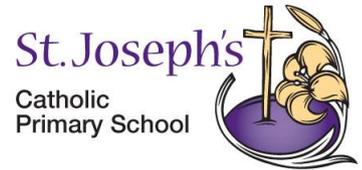


Behaviour Policy – September 2022

*Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
(‘Behaviour and Discipline in schools’ government guidance 2014)*



Behaviour Ethos

At St Joseph's we have

- Positivity
- Respect
- Independence
- Determination
- Enthusiasm

These expectations are key to our behaviour management and link to the rewards and sanctions that used within our school. These were developed in consultation with the children and School Council.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Code of conduct

- When an adult raises their hand, the children will recognise this as the 'stop' sign and will pause in talking and action. Any adults in the vicinity will also do the same, thus demonstrating a positive role model for the children.
- All pupils to show respect and courtesy towards all adults in school and towards each other
- Parents to encourage their children to show respect and support the school's authority to discipline its pupils
- Every teacher will be good at managing and improving children's behaviour
- Children will follow the expectation and instructions of all adults
- Children will follow the adapted school rules including change to routine and expectation about hygiene practices
- Zero tolerance for spitting, fighting and deliberately coughing in another person's face, this will result in the matter being referred immediately to members of the SLT

Rewards

We are a positive school. Our major aim is to encourage good behaviour through the provision of praise and rewards. Sometimes we need to 'catch' a child behaving well in order to build self esteem which is often a cause of poor behaviour. Getting to know each child as an individual and what makes them 'tick' is useful in finding a 'way in' to tackling any issues. Parents and carers are valuable partners in this.

There are many opportunities for rewards both inside and outside the classroom. These are given in recognition of many aspects of school life including good work, attitude, behaviour and thoughtfulness. Rewards include:

A green dojo (using the ClassDojo system that is established in each class)

- Certificate for the most Green Dojo's each week in class
- Pom Pom's Dojo plaque for the class with the highest number of Green Dojo's in each phase
- Verbal or written praise
- Use of the gold star and then a chance of 'Tea with Mrs G'
- Stickers
- Special responsibilities/privileges
- Shining Example certificate presented by class teacher
- Midday Assistants Lunchtime Awards
- Use of additional breaks
- Increases opportunities for Green Dojo's

Sanctions

Unfortunately, instances of poor behaviour do occur and when this happens children need to be reminded of the limits of what is acceptable. It is important to label the action, not the child in all instances. For example, 'That was a naughty thing to do' rather than, 'You are naughty'. Children should be dealt with in a caring, supportive and fair manner. Sanctions are outlined below. Where unacceptable behaviour recurs a record should be kept of intervention as evidence for future action.

All stages outlined in this document are to be built upon systematically unless there is a serious incident. If this occurs it may be necessary to omit one or several stages in the process.

Classroom rewards and sanctions as set out in the behaviour policy will be used consistently within each class. In the majority of cases consistently followed reward structures give children the incentive to behave appropriately.

Process:

- Children will be given warning of sanctions and if the unacceptable behaviour continues the sanction will be used.
- Verbal warning – with a reminder of what good behaviour you wish to see
- 2nd Verbal warning and given a red dojo – class teacher to keep a record of who has moved to yellow e.g. not enough effort – orange
- If behaviour continues then children will receive a red dojo under the correct heading e.g. not enough effort – red
- If they are given orange/red dojo they will miss 5/10 minutes of playtime
- If behaviour continues group teacher uses walkie-talkie to seek additional support
- Incidents recorded on CPOMs

- Any physical incidents must be reported to a member of the SLT

Every Friday lunchtime any children who have been on red that week will be spend a set of amount with their class teacher to discuss why they have had their name moved and how this can be prevented in future – if a child is there for consecutive weeks then this time can be increased. A record to be kept and collated by Miss C Bennett each week to monitor and track children and incidents

Children are encouraged to change their behaviour which can result in their name being moved back up the traffic light faces to green.

If these strategies aren't working on a regular basis the rewards and sanctions for that child need to be reviewed in order to make the expectations and consequences clear and an individual behaviour plan may be put into place.

If additional sanctions are required in line government guidance these could include work being repeated till it meets the required standard, loss of privileges, loss of playtime, reporting to members of the SLT on a daily basis to discuss behaviour or in extreme cases temporary or permanent exclusion.

Communication with home is important at this stage – class teachers will need to phone parents so that all the relevant information can be shared, conversation to be recorded on CPOMS.

Removal of children

If the child needs to be removed they should be escorted to a safe place away from other children and the class teacher, additional adults or LBP may need to become involved.

Any adults involved at this stage will use strategies learnt during Team Teach training (September 2021) if absolutely necessary.

Children can be placed in an isolation/seclusion area for a limited period. During this isolation the relevant adult will decide on the de-escalation/ELSA techniques that are to be implemented. The school will ensure that all times due consideration is given to the health and safety of pupils and adults and any requirements in relation to safeguarding and pupil welfare. The school will ensure that pupils are kept in isolation no longer than necessary.

Process:

- When they are ready to work the child rejoins the class – the sanction should not be discussed at this stage, but at the end of the session so that the lesson is not interrupted.
- There must be a consequence of this action imposed by the teacher as the child has to take responsibility for their actions.
- If the child refuses to calm down then a senior member of staff becomes involved, initially phase leaders then Key Stage leaders, and finally the Head teacher.
- There will be incidents of poor behaviour that will need to be immediately referred to the Head teacher, this will be based on the professional judgement of the class teacher or LBP

Notifying and getting the support of parents early in the process is essential, positive as well as negative!

If a child repeatedly moves up the sanctions scale (3-5 times a week) on a regular basis the support of the LBP should be sought and the process outlined below should be followed:

- Behaviour checklist to identify triggers (review practise and routines etc. to prevent 'triggers')
- Make a reward card with the child (to reinforce positive behaviour)
- In consultation with parents and children to create a plan to help improve behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

School Routines and Rules

Equipment

- Bags and lunchboxes will remain in the classrooms, coats in the cloakrooms
- Children will come to school wearing their PE kits on designated days
- Every child will have their own drinking bottle, which will not be shared with others and taken home every night to be cleaned; any left in school will be disposed of.

Playtimes/Lunchtimes

- Children will follow the expectations and instructions of all adults
- Any equipment will be cleaned
- Children will play in the designated area

Behaviour during arrival and departure

- Children will arrive at allocated time
- Children will remain with their adult as they arrive and leave school

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Midday Assistants and other staff. The Midday Assistants are expected to maintain order and discipline supported by the Senior Staff on duty.

The process for rewards and discipline at lunchtime, as far as possible, mirror what happens during taught time. Midday Assistants can reward the behaviour of children with a Lunchtime Award. Where behaviour problems occur the children are reminded of the standard of behaviour expected. Continued poor behaviours may result in the child being asked to complete a task to remove them from the situation. Children who repeatedly misbehave should be brought to the attention of the Senior Staff on duty.

The Midday Assistants at St. Joseph's must be treated with the respect expected by all adults in school. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of Senior Staff and this can result in loss of privileges and playtime. Parents will be informed and if the misbehaviour continues the child will be excluded from the premises at lunchtime for a fixed period.

Parental Involvement

Parents can help by:

- Recognising that an effective behaviour policy requires close partnership between parents, teachers and children
- Discussing the school rules/PRIDE statement with their child, emphasising their support of them and assisting when possible to enforce them
- Attending Parents Evenings and developing contacts with the school
- Knowing that learning and teaching cannot take place without sound discipline
- Remembering that staff deal with behaviour problems patiently and positively

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and LBP will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At St Joseph's there is a zero tolerance policy for any incidents that can be classified as bullying. All incidents of bullying will be dealt with by a member of the SLT and sanctions will reflect the serious nature of the incident.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupils' conduct outside the school gates

Following the publication of 'Behaviour and Discipline in schools' (February 2014), schools have extended powers to enforce sanctions for pupils misbehaving outside of the school premises. These can include taking part in a school organised or school related activity, travelling to and from school, times they are wearing school uniform or when they can be identified as a pupil at a school.

Care and Control of Children (please refer to Positive Handling Policy)

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. However, Head teachers and authorised members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. At these times all members of staff involved will implement strategies from their Team Teach training to move child to an area where everyone will be safe and a conversation can take place.

Recording Incidents

Behaviour incidents are recorded using CPOMS. These can include –

- Any incidents involving a child or anyone employed in school which results in personal injury or damage to property
- Loss, theft or damage to property
- Any other incidents or matters of a serious nature
- Recurring behaviour that gives cause for concern.

Please remember that parents are able to see incidents related to their child at any time.