

Behaviour, Care and Discipline Policy

Mission Statement

Jesus light our way on our faith journey.

Be our guide, our joy and our hope, as we learn, live, love and pray together.

Aims

- To develop Gospel values throughout the school in order to ensure a positive culture and relationships, that demonstrate and promote self-esteem and encourage self-discipline.
- To live out the values and virtues of the Catholic Church in our daily lives: Grateful and Generous, Attentive and Discerning, Compassionate and Loving, Faith-filled and Hopeful, Eloquent and Truthful, Learned and Wise, Curious and Active and Intentional and Prophetic.
- To create an environment which promotes, maintains and celebrates positive behaviour.
- To always celebrate good behaviour and to reward success.
- To ensure the safety and security of all the members of our school community within a caring ethos, whilst being sympathetic to the specific needs of individual children.
- The involvement of - pupils, home and school in implementing this policy.
- To ensure that leaders, staff and pupils don't tolerate bullying, abuse or discrimination and that if they do occur they are dealt with quickly, effectively and consistently.
- To equip our children with foundational behaviours that will let them thrive within and beyond our school as active citizens.

Objectives

To fulfil these aims, the following objectives are to be consistently implemented throughout the school:

1. All members of the school community and parents/carers understand the policy and take responsibility for ensuring that it is put into practice.
2. Rewards and sanctions to be uniformly applied across the school.
3. We will provide a purposeful, attractive learning environment, where the contribution of all is valued.
4. We will work with pupils, parents/carers, governors and outside agencies in following the correct procedures and protocols.
5. We will develop pupil's understanding of fundamental British Values including the appreciation of diversity and celebrating and promoting commonalities and differences through both our curriculum and culture.
6. All members of our school will demonstrate and expect respect of the school's culture and every individual in our school.
7. Staff and pupils consistently demonstrate a positive attitude to their education through positive behaviour.
8. All members of the school community have high expectations for pupil's behaviour and applies these expectations consistently and fairly.
9. For pupils who have specific, identified need we will provide additional support to help them achieve their potential whilst working within the culture of our school.

10. All pupils will be supported through their reintegration back into school following an extended period of time out of school due to COVID-19.

School Rules

1. We will treat everyone equally and consistently with respect and kindness by:
 - Listening to each other.
 - Speaking in nice/respectful voices to each other.
 - Treating others how we want to be treated.
 - Behaving how Jesus teaches us to.
2. We will value and respect our school environment and other people's property and belongings by looking after them and making the school a happy and safe place to be and learn.
3. Within our diverse school community we will value and celebrate our differences with a shared understanding that we are all made in the image and likeness of God.
4. As we know that God will forgive and forget our mistakes, we will do the same for each other.
5. We will wear the correct school uniform and only bring in appropriate equipment to school.
6. We will behave responsibly when wearing the school's uniform in the local community.
7. We will keep, as far as is reasonably possible, to the DfE guidelines on keeping a 2 metre distance between adults and pupils from other year groups.

Rewards and Strategies to support the Policy for positive behaviour, attitude and work:

- Positive Praise
- Verbal praise
- Half-termly celebration assembly
- House points
- Head teacher sticker rewards
- An age appropriate class rewards system
- A weekly reward system at assemblies that celebrates children's achievements – Star of the Week Certificates
- Virtues Certificates
- Class specific rewards

Punctuality/Attendance

- Half-termly assembly
- 100% awards
- Termly rewards for classes
- Where a persistent problem with attendance is identified it shall be raised in accordance with the school's policy and reviewed through the pastoral team.

Hierarchy of Consequences

Incidents of misbehaviour or concern are recorded in class incident books and/or on 'My Concern' (our online safeguarding and behaviour system) if they are more significant. For unacceptable behaviour, the following system is used:

- Verbal reminder of expected behaviour by class teacher/ additional adults
- Final reminder given by class teacher/additional adults, move to Amber on the behaviour chart
- Move to red, Loss of playtime – 5, 10, 15 or 20 minutes (teacher to administer, child to finish off work not completed during the lesson)
- Loss of lunchtime – Set time limit given (for unacceptable behaviour at lunchtimes)
- No access to clubs at lunchtime or after school if misbehaving
- Speak to SLT and/or the Head Teacher, who may contact parents to come into school to discuss child's behaviour
- For serious or continual incidents, parents/carers will be contacted immediately
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion (To be tabulated)

We ask parents/carers to support us with all of the above.

Strategies

- Positive ignoring, praise positive behaviour
- Proximity praise – praising those who are displaying positive behaviour in the proximity of those who are not
- Praise and reward
- Thumbs up
- Conflict resolution
- Consistent approval by all adults
- I statements e.g. I like it when.....
I am pleased when you...

Calming Down Strategy

When children are highly agitated their brains are unable to process or think clearly, so trying to solve a conflict can be of no value, so it is better to wait and allow time for the child to compose themselves. Once composed, the children can be spoken to in a calm manner.

Unacceptable/Serious misbehaviour includes:

- Persistent disruptiveness or disobedience
- Refusal to work
- Dispute (physical/persistent) with other pupils
- Serious defiance or insolence to staff
- Any form of bullying
- Foul language
- Offensive remarks, including racist and derogatory remarks or those concerning cultural differences
- Wilful damage to school or personal property

- Theft
- Bringing in inappropriate items e.g. weapons
- Dishonesty
- Throwing objects
- Endangering the safety of themselves, other children and staff – carelessly or with intent
- Kicking and punching
- Stealing
- Repeated disobedience
- Consistently off task
- During Covid-19 coughing, pretending to cough, threatening to cough, or any other such action to deliberately threaten spreading Covid-19 to another person.

The Role of Adults within the School Community

1. All adults within the school community will be good role models to the children and each other
2. It is the responsibility of all adults to ensure that the school rules are adhered to at all times, ensuring the class is behaving in a responsible and respectful manner.
3. The adults in our school have high expectations of the children in terms of behaviour, and they strive to provide opportunities so that all children work to the best of their ability.
4. The adults in classes must treat each child fairly and enforce the classroom code consistently. The adults must ensure all children in their charge are treated with respect and understanding.
5. When challenging behaviour is presented by a pupil(S), staff will talk to the pupil(S) in a calm and measured tone of voice to support the individual(S) to make the right choices and de-escalate the situation.
6. The class teacher keeps a record of behaviour and reports any issue of concern in accordance with the School's policies.

The Role of the Head Teacher

1. It is the responsibility of the Head Teacher, under the Education and Inspections Act 2006, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
2. The Head Teacher supports adults by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
3. The Head Teacher meets with parents regarding all cases of serious misbehaviour.
4. The Head Teacher keeps and responds appropriately to all reported records of serious incidents of misbehaviour.
5. The Head Teacher 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 Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6. The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

The Role of Parents/Carers

1. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
2. We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them.
3. We expect parents/carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
4. If the school has to contact a parent/carer, they should support the action of the school. If parents/carers 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 or the Deputy Headteacher. If these discussions still cannot resolve the problem, a referral can be put into the Governing Body of the school.
5. Parents/Carers must follow 'The Visitors to School Code of Conduct' in all dealings with the school.
6. The 'Visitors to School Code of Conduct' is published on the school website.

The Role of Governors

1. 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 Head Teacher in carrying out these guidelines.
2. The Head Teacher has the day-to-day authority to implement the school's 'Behaviour, Care and Discipline Policy', but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.
3. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Whole Staff Responsibilities

1. Teaching Assistants will supervise the children as they arrive each morning in the corridors outside the classroom. They will also supervise children straight to lunch.
2. Ensure external doors have been locked.
3. Children are collected from the playground after break and lunch times by all staff this is for maintaining discipline and to promote good behaviour.
4. Supervise children around the school.
5. All Year groups will be escorted into the dining room
6. A qualified first-aid person will be available on a rota basis for accidents that are more serious and a note goes home to inform parents. Parents will be contacted when necessary.
7. Mrs Ashley, Miss Price and Mrs Pattinson will be available for serious problems.

Physical Restraint and Positive Handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the The DfE Guidance (July 2013) states “It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

Safety is of a primary concern and, as such, St Joseph's School will take all reasonable steps to ensure the safety of the people in its community (see Health and Safety Policy). Consequently, aggression by any member of the community towards another member will not be tolerated.

DfE Guidance (Sept 2012) states

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder in a school, force is used for two main purposes - to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

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

The DfE guidance on reasonable force (updated July 2013) is:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the

Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Any incidences of positive handling or restraint being used will be logged on our Online Safeguarding System called 'My Concern'.

The majority of staff have been trained in the positive handling of children.

More serious breaches of discipline will be referred to the Head Teacher and, at the discretion of the Head Teacher, to the Governing Body. Parents will be informed and requested to come into School and the result will be temporary, or in extreme cases permanent, exclusion. This will be in accordance with the Guidelines on Exclusion of the Birmingham Diocese and the LEA.

Incidents of Bullying

The procedures for dealing with both the bully and the victim are detailed in the Anti-bullying policy. Bullying is taken seriously and parents are informed as deemed appropriate.

Note

The school follows the behaviour policy of Birmingham Local Authority. The Authority does not allow corporal punishment under any circumstances.

It is acceptable to respond to child-initiated hugs and to hold a child by the hand. However, staff should be aware of the need to safeguard themselves as well as our children and staff should therefore be mindful of this.

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances, staff will follow the school's policy for dealing with such situations. The majority of staff have been trained in the positive handling of children. Any parent wishing to view this policy may do so on request.

Sanction Steps

This shows how the sanctions progress from a low level to the more serious level of behaviour. Sanction steps can be skipped if behaviours displayed are of a more serious nature.

<p style="text-align: center;"><u>Sanction Step 1</u></p> <p style="text-align: center;">Verbal reminder of expected behaviour by the teacher/additional adults</p>
<p style="text-align: center;"><u>Sanction Step 2</u></p> <p style="text-align: center;">Final reminder given by class teacher/additional adults, move to Amber on the behaviour chart</p>
<p style="text-align: center;"><u>Sanction Step 3</u></p> <p style="text-align: center;">Move to red</p> <p style="text-align: center;">Pupil misses 5-10 minutes off play (KS1)</p> <p style="text-align: center;">Pupil misses 5-20 minutes off play (KS2)</p> <p style="text-align: center;">Teachers to administer in class and pupil(s) to finish off any unfinished work.</p> <p style="text-align: center;">If pupil ends up on the red zone twice in one day, the pupil will be sent to a member of the Senior Leadership Team (SLT).</p>
<p style="text-align: center;"><u>Sanction Step 4</u></p> <p style="text-align: center;">Sanction given; pupil is sent to a member of the SLT. SLT to report on My Concern.</p> <p style="text-align: center;">Possible sanctions from SLT: Time off the playground, exclusion from representing the school, parent's/carer's meeting, completing work not finished in lesson time, reconciliation will be facilitated.</p>
<p style="text-align: center;"><u>Sanction Step 5</u></p> <p style="text-align: center;">Sanction given; pupil is sent to the Headteacher. Headteacher to report on My Concern.</p> <p style="text-align: center;">Possible sanctions from the Headteacher: Time off the playground in Headteacher's office, parent's/carer's meeting, internal exclusion (pupil is kept out of class and off the playground for a fixed period).</p>
<p style="text-align: center;"><u>Sanction Step 6</u></p> <p style="text-align: center;">Formal meeting with Class teacher, Parents/carers, Child, SLT Member and/or Headteacher. SLT/Headteacher to report on My Concern.</p> <p style="text-align: center;">Possible sanction: Internal exclusion (for certain period of time)</p>
<p style="text-align: center;"><u>Sanction Step 7</u></p> <p style="text-align: center;">Fixed Term Exclusion – formal letter issued. Letter to be uploaded to My Concern.</p> <p style="text-align: center;">Following a thorough investigation by the SLT, serious incidents of physical aggression, abusive, foul, threatening or insulting language and/or bringing inappropriate items in school e.g. a weapon will result in immediate action to step 7.</p>
<p style="text-align: center;"><u>Sanction Step 8</u></p> <p style="text-align: center;">Formal meeting with a Governing Body member, Headteacher, Class teacher, Parents/Carers and Child.</p> <p style="text-align: center;">Formal letter issued by the Headteacher. Letter to be uploaded to My Concern.</p>
<p style="text-align: center;"><u>Sanction Step 9</u></p> <p style="text-align: center;">Permanent Exclusion from St Joseph's Catholic Primary School</p> <p style="text-align: center;">Formal letter issued by Headteacher. Letter to be uploaded to My Concern.</p>

Visual System for Rewards and Sanctions

Red – 5-10 minutes – KS1 5-20 minutes – KS2	Amber	Green – Starting Position for all pupils	Silver Award	Gold Award
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Review

The Governing Body reviews the policy every two years. The 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 named person on the Governing Body responsible to support the implementation of the Behaviour, Care and Discipline Policy is Dr. Dirk Hermans.

Date: September 2020

Review Date: September 2022