***This is my commandment: “Love one another as I have loved you”***  John 15 vv. 9 to 12

**Environment**

At Saint Joseph’s Catholic Primary School, we aim to develop a happy and secure environment in which excellent standards of education, high moral values and acceptable behaviour will flourish.

We aim to have an awareness of the needs of others and to find time to make both adults and children feel valued within our secure and caring environment, which is founded on our core Christian values.

Each of these are represented with a learning gem;

Responsibility (diamond)

Courage (emerald)

Compassion (ruby)

Determination (sapphire)

Respect (topaz)

Co-operation (amethyst).

These values underpin our aims and are encouraged through all aspect of school life. We relate each to the Gospels and children who have keenly demonstrated any of these values, are recognised in our weekly Gospel assembly.

We have high expectations of how the children present themselves as well as their work, and therefore high standards of uniform are expected in line with the criteria set out in the school handbook. It is important that everyone takes pride in wearing the St Joseph’s uniform and represents the school in the best way possible.

All staff follow an agreed form of assertive discipline, where good things are praised, and negative behaviour is seen by adults and children alike, to be unacceptable.

We encourage a positive approach to both the social and academic curriculum, with mutual respect, genuine praise and an awareness of the needs and talents of others being paramount.

We agree that the importance of team work in approaching children’s behaviour can not be underestimated and therefore this policy will be upheld by all staff at St Joseph’s Catholic Primary School. A consistent approach to the management of rewards, sanctions, school rules, school ethos and behaviour within the classroom and throughout the school is essential for the successful implementation of this policy.

**Expectations**

The school is well known for its welcoming, caring and nurturing ethos and this has been achieved by the expectations we have of those who make up our community.

It is expected that the children at St Joseph’s will display high standards of behaviour and treat other people as they would wish to be treated themselves, with values which are built on mutual trust and respect for all.

We do have high expectations which can only be truly achieved with an effective partnership between, the school, the child and home. We are committed to ensure these partnerships are as strong as they can possibly be, so that children:

* arrive at school in time for a punctual start to the day
* are organised, with all the resources required for the day ahead e.g. homework, reading book, PE kit, packed lunch etc
* are well presented wearing full and correct uniform in line with school policy
* adhere to the school rules
* take responsibility for their own and other’s possessions
* listen respectfully and be polite and courteous
* follow instructions and ask when they are unsure
* persevere to do the best they can
* feel safe in a happy environment and therefore are able to go home happy

**Rewards**

Our school recognises and rewards good behaviour as we believe this will help to promote our ethos of kindness and compassion.

We praise and reward children for good behaviour in a variety of ways:

* positive verbal feedback
* house points
* Class DoJo points
* Written feedback following a piece of work
* Stickers and other classroom charts and schemes will reflect children’s progress
* Certificates and trophies are awarded in our celebration assembly at the end of each week
* Gems are awarded in our Gospel assembly to reflect those children being noticed for demonstrating our core values
* Sharing of achievements via newsletters
* Time may be given for free choice, parties, additional play time, class trips etc

Wherever possible children’s achievements are shared with parents either at pick up or via Class DoJo, which is the main method of communication between teachers and parents, as well as through newsletters and parents evenings.

The school also acknowledges all the efforts and achievements of children outside of school as well where children will bring in certificates to be presented to them in assembly.

**Sanctions**

There are times, when despite a uniform caring approach, sanctions will need to be introduced, in order to ensure a safe and positive learning environment. Any opportunity is taken to teach the children about making the right choices, learning from their mistakes and taking steps to put things right.

[***Acts 2:38***](https://www.kingjamesbibleonline.org/Acts-2-38/) *- Then Peter said unto them, “Repent, and be baptised every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost.”*

***Minor Incidents***

Most minor misdemeanours will be dealt with quietly and calmly at the time by the staff member present. Other instances of unacceptable behaviour (generally perceived as intruding on another’s well-being and/or being disruptive to the smooth running of the school) will be dealt with according to the following escalating series of sanctions:

A quiet reminder from the staff member, which will include guidance as to making the right choices with reference to our Mission Statement

If a child is not responding to the guidance from the member of staff, it may be advisable for the child to be moved to a seat where they become less distracted enabling them to become more focussed.

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As we expect children to always do their best, if it is deemed that they have not really tried, they may be asked to redo a task.

If behaviour deteriorates further or other incidents on the same day occur, the matter will be referred to the Headteacher and parents will be informed by the class teacher or Headteacher, to prevent the matter from escalating.

If this behaviour persists then an amount of time as deemed appropriate, of the scheduled 30 minutes structured golden time on Friday, will be taken away. This will be logged in the staffroom on a class list for class teachers to see and will be actioned at the end of that week.

Other members of staff are not authorised to speak directly to parents and will therefore need to feedback behavioural issues to the class teacher in the first instance.

Once parents have been spoken to regarding their child’s behaviour, it may be agreed to seek advice from other parties e.g. Parent Support Advisor.

It is of course our intention that any minor incidents are resolved promptly and effectively, however there may be the need to implement sanctions for more serious incidents.

***Serious Incidents***

By this we refer to incidents involving;

* Causing emotional harm to others using any form of verbal abuse, including offensive language (e.g. abuse based on ethnicity, colour, sexuality, gender or belief)
* Causing physical harm to others via; biting, spitting, hitting, punching, kicking, pushing
* Bullying or bullying behaviour
* Any form of sexual abuse.

All of the above will be deemed as serious and will be reported immediately to the Headteacher. The event will be recorded in the Behaviour Log where actions and outcomes, along with those involved, will be recorded. The Headteacher will adhere to the following Formal Sanctions.

***Formal Sanctions***

These will be used at the discretion of the Head Teacher and will be implemented with a sense of urgency so as to resolve a situation efficiently and effectively:

The Headteacher will speak directly to parents to inform them of the nature of the situation which has arisen and call them in to discuss an internal exclusion.

The pupil will be internally excluded, where they work in isolation, for an agreed length of time, appropriate to the incident. This would involve little interaction with other pupils and it is likely the child is based in the Headteacher’s office.

A further internal exclusion may be recommended but if all of the above have been exhausted, and the unacceptable behaviour continues, then the school may initiate an exclusion procedure. (see terms of exclusion)

A Behaviour Contract, may then be established in consultation with staff, parents, and pupil. This will involve the pupil being on a report card for up to 2 weeks, as they are re-integrated into class.

A review meeting will be held between, staff, child and parents once the child is off the report card, to close the matter.

At any point within this process, the Headteacher may seek the support from our Parent Support Advisor, and / or the Local Authority Behaviour Support team. All formal sanctions will be reported to the Governing Body.

Parents will be kept informed and involved in each stage.

If there is persistent failure to comply with the above requirements of the school or frequent disruption of lessons ensues, the Headteacher may consider the exclusion of a pupil.

The school will do all it can to prevent the need for a fixed term or permanent exclusion. However, it is recognised, that within the best interest of the child, and the safety of the school community, exclusion may be the appropriate and only option.

**Fixed-term and permanent exclusions**

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

If the Headteacher excludes a pupil, s/he 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 LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

The Governing Body convenes a discipline committee that is made up of between three and five untainted members. This 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 pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

**Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of repeated misbehaviour in. The class teacher records minor classroom incidents in a “concern” book. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes. Midday supervisors report any serious incidents to the Headteacher by completing a concern form and giving it to the Headteacher. All playground staff are able to recognise good behaviour via the range of school rewards as previously listed.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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.

Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents.

**Review**

The Governing Body reviews this policy annually. They 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 might be improved.

**The Role of the Class teacher**

It is the responsibility of the class teacher to ensure that the school values are enforced in their class, and that their class behaves in a responsible manner during lesson time and within the school building.

The class 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.

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

**The Role of the Teaching Assistant**

Our teaching assistants are valuable members of staff who are normally class based. They help to ensure that our anti-bullying and behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour, despite a range of positive strategies, the assistant will refer to the class teacher directly during the lesson or through a communication book.

**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 keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

**The Role of Parents**

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

We explain the school values in the school prospectus and home school agreement (see separate document), and we expect parents to read these and support them.

We expect parents to support their child’s learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by the Governors.

**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 this into account when making decisions about matters of behaviour.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This is done through a monitoring log and through the sample questionnaire or pupil conferencing which is done annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

**Arrangements for monitoring, evaluation and review**

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| **Responsible committee for monitoring & evaluation:** | Mission, Vision and Ethos Committee |
| **Policy reviewed by:** | FGB |
| **Policy review & approval date:** | 16th May 2019 |
| **Next review date:** | May 2020 |