when particularly pleased with a child's behaviour
- Through the curriculum including, but not limited to, God Matters lessons, Circle Time, PSHE (Personal Social and Health Education)
- Role-play and turn taking games
- Promoting good sportsmanship eg Shaking of hands after games
- Celebrate and reward children for general 'being good' ie Golden Time, green on traffic light system
- Recognition of Gospel Values being lived as a 'Witness of the Week'
- Securing parental involvement and support starting with the Home School Agreement

Traffic Light System

Each Class will have a visual 'Traffic Light System' to track children's level of behaviour. Each child will start each day on the expected behaviour of the green level. Exceptionally good behaviour will allow the child to move up to the gold level winning five house points. Gold level children will be recorded on the class behaviour monitoring sheets and acknowledged during celebration assemblies. Disruptive behaviour, a poor attitude to learning or failure to heed a warning will result in moving down to amber. Repeated offences will result in a further drop to the red level. On reaching this level options to the teacher are :

- the child may be sent to work in a different classroom
- the child may lose a playtime
- loss of a privilege

Parents will be informed by the teacher when a child has been moved to red on the same day the behaviour occurred. The behaviour records will be monitored by the deputy head-teacher and analysed by the SLT termly to identify future training needs to implement positive behaviour strategies and to identify if any pattern suggesting inequality can be seen.

Reward Systems

- Praise
- House points
- Pupil of the Week awards
- Witness of the Week recognition
- Movement up to Gold
- Going to see the Headteacher to celebrate exceptional good behaviour
- Letters and texts sent to parents recognising good behaviour

What to do when behaviour expectations are not met

- Emphasise previous positive behaviour when reprimanding bad behaviour
- Make it clear that it is the poor behaviour that you dislike, not the child
- Make it clear why the behaviour is not acceptable
- Make clear the positive behaviour you expect to see in the future
- Aim for reconciliation not retribution

Sanctions

- Movement down the traffic lights
- Task given which will encourage reflection upon the consequences of the poor behaviour shown eg a child who has upset another may be asked to write/ draw something about how their actions made somebody else feel
- Sent to another teacher to explain their actions
- Loss of playtimes
- Loss of extra-curricular privileges or other school based activity
- Conversation with parents at the end of the day
- Sent to a member of the SLT
- Sent to headteacher
- Internal seclusion.
- Exclusion

To be lawful, any punishment must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

Bullying

A separate Anti-Bullying Policy sets out our strategy for educating children about bullying and how to deal with bullying and alleged bullying incidents

Internal Seclusion

On occasion it may be necessary to keep a child separate from his or her peers. The room used will vary according to the age of the child and the behaviours he or she is likely to demonstrate whilst apart from the class. At least one member of staff will supervise the child. Furniture and resources will be managed to ensure all involved can be kept safe.

Exclusions

Exclusions can be for a fixed term (including just lunchtimes) or permanent. Exclusions will only be used in the most extreme of circumstances and will always be carried out according to the guidelines given in the Exclusion from maintained schools, academies and pupil referral units in England 2017

All exclusions must be imposed by the headteacher or whoever is acting in that role. No other member of staff may impose an exclusion. All exclusions will bear regard to, and follow, the Plymouth CAST Exclusion Protocol.

Support

- It is recognised that some children find being 'good' much harder than others. For these children liaison with the Special Educational Needs and Disabilities Coordinator (SENDCO) will result in Individual Behaviour Plans being put in place to help children overcome or at least manage their difficulties better.
- Legal duties as set out in the Equality Act 2010 will be followed in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- Some staff are trained as Emotional Learning Support Assistants (ELSAs) to support children experiencing difficulties including controlling their behaviour. This may be one-to-one support or through a nurture group.
- All staff are trained in the consistent implementation of this Good Behaviour Policy on induction and regular updates in implementation are given in staff training sessions.

- It is recognised that transition between key stages, classes and schools can be difficult for children with specific needs. Enhanced transitions are managed by the SENDCO to reduce the likelihood of difficulties being exacerbated due to transition
- Referral to the MAST (Multi Agency Support Team) will enable access to a range of external support aimed at addressing particular problems children are experiencing.

Department for Education Guidance

Staff should be aware of Government guidance (Behaviour and Discipline in Schools Jan 16) on issues that may arise when implementing this policy. Particularly relevant sections can be seen below.

Searching pupils

School staff can search **pupils** with their consent for any item.

Head teachers and **staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force

All **school 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.

Head teachers and **staff authorised by the head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

The school has a separate policy on the use of force to control or restrain pupils.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

Seclusion / isolation rooms

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

COVID 19 - Addendum

- Handwashing arrangements will be adhered to by all children at designated times throughout the day.
- Children may only socialise with other children within their bubble. This must still be done at a 2 metre distance wherever possible.
- Children must abide by the movement control measures in and around the school.

- Expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes have been shared with all children and children are expected to follow this guidance.
- Children must tell an adult if they are experiencing symptoms of coronavirus.
- There are strict rules about sharing any equipment or other items including drinking bottles. Children must not touch any possessions that are not allocated to them.
- Children will maintain their bubbles during lunchtimes and breaktimes. They will be directed as to which areas of the playground they are able to play in, and which equipment is available to use each day.
- Deliberately coughing or spitting at or towards any other person will not be tolerated. This type of behaviour will result in an exclusion.
- Children will continue to be rewarded in the same way as the behaviour policy suggests. Sanctions for behaviours mentioned in these bullet points will be imposed and will be at the discretion of the Headteacher or senior leader. If a type of behaviour, which would normally result in a sanction of spending time in another room, occurs parents will be contacted to agree appropriate sanctions and how re-occurrences can be avoided.
 - If a child's behaviour puts themselves, other children or staff at risk, they may face an exclusion.