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

**Behaviour Policy and Self Esteem Policy**



**‘Walking in the footsteps of Jesus, loving and serving together’**

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

# Introduction

Behaviour expectations at Saint Joseph’s Catholic Primary school stem from our school Mission Statement and by following a shared Code of Practice and consistent approach to behaviour management, this will continue to nurture the unique value of each member of our Christian Catholic Community.

**Our Aims**

* To create a happy, nurturing and safe environment with equal opportunities and consistently high expectations of behaviour founded on mutual respect
* To develop responsible attitudes towards themselves, and their school, local and global environment
* To develop personal moral values and demonstrate these through a sense of fairness, tolerance and respect towards others
* To develop and enhance relationships between all members of the school community through a shared understanding of human needs and emotional literacy. We achieve this through nurturing qualities such as self-restraint, care, patience, consideration, empathy, courtesy, forgiveness and reconciliation
* To develop behaviours that encourage pupils to value lifelong learning, such as self-confidence, resilience, collaboration, self-discipline and creativity
* To embrace regular opportunities to celebrate and value pupils’ achievements and aspirations within the community

**At St Joseph’s Catholic Primary School we believe that:**

* Children and young people want to behave well
* Behaviour can be a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
* With the right support and intervention, children and young people can learn to improve their behaviour and manage well
* Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
* All adults can learn strategies to support young people to improve their behaviour

## Adults can support the children and young people in our school by:

* The quality of our relationships with each other and them
* The quality of our provision
* A well-informed understanding of their needs
* The scaffolding we put in place
* Observation, evidence gathering and analysis – so that our interventions are well informed and planned
* Working in close partnership with parents and carers
* Investing time to allow children to practise and make mistakes

## The scaffolding consists of:

* Accessible modes of communication
* Clear and realistic expectations
* Rules
* Routines
* The language of choice
* Rewards and consequences
* Reparation wherever possible and appropriate
* Descriptive praise
* Fair and predictable responses to both negative and positive behaviour

## Behaviour and Communication

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately. Children with behaviour needs will need a personalised approach to behaviour management.

Children and young people can learn to improve their behaviour. Mistakes are part of the learning process. We don’t make a judgement about it – instead we support our children and young people to get it right. All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children’s behaviour based on a combination of personal and professional experiences and training and experiential learning. At St Joseph’s we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Teacher Mentors, Educational Psychologists, CAHMS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

## Adults can support children and young people by:

The quality of our relationships with each other and them

1. Our relationships with each other are supported and developed by our Staff Hand Book and Code of Conduct. This provides a framework to help us to provide good models of behaviour at all times for our children and young people.
2. The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:
	* Actively build trust and rapport – they have to be earned: they’re not given
	* We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
	* We treat children and young people with dignity and respect at all times eg by saying ‘thank you’; by communicating carefully and clearly. Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends
	* Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
	* Invest in your relationships with the children
	* Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
	* See things through eg consequences in place as a response to particular behaviours, both desirable and undesirable
	* Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
	* Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
	* Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
	* Name and manage your own emotional reactions to children and young people’s behaviour ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
	* It is important to resolve difficult feelings about children’s behaviour – it is unhelpful history. Focus instead on getting it right in the future
	* Quietly but firmly hold appropriate boundaries for the children and young people. Seek support from wider professional networks to problem-solve challenging behaviour
	* We are always respectful to children, we do not talk about them over their heads or in front of other children
	* We are non-judgemental about children’s life experiences, but we use evidence to inform our planning for them.

## Children’s Responsibilities are:

* To work to the best of their abilities, and allow others to do the same.
* To treat others with respect.
* To obey the instructions of the school staff
* To take care of property and the environment in and out of school.
* To co-operate with other children and adults
* To understand and apply the commitments we have made to each other

## The Parents’ Responsibilities Are:

* To make children aware of appropriate behaviour in all situations.
* To encourage independence and self-discipline.
* To show an interest in all that their child does in school.
* To foster good relationships with the school.
* To support the school in the implementation of this policy.
* To be aware of the school rules and expectations.
* To offer a framework for social education.

**Implementation**

St. Joseph’s Catholic Primary Governing Body and the Headteacher have overall responsibility for the implementation of this Behaviour policy. However, behaviour is regarded as a whole school issue and it requires a partnership between home and school. The policy is reviewed annually and shared with parents.

Our school provides children, staff and parents with consistent guidelines in the way positive behaviour will be rewarded and negative behaviour sanctioned (**Appendix 1**). All staff are expected to take a pro-active role in behaviour management and be consistent to the school’s agreed expectations (**Appendix 2**).

Shared values and expectations are recorded in the Home / School Agreement as a child joins the school community **(Appendix 3)**.

A key role of our leaders is to design a detailed vision of what the culture should look like for our school, focussing on social and academic conduct. Expectations must be as high as possible, for all. The culture is built with as much detail and clarity as possible and staff and students need to know how to achieve this, and what the culture looks like in practice from behaviour, in classrooms on the playground and in the corridor. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.

At St. Joseph’s Catholic Primary school, whilst high standards of behaviour are nurtured and expected, we are clear that in the case of inappropriate behaviour, it is the action that attracts disapproval and, if appropriate, a sanction, not the child. Children are valued as unique beings who develop an ability to make choices about behaviour. All members of the school community are encouraged to model positive examples of behaviour to others.

## The quality of our provision:

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

* Accurately assess the child or young person’s needs
* Plan to meet the child or young person’s needs
* Support the child to develop high levels of resilience and have high expectations for every child
* Support children and young people to develop high self- esteem, so that they believe that they can succeed
* Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
* Know what motivates each child or young person
* Where appropriate, include the children and young people in the target setting and evaluation process for outcomes measurement, using appropriate language and methods
* Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
* Praise the children and young people for their specific achievements, ie descriptive praise and do this often
* Actively teach the children and young people behaviour for learning.

## In practice in school:

* Children should be greeted each morning by a member of staff who wishes them all a good morning.
* Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the day, lessons should begin promptly.
* As children leave the classroom to enter Collective Worship, to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and, teaching assistants, should position themselves at the most suitable vantage point to support children with their behaviour.
* Play times and lunchtimes should be calm. Children should be encouraged to play and not to fight or bully others. All members of the school community support in the promotion of positive behaviour.
* At the end of the school day all children should be dismissed safely in a calm manner off the premises, ending the day with the right tone. Teachers and Senior Leaders ensure all the pupils leave school safely, especially our most vulnerable pupils.
* Good manners cost nothing and children, and grownups alike, should use them within the contexts of this school at all time.

Senior Leaders should be highly visible around the building to ensure that all these procedures are operative.

**Rules to support positive behaviour should be:**

* Few in number
* Agreed with children and young people using Jigsaw and our school values
* Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
* Stated in the positive – things we are going do
* Regularly referred to by all staff with children and young people
* Appropriate to the activity and developmental range
* Embed the school’s values and commitments
* Embed outstanding Spiritual, Moral Social and Cultural throughout the curriculum and school life

**Routines** support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don’t assume they know them. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

**Safeguarding – ‘Keeping ALL our children safe’**

Our school takes seriously its commitment to safeguarding its pupils and staff. This policy can be cross referenced to all those categorised within Safeguarding policies, including Child Protection policy, Anti-Bullying policy, Digital Safety policy, Safer Recruitment policy.

The overriding aim of our school is to teach and support children to behave with self-discipline (control and reflection) in all aspects of their lives. We recognise that this is a developmental process for which our school provides the necessary nurturing.

**Learning Behaviours**

We regard behaviour as being the actions and responses of each member of our school community. It is how we behave towards one another and how we treat our environment, which is founded on our core Christian values. We believe that each individual is responsible for his or her decisions making and therefore, behaviour. We believe that behaviour affects every academic and social programme designed to further a child’s development.

The school fosters certain social expectations –

* Values such as truth, honesty, kindness, politeness - Respect for self, others and the environment
* Self-confidence, self-discipline and self-control - Hard work and co-operation
* Sensible and appropriate behaviour

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 Celebration 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**

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 adopt a positive approach to behaviour, but at times, intervention may be required to ensure safety and group management. We have a clear set of guidelines for all staff dealing with inappropriate behaviour and ensure that due recognition is given to school policy and procedures.

Staff are completely committed to ensuring the well-being of all the children in their care. We recognise the need to create the conditions for positive behaviour and limit the situations where inappropriate or undesirable behaviour might occur. Staff use techniques such as circle time to enable pupils to express their views and air problems.

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 at 8.50am.
* 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:

* a smile
* positive verbal praise
* 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
* Share work / behaviour achievement: Praise from any member of staff, Headteacher –previous or future class teacher, TA, Subject Leaders, Office staff, MDSAs.
* Sharing of achievements via newsletters
* Time may be given for free choice, Golden Tickets at lunch time, additional play time, class trips etc
* Golden Tickets at lunch time are drawn from the box at the end of each term and the selected children spend time with the Headteacher on the last Friday of term for Hot chocolate Friday.

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.

## The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

## Language and communication:

* Increases children and young people’s sense of responsibility
* Regards mistakes as part of learning
* Removes the struggle for power
* Is positive
* Where appropriate, overtly links responsibility, choice and consequence
* Helps them to take responsibility
* Helps them to manage their own behaviour
* Increases their independence

## Consequences

It is important for our children and young people to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to a child.

It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

Reparation means repairing relationships, or ‘making good’ in some way. We believe that children and young people should always be given the opportunity to repair, and that they want to do this and to think about the effect of their behaviour on others.

Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Descriptive Praise If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg

*‘I liked the way you came the first time I asked.’*

*‘I noticed how kindly you supported \_S\_. Thank you.’ ‘Thank you for returning to the activity so promptly.’*

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school’s language. Descriptive praise supports behaviour for learning.

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.”*

**Reinforcing the expectations**

Consistently high expectations are the only high expectations that have long-term impact. School rules that are conveyed, but never enforced or required, are no rules at all, and students learn quickly the difference between what boundaries are supposed to exist, and which ones actually exist. All students need to meet the expectations set of them. Any one not meeting the expected standard must expect an intervention of some form, a reaction from the staff body. Any member of staff not maintaining these boundaries and expectations must be challenged, retrained or otherwise engaged to aim more closely to the standards expected.

**Children and young people with exceptional behavioural needs, emotional and behaviour difficulties**

Pupils who show signs of emotional and behavioural difficulties, which are not resolved by the general arrangements outlined in this policy, will be referred to the school based stages of the SEN Code of Practice and the school SENCO will be involved in co-ordinating appropriate provision. As appropriate, expertise from outside school such as the Educational Psychologist or Behaviour Support Team may be drawn upon. As part of the developmental response to a pupil’s difficulties, it may also be appropriate to consult Health and Social Services, which can help to meet the particular needs of pupils and their families and thus prevent an exclusion from the school in the future.

The majority of children and young people at the school behave and respond positively to our guidelines. However, some of our children and young people need additional support to learn to manage their behaviour. Some children may have experienced trauma from adverse childhood experiences Adverse Childhood Experiences A.C.E.) as well as toxic stress. A.C.E. can include physical and emotional abuse, neglect, caregiver’s mental health and violence. The more A.C.E.s a child experiences the more likely they are to display adverse behaviours (dip in performance, poor choices and attendance) from the toxic stress their body is under. This can lead to long lasting wear and tear on the body and brain.

We do this by:

* Build a positive relationship with the child.
* Start every new day as a new start
* We train staff to watch children’s behaviour and view this as a form of communication
* Take the time to listen to the child and identify their needs
* Working in line with this Policy
* Provide structure, consistency and routine
* Plan for change where possible
* Build on the child’s passions and interests
* Find the child’s safe place in the building
* Identifying who the child’s safe adult it
* Putting in additional scaffolding, tailored to the specific needs of each child or young person.
* Considering early help and referring to agencies through the Early Help Assessment process
* Multi-agency review
* Observations in a range of contexts
* Making the routines/strategies more detailed

**Peer on Peer abuse**

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. It is likely to include, but not limited to:

* bullying (including cyber bullying)
* gender based violence/sexual assaults
* sexting
* ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation or distress.
* initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy. Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the school’s pastoral system and the support will be regularly reviewed.

We minimise the risk of peer on peer abuse by providing:

a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.

established / publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child’s life.

**Sexual Harassment/Violence**

Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

* All incidents of sexual harassment or violence will be investigated.
* Will be reported to the safeguarding team.
* Staff will follow the safeguarding procedures set out in the safeguarding policy. (See Safeguarding Policy for further information)
* Parents will be informed.
* Additional lessons using Jigsaw and NSPCC resources relevant to the incident e.g. Use of the pants rule
* Pastoral support for the parties involved

**Bullying (including Cyber-bullying**)

There is no legal definition of bullying. However, it’s usually defined as behaviour that is:

* Repeated
* intended to hurt someone either physically or emotionally
* often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

* physical assault
* teasing
* making threats
* name calling
* cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger
* Racist and Religious Bullying
* Sexual, Sexist and Transphobic Bullying
* Homophobic Bullying
* Disablist Bullying

At St Joseph’s Catholic Primary School we:

* do not tolerate bullying
* will never ignore Bullying
* record all instances of bullying on CPOMS
* will inform parents and carers of bullying via telephone or in face to face contact
* address every instance of bullying, in line with the Anti-Bullying Policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
* will support children and young people to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.

## Discriminatory language/incidents

* Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school’s community
* They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
* They MUST be recorded appropriately on CPOMs, including all follow-up action
* Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other
* Further guidance is available in the school’s Equalities Policy which is available on request from the school and on the school website.
* Drawing up a Risk Assessment and Positive Behaviour Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
* Drawing on additional resources from beyond the school, eg CAHMS, EP support

Parental and family support, Special Educational Needs support

# Consequences Chart

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage** | **Behaviour** | **Consequences** | **Action/Managed by** |
| **Stage 1**Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time.LOW LEVEL  | * Low level disruption
* Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking.
* Pushing in the line.
* Walking around the classroom without permission.
* Bickering or squabbling.
* Telling tales/made up stories about others.
* Failing to complete the task set.
 | * Verbal reminder
 | * Restorative approach
* Use Restorative Questions
* Identify school value
* Name the behaviour
* Tell them what you expect - give example

**If persistent:*** See stage 2

**Managed by** class teacher, TA, MDSA. |
| **Stage 2**Behaviours do begin **to impinge on children's and****adult's rights** most often the right to learn.They are often behaviours that have **continued from stage one and sometimes require a period of time out**.PERSISTENT LOW LEVEL BEHAVIOUR | * Stage 1 behaviour **continues after adult intervention/ warning**
* Failing to complete the task set for the second time in a day
* Throwing a tantrum which does not endanger others, themselves or school property.
* Swearing at another child.
* Deliberately breaking school property.
 | * AMBER traffic light
* RED TRAFFIC LIGHT
* Miss **5 mins** break time by the wall
* **5 min** time out to partner class
* **Behaviour/ Report card** for persistent behaviour
 | * As above but in addition:
* Move child to **amber or red** on traffic light
* Children on RED complete **Stage 2 Form**

**If persistent:*** Class teacher to speak to parents at the end of the day
* Fill in **Behaviour/ Report card**

**Managed by** class teacher, TA, in consultation with HT/AHT |
| **Stage 3**These behaviours seriously impinge on children's and/or adult's rights, most often the **right to be safe.** | * Calling a child/adult racist/homophobic name.
* Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting.
* Fighting in the classroom or playground.
* Running out of the classroom during a lesson.
* Bullying (see anti-bullying policy)
 | * Miss **lunchtime**
* Miss **Golden/Free time** on Fridays
* **Behaviour/ Report card**
* for persistent behaviour
* Fixed term **internal exclusion** may be issued
 | * As above but in addition:
* Recorded on CPOMs
* with child (collected by learning mentor)
* SLT follow up with parents and teacher
* Fill in **Behaviour/ Report card for agreed time.**
* Fill in racist/homophobic incident on CPOMs

**If persistent:**Contact SENCO **Managed by** SLT |
| **Stage 4**Exclusions | See school's Exclusion Policy | * Child sent home.
 | * SLT to follow DFE and LA exclusion policy and guidelines

**Managed by** SLT & Chair of Governors. |

**Positive-handling of pupils/students**

Where physical intervention is required to keep a pupil/students safe the school will respond in line with the DfE guidance 'Use of reasonable force' July 2013 **(Appendix 4).**

As a school we may intervene to:-

* remove a disruptive pupil/student from the classroom where they have refused to follow an instruction to do so;
* prevent a pupil /student behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil/student leaving the classroom where allowing the pupil/student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil/student from attacking a member of staff or another pupil/student, or to stop a fight in the playground; and
* restrain a pupil/student at risk of harming themselves through physical outbursts.

All incidents of positive handling are recorded in the school’s bound book and reported to parents and carers.

Where pupils/students require regular handling and intervention a positive handling plan/de-escalation plan will be put in place. The pupil/student, together with the parents/carers will be involved in this process.

**Severe Behaviour Problems**

A severe behaviour problem is referred to as:

* Wilfully and persistently hurting through verbal and or physical assault
* Wilfully and persistently destroying property
* Aggressive acts of disobedience
* Wilfully and persistently disrupting learning

A pupil who over a period of time, continues to give concern will be put on an Individual Behaviour Plan in accordance with the Code of Practice. Expertise from Behaviour Support team, Educational Psychologist, Anger Management specialist etc. may be sought to advise the plan or work with the child directly. The parents/carers will be informed and expected to cooperate with the plan. In the case of a serious incident, the parents will be contacted and invited to the school as soon as possible in order to meet an appropriate resolution. Should the problem not be resolved, further action will be taken following the DfE / LA guidelines for Social Inclusion.

**Fixed-term and permanent exclusions**

Only the Headteacher has the authority 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, she 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, producing a termly Headteacher s report to Governors on behaviour, including any incidents of racism and bullying which will be recorded in the school log.

The school will also monitor judgements on behaviour annually with the School Improvement Advisor.

In line with LA guidelines, the school has a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as possible after the incident (unless doing so would be likely to result in significant harm to the pupil).

The class teacher records minor classroom incidents on a behaviour tracker chart. These are handed to the Headteacher.

A record is also kept of any incidents that occur at break or lunchtimes, a behaviour tracker chart. Midday supervisors report any serious incidents to the Headteacher by completing a CPOMs form and sending it to the Headteacher to investigate and take appropriate action. All playground staff are able to recognise positive 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 and Headteacher reviews this policy annually. This may be reviewed earlier than this, if the government introduces new regulations.

**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 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.

**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 ABCs and Behaviour tracker forms 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, 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 discussion cannot resolve the problem, a formal grievance or appeal process can be implemented by the Governors.

Parents are responsible for

* Parents are responsible for the behaviour of their child (ren) inside and outside of school in line with this policy and our home/ school agreement.
* Making the school aware of any concerns that may impact upon a child’s behaviour.
* Supporting the school’s mission statement and behaviour expectations.
* Modelling behaviour expectations through their own behaviour within the school grounds

 **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 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**

|  |  |
| --- | --- |
| Responsible committee for monitoring & evaluation: | Mission and Vision Committee |
| Policy reviewed by: | Mission and Vision Committee |
| Policy review & approval date: | FGB September 2021 |
| Next review date: | September 2022 |

**APPENDIX 1**

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

**Behaviour Systems – Expectations**

**Expected Behaviour towards Others in the School Community**

* Pupils must respect others and their property at all times.
* Pupils should learn to ‘take turns’ and not to interrupt others.
* When asked to undertake a task by an adult working in the school, pupils are expected to respond obediently.
* There should be a climate of mutual respect amongst all those working in the school community. Pupils must show the same degree of respect to teaching staff, teaching assistants and MDSAs. In return, all staff are expected to show the same level of respect towards pupils
* Everybody should be addressed by name in communication; pupils by their first names and adults by their title and surname.
* Pupils must be honest in their communication at all times. Pupils are encouraged to **‘Speak Up Now’** if they have a worry or concern about themselves or another person.
* Pupils should learn to take responsibility for their own words and actions – and the positive or negative impact on another person.

**Whole School Rules**

* At all times, pupils should aim to be take pride in themselves as ‘ambassadors for the school; i.e. Politeness and manners, uniform, presentation, work.
* At all times, pupils should respect and take pride in the school environment and property; i.e. free from litter, damage and graffiti
* Everyone should **walk** inside the building.
* A quiet working atmosphere should be maintained in the school buildings at all times.
* Pupils should enter and leave the building in an orderly manner.
* Everyone should ensure that the cloakrooms are kept tidy.
* Pupils should enter and leave the hall in silence at assembly times.
* Pupils should not stay inside the building at break times without the expressed permission of a member of staff and necessary supervision arrangements.
* No pupil should leave the school site without expressed permission from the appropriate authority.

**Class Rules**

Each class in the school will own a personalised set of rules which will have been formulated in consultation with the children at the start of the academic year; reflecting the Mission Statement and school values and should be displayed clearly and owned by all.

**Playground Rules**

* All pupils should play in designated areas in the playground. They should stand in silence after the bell is rung / whistle is blown.
* All children must line up at the end of break times.
* Children should seek the assistance of the member of staff on duty to resolve conflicts at lunchtime.
* Pupils must seek permission from an adult to go inside at playtime.

**APPENDIX 2**

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

**Staff Roles and Responsibility towards Behaviour Management**

**All staff** should consistently insist on the highest standards of behaviour and praise and encourage positive behaviour. School rules should be applied consistently and fairly when adults are dealing with incidents of misbehaviour within the school. They must emphasis the ‘DO’ element of rules, rather than ‘DON’T’. They must keep each other informed to ensure a holistic approach to pupil with particular behavioural challenges.

All staff must be positive role models and demonstrate the highest level of behaviour to the pupils in their charge. All staff should expect to give and receive respect, treating everyone on their individual merits.

**Class Teachers and Teaching Assistants**

We believe it is important for all class teachers and teaching assistants to take a pro-active role in behaviour management by:

* Establishing clear routines and writing positive class rules with the class on the first day of the new school year
* Displaying rules in the classroom and frequently remind the class of them
* Creating a positive and safe classroom environment where behaviour is managed without shouting or aggression
* Establishing clear expectations of appropriate behaviour in different situations / places e.g. Formal such as attending Mass or assembly, with visitors, with younger children, on trips, walking through town etc.
* Reinforcing desired behaviour through the PSHE curriculum, circle time and general class time.
* Regularly reinforcing general school rules
* Continually monitoring behaviour and identifying ‘hot spots’ in order to re-establish conditions for positive behaviour / eradicate opportunities for negative behaviour
* Communicating concerns with SENCo / HT / outside agencies in a timely manner
* Building a collaborative partnership with parents in managing individual behaviour concerns
* Ensuring all children have appropriate access to the curriculum
* Recording and monitoring behaviour concerns
* Employing strategies to build up pupils’ self esteem

**Midday Supervisory Assistants (MDSAs)**

We believe it is important for all MDSAs to take a pro-active role in behaviour management by:

* Following strategies outlined in this policy
* Modelling and encouraging pupils to play fairly and creatively
* Rewarding positive behaviour
* Communicating general concerns and individual behaviour problems to the class teacher and other MDSAs
* Liaising with Line Manager (School Business manager) or HT when incidents arise
* Contributing to school improvement through attending termly MDSA review meetings with Line manager / HT
* Undertaking such training as is provided (e.g. Child Protection, Behaviour Support)

**Playground Duty Staff**

We believe it is important for all teachers and TAs on playtime duty to take a pro-active role in behaviour management by:

* Dealing with minor incidents immediately
* Communicating problems which may continue into the classroom to the class teacher as soon as possible
* Reporting more serious incidents to the HT in the form of an ABC form.

**Headteacher**

We believe it is important for the Headteacher to take a pro-active role in behaviour management by:

* Monitoring the consistency of approach and effectiveness of behaviour management in the school
* Monitoring the consistency of approach and effectiveness of discipline in the school
* Developing collaborative partnerships with parents in managing of behaviour
* Manage more serious incidents of inappropriate behaviour appropriately
* Ensuring that any allegation of bullying is thoroughly explored as this behaviour is regarded as totally unacceptable
* Ensuring all avenues have been explored and safety issues considered before the sanctions of fixed term exclusion or permanent exclusion are used. Only the HT is able to exclude pupils.

**APPENDIX 3**

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

**For our Home School Agreement, please see our website or use the link below.**

<http://www.st-josephs-malmesbury.wilts.sch.uk>

**APPENDIX 4**

**DfE DOCUMENT: Use of Reasonable Force – Advice for Headteacher s,**

**Staff and Governing Bodies’ July 2013**

https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/444051/Use\_of\_reasonable\_force\_advice\_Reviewed\_July\_2015.pdf