



St Joseph's Catholic Primary School

Behaviour Policy 2023-2024

Mission							
Together we love, learn, follow Jesus							
Vision							
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.							
Values							
Hope	Thankfulness	Collaboration	Compassion	Friendship	Resilience	Empathy	Creativity
			Justice	Respect			

All school policies take account of the school's ethos which is enshrined in our Mission Statement.

AIMS:

The Governors, Head Teacher and staff must set out measures in the behaviour policy which aim to:

- Enable children to learn
- Raise levels of attainment
- Increase self esteem
- Deal with bullying
- Allow teachers to teach

Catholic Ethos

Our Behaviour policy is based on the Gospels of Jesus Christ and the teachings of the Catholic Church that **Reconciliation takes place** - to repair the relationship – to separate the child/person from the behaviour, to end the conversation positively and to ensure there is an opportunity for the child to make a fresh start. The policy is designed to promote good behaviour whilst developing an ethos of kindness, compassion and co-operation.

We encourage acceptable standards of behaviour, which promote respect for people and property, and develop patterns of behaviour which will be suitable throughout life. Within the school these standards will contribute to effective learning and to a harmonious atmosphere, in keeping with our mission statement.

We hope to achieve these aims through the following objectives:

IMPROVE AND MAINTAIN STANDARDS, THROUGH INCREASED SELF-DISCIPLINE OF ALL MEMBERS OF THE SCHOOL COMMUNITY.

This will be achieved in the following ways:

Staff will:

1. Have an awareness that they are role models for pupil behaviour.
2. Provide opportunities for discussion of acceptable norms.



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3. Demonstrate in their relationships with the children that each individual and their efforts and achievements, are all valued.
4. Value children's achievements and allowing their God-given talents to shine through by encouraging and ensuring children give and present their best quality of work and ensuring it is carefully and interestingly displayed.
5. Actively promote our school Gospel values and encouraging others to do the same.

Children will:

1. Children will be involved in exploring their rights, responsibilities and contributing to their class charter. This is centred round rights and responsibilities with an overarching theme of being "Ready, Respectful and Safe". All children discuss their "rights" and in turn, what their "responsibilities" are. This will positively reinforce what is expected through behaviour.
2. Be made aware of the needs for codes of conduct within the school and wider community. This will be achieved through discussion opportunities and day to day interaction.
3. Be encouraged to develop self-discipline by:
 - Being polite and courteous in all aspects of school life.
 - Having consideration for others and reflecting on the results of their actions.
 - Being open and honest when confronted by their actions.
 - Showing good table manners.
 - Being encouraged to value their own efforts by presenting work to their highest possible standards.
 - By actively promoting our school Gospel values and encouraging others to do the same.

Between adults and children:

1. Children will be encouraged to discuss their concerns with staff, initially the class teacher, although other members of the teaching staff will be available if preferred. We will always follow child protection guidelines and children will always know that they can speak in confidence but staff cannot keep secrets and information may need to be shared in order to keep the child, and all parties, safe.
2. Children will be given the opportunities to be placed in positions of trust and will be expected to take on appropriate responsibilities. School council meetings will take place regularly. Year 6 children will take on a variety of roles including Head Boy/Girl, School Ambassadors, play leaders and lunchtime buddies.
3. Children will be expected to use an adult's full title e.g. Mr _____, Mrs _____, Miss _____. With the exception of Sports coaches or Performing Arts Coach when children will address them as e.g. Coach _____ or by their name.



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Between children and children:

1. Pupils will be expected to empathise with other points of view during discussion situations.
2. They will be encouraged to respect the feelings of others and respond appropriately.
3. Children will demonstrate and encourage each other to live out our Gospel values – these are promoted through the 'St Joseph's Way'.

Children and property:

Children will be taught to respect and take care of all school property and that of others. This links with the rights and responsibilities of a child.

DEVELOP AN AGREEMENT WITH PARENTS AND CARERS TO ASSIST US IN ACHIEVING OUR AIMS BY THEIR INTEREST AND SUPPORT.

This will be achieved by:

- Making them aware of our discipline/behaviour policy, which is available on request, on the school website and which is consulted on annually with all stakeholders.
- Creating an atmosphere in which parents and carers can feel confident in approaching the school, **in the first instance the class teacher**, with any areas of concern and dealing with these worries at the earliest opportunity.
- Providing occasions for regular verbal and written reporting on pupil achievement and behaviour.
- Ensuring that if a child's standard of behaviour or performance are not satisfactory, parents are invited to discuss the matter at the earliest opportunity.
- Expecting parental/carer support in upholding any remedial action which may need to be taken.
- In the unlikely event of non co-operation and continued adverse behaviour, informing parents and carers of the enforcement of accepted procedures.

As a Catholic School, we encourage opportunities to forgive each other and follow Jesus' example through our thoughts and actions. Therefore, during every step of the process, positive reinforcement responses and clear expectations will be used with the child. Discretion should also be applied as appropriate.

TO CREATE AN ATMOSPHERE OF RESPECT AND TRUST

From Adults:

All Adults will:



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- Be calm
- Focus on what good behaviour looks like and what the children should be doing
- Be non-confrontational
- Give children escape routes
- Be consistent
- Be positive
- Be forgiving
- Guide the children to follow and adhere to the rights and responsibilities they have agreed to

All paid employees have a responsibility to administer and adhere to this policy. They receive appropriate training to enable them to fulfil their duties.

Behaviour Management Techniques

- Tactically ignoring the behaviour and highlighting children who are doing what they should be doing – positive modelling
- Non-verbal privately understood signals
- Songs, claps and signs
- Proximity
- Quiet verbal reminders
- Redirection
- Language of choice
- Withdrawal/calming down time
- 'When...then' and 'now...next' statements
- Partial agreement to show understanding thereby avoiding confrontation 'Maybe, but...' I understand but...'
- Have restorative conversations linked with the rights and responsibilities
- building relationships with pupils

The Negative Effects of low Self esteem

Pupils with low self-esteem are likely to underperform and display inappropriate behaviour. They may:

- Give up with work
- Avoid work
- Be reluctant to try new tasks
- Require constant attention from adults and engage in attention seeking behaviours
- Be at greater risk of bullying others
- Be at greater risk of being a victim of bullying

Explanation of how positive behaviour is taught, practised and modelled through the curriculum e.g. PSHE & C, RE, Circle Time, Nurture Groups, School Council, Big Friends, Little Friends, Play Leaders, interventions to support behaviour – Social Stories, Talking Mats, 1:1 nurture support, therapeutic learning tools, PIVATs.



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Rewards

- Dojos
- Dojo shop
- Certificates – Head Teacher Awards; School Mission/Values; Spotted Award- by teachers and pupils – all awarded in Friday's celebration assembly and mentioned on the school newsletter
- Wow text/postcard home
- Times Tables award badges – 2,3,5,10: Bronze Award; 2,3,5,10,4,8: Silver Award; All tables fluently: Gold Award

Sanctions

We follow a stop and think procedure - traffic light system

1. **Verbal Warning** – verbal reminders given in class
 2. **Amber Card**- An amber card will be given quietly to the child/ placed on their desk. This will ensure no learning is interrupted and negative attention is not displayed. In R/1 this will be done by a card on the staff's lanyard. This will result in time spent at playtime discussing behaviours with class teacher (restorative conversation).
 3. **Red Card** – A red card will be given A card will be given quietly, to the child and placed on the desk. This will ensure no learning is interrupted and negative attention is not displayed. In R/1 this will be done by a card on the staff's lanyard. This will result in a child being spoken to by a member of SLT and reflecting on behaviour sheet that day (task linked with right, responsibilities and school values).
- Depending on action, this may result in a phone call to home.

See Appendix 1 – 'Hierarchy of Warnings and Behaviour sanctions inside the classroom'

Appendix 2 – 'Hierarchy of Warnings and Behaviour sanctions outside the classroom'

Support available through our graduated approach to SEND for pupils whose social, emotional and mental health needs present a barrier to achievement.

Children identified with SEND or any social, emotional and behaviour needs will already have clear targets and these should be incorporated into the process as appropriate. Should individual children need separate Behaviour Support Plans, these will be created in line with our policies. Individual needs will always be taken into account when behaviour is dealt with and sanctions will be actioned fairly and proportionately with the needs of the child.

All serious incidents will be recorded on CPOMS, an online tool for the recording of incidents and the creation of chronologies.

To help these children with behaviour we use:



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- Quality First Teaching
- Small Group support
- 1:1 intervention when appropriate or needed
- Support from outside agencies: Early Help, CISS, CFW Chorley Community, CANW, SEND Team, Behaviour Support Team
- Support from outside agencies - Early help, Child Action North West; Key Youth; CISS, SEND Team
- Individual Behaviour Plan (IBP) Individual Educational Plan (IEP)
- Pastoral support
- Following support, it may be necessary to consider other approaches e.g. an Educational, Health and Care Plan, internal isolation, exclusion

Time Out Example 1:1 intervention

Time out is not a punishment and is used if a child needs calming time and time to reflect. Each class knows they have a Time Out/Calm Down space where the child can retreat to if necessary. Sometimes children prefer to sit in/outside the Head's Office. Strategies are available for the child – breathing tips etc to help them to manage themselves during calming time. **This is something that we need to reinforce with the children/staff.**

Use of Detentions:

At St Joseph's, it is very rare, if ever, that detentions are used. However, from time to time, as part of our Behaviour Sanctions, we may use part of lunch or break time with pupils in order for them to take time to reflect on what would be appropriate behaviour and consider how they can make amends. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Parental consent is not required for detentions however staff will inform parents if this has or is going to take place. Repeated detentions may lead to internal isolations or exclusions.

Exclusions:

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents/carers have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion, parents/carers have the right to appeal the decision to an independent review panel. The school will set and mark work for all excluded pupils during the first five days of any exclusion and alternative provision must be arranged for the sixth day.

Information for parents is available here:



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<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/>

Sanctions – conduct outside the school gates:

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

At St Joseph's school, the Headteacher will decide what action is necessary, within the behaviour policy guidelines, in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils. This includes online inappropriate behaviour, bullying and sexting.

Pupils can be disciplined appropriately by the Headteacher for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The Headteacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Please refer to our Anti-Bullying Policy for more information.

The Equality Act 2010 requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;



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- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding Children and Young People.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. **For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.** If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation of Inappropriate Items

The school has a right to confiscate items from pupils. A member of staff is permitted to confiscate, retain or dispose of a pupils' property as a sanction. In the majority of circumstances, confiscated items will be retained by the Headteacher and arrangements will be made for the parents and carers to collect the confiscated items from school. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The school also has the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs



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- Stolen items
- Tobacco and cigarette papers
- E-cigarette
- Pornographic/indecent images including on mobile phones
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the headteacher to decide if and when to return an item, or whether to dispose of it.

At St Joseph's, the permission to search has to be granted by the Headteacher and must be done in a reasonable way, within safeguarding guidelines. Any such search will always be witnessed by at least two members of staff approved by the Headteacher, to ensure that protocols are followed.

Power to Use Reasonable Force

Staff have a legal right to use reasonable force to physically separate pupils from fighting or to remove a disruptive pupil from class if that pupil has refused to move voluntarily and with encouragement. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

The school does not require parental consent to use reasonable force on a pupil but it is our policy to inform parents and carers if the need for use of reasonable force has arisen. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on a school organised visit.



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Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

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 pupils 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Dealing with allegations of abuse against teachers and other staff

- All allegations of abuse **must** be taken seriously. The quick resolution of that allegation will be a clear priority to the benefit of all concerned.
- In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative.
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.
- Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The welfare of the child is paramount in all dealings of this nature. Conduct is continually monitored to ensure guidance is followed. Serious concerns about an adult's conduct will be dealt with by the DSL – the Designated Safeguarding Lead in the school which is Miss Dewhurst, Head Teacher. In her absence, the Deputy DSL is Miss Bottomley. The DSL will refer to the Chair of Governors and the LADO – the Local Authority Designated Officer who will advise on the appropriate course of action to take. If the concern is about the Head Teacher, the Chair of Governors and the LADO will work together to address and investigate the concern.

Low Level Concerns – adult behaviour that does not meet the threshold for a referral to the



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LADO but is not consistent with the Staff Code of Conduct will be dealt with by the Chair of Governors and the DSL.

Related Policies:

- Whistleblowing Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy
- PREVENT Policy
- Attendance Policy
- SEND Policy

LADO - tim.booth@lancashire.gov.uk

Home / School

Parents are consulted on the Behaviour Policy and Sanctions annually. They are reminded of their roles and responsibilities in supporting the policy and asked to acknowledge receipt of information and return the correspondence via Parentmail. The governing body is legally required to consult staff, parents and pupils on the school Behaviour policy. This is done every time the policy is updated.

Monitoring and Evaluation

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The policy is reviewed annually to ensure that it is effective, e.g. through using assessment tools, exclusion and attendance data, other records that are kept of serious incidents or detentions. Periodic consultation within the school and local community about perceptions of behaviour at St Joseph's adds to the effective monitoring of behaviour both inside and outside of school.

The governing body reviews this policy every year. 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 information contained in this policy is made available to our parents and carers through our website or in paper format through the school office.

This policy will be reviewed in October 2024.



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Written by: D Dewhurst September 2023
Approved by Governors Pending