

# St Joseph's Catholic Primary School, Malmesbury

## Behaviour Policy



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

St Joseph's Catholic Primary School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	October 2024
Policy published (including on website) (date):	14 <sup>th</sup> October 2024
Next review (date):	1 <sup>st</sup> September 2024

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Headteacher / Designated Safeguarding Lead	Mr Paul Bacon	01666 822331	pbacon@st-josephs-malmesbury.wilts.sch.uk
Deputy DSL(s) (DDSL)	Mrs Debbie Cambray-Smith	01666 822331	Debbie@st-josephs-malmesbury.wilts.sch.uk
SENDCo	Mrs Sharon Carpenter	01666 822331	senco@st-josephs-malmesbury.wilts.sch.uk
Nominated Governor for SEND	Mrs Kirsty Martin	01666 822331	KirstyMartin@st-josephs-malmesbury.wilts.sch.uk
Chair of Governors	Mrs Kirsty Martin	01666 822331	KirstyMartin@st-josephs-malmesbury.wilts.sch.uk
Disadvantaged Learner Lead	Mr Paul Bacon	01666 822331	pbacon@st-josephs-malmesbury.wilts.sch.uk
Designated Teacher for Looked After Children	Mr Paul Bacon	01666 822331	pbacon@st-josephs-malmesbury.wilts.sch.uk

<b>Senior Mental Health Lead</b> (non-mandatory)	Mr Paul Bacon	01666 822331	pbacon@st-josephs-malmsbury.wilts.sch.uk
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<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)</b>	
<b>Children’s Social Care referrals:</b>	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0300 456 0100
If you believe a child is <b>at immediate risk</b> of significant harm or injury, you <b>must</b> call the police on 999.	

## **Introduction**

As a school with foundations rooted in the Christian faith, St Joseph’s Catholic Primary School’s grounding virtues are Love and Kindness and our mission is that all associated with the school “Walk in the footsteps of Jesus, loving and serving together.”

These key elements underpin our approach to supporting positive behaviour choices. Through this, our goal is that we enable an inclusive environment where pupils and staff can learn, work and feel safe.

The aims of this policy are summarised through the school’s virtues in the following ways:

- Love and kindness**
  - Raise children’s self-worth and self-esteem so that they value themselves and others
  - Create a safe and welcoming environment for the children where all are safe and protected from harm.
  - Recognise the importance of empathy in supporting positive behaviour and in dealing with the consequences of actions
- Peace**
  - Ensure that our learning environment is consistent, calm and supportive of positive behaviour choices
  - Support children to have self-awareness and regulation so that they develop an ability to manage their own feelings.
- Aspiration**
  - Create an environment where all within the school community have a responsibility for enabling the school virtues to be a reality
- Resilience**
  - Ensure incidents are dealt with promptly and consistently and that staff persevere and work with children to enable positive behaviour choices
  - Nurture children to persevere in all that they do.
- Curiosity**
  - Understand, where applicable, the reasons for children’s behaviours and through this support children to take responsibility for their actions and make steps to more positive and proactive choices

- Respect**
  - Foster an environment where respect includes talking responsibility for ones actions and accepting that poor choices lead to consequences.
- Serving and giving**
  - Foster empathy and respect for all within the school community

We aim to fulfil our commitment to this by adhering to practice based on Department for Education (DfE) advisory guidance and documents. This guidance and associated documents includes:

- Suspension and Permanent Exclusion, including pupil movement - guidance for maintained schools and academies,
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school And on the following statutory documents:
- Special educational needs and disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education (2023)

Based on the above, all staff should be:

- Familiar with this Behaviour for Learning Policy and have an opportunity to contribute to its review.
- Involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

## Scope

This policy is consistent with all other policies adopted by the governing body and operates alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- Anti-Bullying Policy
- Children’s Anti-Bullying Statement
- On-line safety policy
- Staff and School Adult Behaviour Policy
- Health and Safety Policy
- SEND policy

### **This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

## Leadership

*‘The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves’.* Elton Report 1989

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors

provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- Curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- Training for staff about teaching strategies and approaches that build child competence to self-regulate and manage their own behaviour choices and responses.
- Policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teachers to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure:

- The health, safety and welfare of all children in the school.
- Records are kept of all reported serious incidents of misbehaviour and the actions taken.
- Staff are supported to implement the policy through training, monitoring and feedback.

## **Mandatory Procedures**

### **The consistent approach to supporting positive behaviour choices and self-regulation**

All staff understand the positive impact of certainty and consistency on children's view of the world. While children benefit from encountering different personalities within our staff team, each adult will retain a high level of predictability when responding to both positive and negative behaviour choices.

Staff will therefore ensure:

- Their interactions with children about behaviours will always focus on:
  - Behaviours that are helpful for the child more than those that are not.
  - What is happening now and expected in the future than about those in the past.
  - Signs of change more than indicators of "stuckness".
- Positive choices (by a group or individual) are highlighted described and discussed as "nudges" and as teaching and learning points.
- Escalating inappropriate behaviour choices are always managed calmly.
- Negative and harmful behaviour choices are dealt with consistently and quietly, away from peers.

### **Child on child abuse and bullying**

Inappropriate and harmful behaviours between children that are abusive in nature including physical, sexual or emotional abuse, exploitation, sexual harassment all forms of bullying, coercive control, hazing / initiation rituals between children and young people, both on and off line (including that which is within intimate personal relationships) is defined as child on child abuse.

Staff are vigilant to this and to incidents defined as bullying which can be a form of abuse, (see Anti-Bullying Policy and Children's Anti-Bullying Statement).

Where child on child abuse or bullying occurs, or is suspected, staff responses will take account of the needs of:

- The child being bullied or abused
- The child displaying the abusive or bullying behaviour
- Any bystanders
- The school as a whole.

All abusive behaviours and bullying are kept under regular review by the DSL team and SENDCo

## Procedures to support positive self-regulation and behaviour choices

Our school adults use a range of agreed verbal, non-verbal and tangible rewards / prompts to motivate self-regulation and positive behaviour choices.

All adults who interact with children:

- Set clear expectations about choices (positively phrased) and reference these within the learning space.
- Ensure rules, routines, learning habits and specific activities and rituals are mapped out for children who need an individual response.
- Encourage children to recognise and explore their motivation to self-regulate and follow the school's behaviour choice expectations.

To this end, whole school Golden Rules are displayed in each class and where appropriate negotiated, and adapted with the children. These rules are frequently revisited in Circle Times or PSHE.

### St Joseph's Catholic Primary School

#### Golden Rules for school happiness

*In St Joseph's Catholic Primary School, we walk in the Footsteps of Jesus by:*

- *Using kind words and actions.*
- *Being confident in our ability and resilient when things are hard.*
- *Celebrating the success of others and being modest in our own.*
- *Following instructions first time.*
- *Looking after all property.*



The School Golden Rules reflect the school's Catholic, Christian foundation and virtues. These virtues are as follows:

- Love and kindness
- Peace
- Aspiration
- Resilience
- Curiosity
- Respect
- Serving and giving

St Joseph's Catholic Primary School recognises and rewards positive behaviour choices as we believe this promotes our ethos of love and kindness.

We praise and reward children for **positive behaviour choices** in a variety of ways.

These include but is not exclusive to:

- 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 in our celebration assembly at the end of each week

- Sharing work / behaviour achievement:
- Seeking recognition from any member of staff, the headteacher and previous or future class teacher, TA, Subject Leaders, Office staff, MDSAs.
- Sharing achievements and “Wow Moments” via the school newsletters
- Time given for free choice
- Golden Tickets at lunch time and general behaviour
- Additional play time,
- Negotiated class trips or special events

The school’s headteacher and staff team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

**Procedures to respond to de-regulation and poor behaviour choices**

Children have the right fair and consistent responses to poor choices and disruptive learning behaviours. These responses and or consequences aim to encourage children to change the way they are choosing to behave whilst at the same time being consistent in any consequences that may be applied.

Our approach to improved self-regulation and positive behaviour choices is through a staged response that encourages reflection and opportunities to

Stage	Behaviour	Consequences	Action/Managed by
<p><b>Stage 1</b> Behaviours are positive and do not interfere with children’s right to be safe or right to learn and they happen for the first time.</p>	<ul style="list-style-type: none"> <li>• Behaviour is pro-social and enables the child and others to learn in a positive way</li> </ul>	Affirmation through the school’s reward system.	<p>Affirmation through the school’s reward system.</p> <p><b>Managed by</b> class teacher, TA, MDSA.</p>
<p><b>Stage 2</b> Behaviours do not interfere with children’s right to be safe or right to learn and they happen for the first time.</p> <p>LOW LEVEL</p>	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking.</li> <li>• Pushing in the line.</li> <li>• Walking around the classroom without permission.</li> <li>• Bickering or squabbling.</li> <li>• Telling tales/made up stories about others.</li> <li>• Failing to complete the task set.</li> </ul>	Verbal reminder	<ul style="list-style-type: none"> <li>• Restorative approach</li> <li>• Identify school value</li> <li>• Name the behaviour</li> <li>• Tell them what you expect - give example</li> </ul> <p><b>If persistent:</b></p> <ul style="list-style-type: none"> <li>• See stage 3</li> </ul> <p><b>Managed by</b> class teacher, TA, MDSA.</p>
<p><b>Stage 3</b> Behaviours do begin to impact on children’s and adult’s rights most often the right to learn.</p> <p>They are often behaviours that</p>	<ul style="list-style-type: none"> <li>• Stage 1 behaviour continues after adult intervention/ warning</li> <li>• Failing to complete the task set for the second time in a day</li> <li>• Throwing a tantrum which does not endanger others, themselves or school</li> </ul>	<p><b>All consequences are age and stage appropriate and may include for example:</b></p> <ul style="list-style-type: none"> <li>• Miss up to <b>5 mins</b> break time (standing by an adult)</li> <li>• <b>5 min</b> time out to</li> </ul>	<ul style="list-style-type: none"> <li>• As above but in addition:</li> </ul> <p><b>If persistent:</b></p> <ul style="list-style-type: none"> <li>• Class teacher to speak to parents at the end of the day</li> <li>• Fill in <b>Behaviour/ Report card</b></li> </ul>

Stage	Behaviour	Consequences	Action/Managed by
<p>have <b>continued from stage one and sometimes require a period of time out.</b></p> <p>PERSISTENT LOW LEVEL BEHAVIOUR</p>	<p>property.</p> <ul style="list-style-type: none"> <li>Using swear words</li> <li>Purposefully breaking school property.</li> </ul>	<p>partner class</p> <ul style="list-style-type: none"> <li><b>Behaviour/Report card</b> for persistent behaviour</li> </ul>	<ul style="list-style-type: none"> <li><b>Managed by</b> class teacher, TA, in consultation with HT/AHT</li> <li>To be put on CPOMs if behaviour is a change or out of character</li> </ul>
<p><b>Stage 4</b> These behaviours seriously impact on children's and/or adult's rights, most often the <b>right to be safe.</b></p>	<ul style="list-style-type: none"> <li>Calling a child/adult racist/homophobic name.</li> <li>Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting.</li> <li>Fighting in the classroom or playground.</li> <li>Running out of the classroom during a lesson.</li> <li>Bullying (see anti-bullying policy)</li> <li>Swearing at another child or adult.</li> </ul>	<p><b>All consequences are age and stage appropriate and may include for example:</b></p> <ul style="list-style-type: none"> <li>Withdrawal of privileges</li> <li><b>Behaviour/ Report card</b></li> <li>Reporting to parents or guardians</li> <li>For persistent behaviour or one off behaviours the school reserves the right to use fixed term internal exclusions/ suspensions</li> </ul>	<ul style="list-style-type: none"> <li>As above but in addition:</li> <li>Recorded on CPOMs</li> <li>SLT follow up with parents and teacher</li> <li>Fill in <b>Behaviour/ Report card for agreed time.</b></li> <li>Fill in racist/homophobic incident on CPOMs</li> </ul> <p>Contact HT through verbal and CPOMs</p> <ul style="list-style-type: none"> <li><b>Managed by</b> HT</li> </ul>
<p><b>Stage 5</b></p> <p>Sustained and extreme behaviour that impact on the safety and wellbeing of children and staff.</p>	<p>Continued and sustained incidents of/ or extreme uses of:</p> <ul style="list-style-type: none"> <li>Calling a child/adult racist/homophobic name.</li> <li>Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting.</li> <li>Fighting in the classroom or playground.</li> <li>Bullying (see anti-bullying policy)</li> </ul>	<ul style="list-style-type: none"> <li>See school's policy on fixed and permanent exclusion including in year fair access process.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to follow DFE and LA exclusion policy and guidelines</li> <li><b>Managed by</b> HT &amp; Chair of Governors.</li> </ul>

This approach aims to provide a consistent range of strategies and logical consequences to recognise and deal with inappropriate behaviour choices including bullying by children. In determining whether a consequence is 'logical' and 'reasonable', the following must be considered:

- The extent to which the consequence provides an opportunity for the child to rectify harm
- The extent to which the child has an opportunity to learn / rehearse different helpful behaviours
- Whether the consequence was a proportionate in the circumstances;
- Any special circumstances which are known to the person setting the consequence, including:
  - the child's age
  - any special educational needs or disability they may have

In line with our safeguarding policy, all staff consider / assess whether incidences of dangerous, bullying, withdrawn or disaffected behaviour may constitute a safeguarding concern and in particular “child on child abuse” for either the instigator or child subjected to that behaviour. Staff will always record and report accordingly using the school’s CPOMS reporting system.

The success of strategies and consequence used is monitored and reviewed within

- This policy’s annual review or as circumstances require
- Staff performance reviews
- Senior leadership team meetings
- School Improvement Meetings
- Individual child support plans where applicable.

## **Suspension and exclusion**

Suspension from St Joseph’s Catholic Primary School or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and Targeted Education support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community.

The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteachers considering the child’s age and stage of development. The headteacher will follow [government guidance](#) about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

In monitoring this behaviour policy, the headteacher will seek assurance that:

- No punishments are given that are ever degrading or humiliating;
- All rewards and consequences are applied fairly

## **The use of physical intervention**

Physical intervention is only used when all other options for de-escalating a conflict situation have failed. The school will follow the most up to date [government guidance](#) where the need to physically intervene is identified. Staff will always try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible.

The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child.

Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is to be carried out in such a way as to safeguard the pupil and staff’s wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

## **Searching pupils**

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees. This is normally undertaken by the headteacher or staff and by at least two staff members; at least one of the same gender as the child.

The headteacher and staff authorised by them can also search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous / unlawful, compromising or harming item on their person or in their bag / equipment.



The staff member must decide in each case what constitutes reasonable grounds for suspicion e.g. they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children' expectation of privacy increases as they get older.

Where staff search mobile devices, the child will be invited to unlock and share their device. Where the child refuses to do this the school will contact the parent or guardian or may contact the police if there is a suspicion of image sharing.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs
- alcohol
- pornography
- fireworks or flares

### **Pupils' conduct outside the School gates - teachers' powers.**

Teachers have a statutory power to discipline pupils for misbehaving outside of the School premises. *Section 89(5) of the Education and Inspections Act 2006* gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances '*to such extent as is reasonable*'.

Subject to the School's behaviour policy, the school may discipline a pupil for negative behaviour choices when the child is:

- Taking part in any school-organized or school-related activity
- Travelling to or from school
- Wearing School uniform or is in some other way identifiable as a pupil of the School.
- Mis-behaviour at any time, whether 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. This also includes but is not limited to online behaviour and conduct.

### **Teaching and the curriculum**

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development. This curriculum also aims to prepare them for the opportunities, responsibilities and experiences of life.

As a school, we provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The RSHE and PSHE and citizenship curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children' self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive self-regulation and behaviour choices within the classrooms and learning spaces.

Staff aim to do this by:

- Creating and maintaining a stimulating, orderly, calm and motivating environment that encourages children to be engaged in learning and contributing.
- Investing time and energy in building positive relationships with children. This may include:
  - Greeting children in the morning/at the start of teaching sessions.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
  - Highlighting and promoting prosocial behaviour.
  - Concluding the day positively.
- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.

We recognise teach and celebrate the value of **FREE**dom.

<b>Friendship</b>	As positive peer relationships are a key protective factor for all young people.
<b>Respect</b>	As a key feature of successful and esteemed members of our school and of wider society.
<b>Effort</b>	As a valuable learning habit for life; understanding that much can be achieved with sustained effort.
<b>Equality</b>	We treat and expect all community members to afford others their right to equal treatment.

'**FREE**' also articulates what we strive for our children to be:

- Free to achieve
- Free to have opinions
- Free to be themselves
- Free from the effects of intimidation
- Free from bullying and from low aspiration.

### **Child support systems:**

We regularly review the support available to those individual children identified as being at risk of disaffection.

The support offered includes:

- ELSA and Lego Therapy trained practitioners who can work on a 1-1 basis with individual children or work with small groups.
- Access to a Parent Support Advisor
- Access to alternative curriculum and provision where appropriate
- Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for children whose behaviour may be the result of trauma, a learning difficulty, a disability or a medical condition.
- Planned "Time Out" – Children who exhibit impulsive behaviour can be offered a Time Out card where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENCO / HT.
- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development.

### **Liaison with parents:**

We work closely with the parents to ensure consistency wherever possible in the approach to supporting and teaching self-regulation and positive behaviour.

We aim through our interactions with parents to help them to focus on examples of positive behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future. Parents as well as our children are given an opportunity to contribute to the review of this policy.

### **Managing transitions to the next stage of their education:**

We recognise that how children start and leave our school is a key indicator of

- Success with us
- Success at their next school

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children's social emotional and mental health needs.

We ensure children's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for children are shared on transition by the:

- Setting / school previously attended by the child.
- DSL/Pastoral lead in the next school when the child leaves us.

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the child.

In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

## **Training**

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area.

This includes training in:

- Positive behaviour management and restorative strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer on peer abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

### **Staff support**

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

## **Monitoring and review**

Governors ensure that child wellbeing is an agenda item for every full governing body meeting. The head teacher ensures that child welfare is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor for safeguarding meets the head teacher every term (six times a year) to monitor the effectiveness of this policy.

## Appendix A

Governors' written statement of behaviour principles are as follows:

### St Joseph's Catholic Primary School, Malmesbury



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

## Behaviour Principles Statement

The government requires the governing body to write a statement of behaviour principles and consult pupils, staff, and parents and carers. This statement is used to underpin school behaviour policies.

At St Joseph's Catholic Primary School we believe:

- Christ's teaching of love and compassion mean that kindness is the starting point for behaviour choices;
- That how we respond to situations is a choice and as such an individual is responsible for their choices and actions.

To this end:

- Everyone has the right to feel safe, valued and respected, and children should learn free from the disruption of others;
- Discrimination of any kind is not tolerated;
- All adults, including parents and carers, must set an excellent example to pupils at all times and behave as they would expect the children in their care to behave;
- Rewards, sanctions and reasonable force are used consistently and in line with the behaviour policy;
- The behaviour policy is understood by pupils, parents, governors and school staff;
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;
- Pupils are helped to take responsibility for their actions;
- Adults will take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.