

St Joseph's Catholic Primary School

At St Joseph's we work, learn and grow together guided by Jesus' teachings



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Behaviour Policy

This policy was designed and formulated through reference to Charlie Taylor's behaviour checklist as published on the DFE website.

Aims and Objectives

The aims and objectives of our Behaviour Policy reflect and support the Catholic ethos and Christ-centred community that we are. Our policy supports our mission statement – *At St Joseph's we work, learn and grow together guided by Jesus' teachings* – in order to encourage a calm, purposeful, religious and happy learning environment within our school.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff.

For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (considering individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this.

If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change. This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for

some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; including children who are looked after, have SEND or any other social and emotional needs.

General Expectations

It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences
- Behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Look after and respect your own and others property
- Work hard and follow instructions Staff should ensure a good routines for their classroom and for when their children are around the school.

These expectations are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive managements of behaviour?

Whole School and Class Assemblies:

Assemblies cover the Gospel Teachings and Values. Children learn about how their faith contributes to their behaviour. 'What type of person does God call you to be?' Thinking about how to be a truthful, kind, respectful and kind person to everyone.

Special Focus Weeks:

Anti-bullying and Anti-Racism weeks, looking at how we should treat others, what makes a good friend, how our actions can impact on others. Brilliant in Britain weeks to learn about other faiths and cultures along with fundamental British values.

Concerns with a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school.

This contact should be recorded in the class incident book.

Where the teacher feels additional support or action is required to support a child, they should seek further support from the SENCO and or other external agencies e.g. Sycamore.

The child's behaviour will then be tracked and the parents should be contacted to inform them of the progress made. If no improvement is made during the next period a formal meeting will be held between the teacher, child, parent and a member or senior management.

Major ongoing or serious issues

In all cases where the behaviour is a significant cause for concern a the incident is recorded. This allows a record of the incident to be made and appropriate support and/or reparation to be planned for.

Any victim or perpetrator indicated is also recoded in order for us to identify children having difficulties or becoming regular victims.

Staff (Teacher and TAs) should aim to deal with the incident and the reparations and only escalate this to the leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Related School Policies

The Behaviour Policy is one of the essential Safeguarding Policies of the school. '.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

Safeguarding Children and Safer Recruitment in Education DfES 2007

The following school policies are related to the Behaviour Policy:

- . Child Protection Policy
- . Health and Safety Policy

- Anti-Bullying Policy
- Safe Use of the Internet Policy
- Admissions Policy
- Medicines Policy
- Special Educational Needs Policy
- Home School Agreement
- RE Policy

Rewarding good behaviour

- House points
- Positive praise and recognition
- Weekly merit award
- Stickers
- Moving up the Traffic Light System
- Marking and verbal feedback
- Sent to senior teacher Executive Head of School / Principal
- Parents contacted (A message home..).

Dealing with disruptive behaviour in the classroom

1. Non-verbal warning / prompt.
2. Verbal warning – moved down to the top of amber on the traffic light system.
3. Second warning – moved down to the bottom of amber on the traffic light system and moved into a thinking space within the classroom.
4. Moved onto red on the traffic light system and sent to the next class up, with a thinking it through sheet and work. Child remains there until the end of the session.
5. Child returns back to class at the start of the following session and moves back to amber on the traffic light system. If the child continues to be disruptive they are then asked to see –
 - a) Senior teacher
 - b) Sent to senior teacher Executive Head of School / Principal

Following point 5 the child may then be –

- i. Given a verbal warning.
- ii. Miss a play / lunchtime for between 1 – 5 days.
- iii. Parents will be contacted
- iv. Fixed term exclusion

v. Permanent exclusion

In addition following point 5 the child will receive support to rectify their behaviour, including-

- a) Report card
- b) Nurture group
- c) Counselling
- d) In class support
- e) Additional out of class support from SENCO

Dealing with serious bad behaviour e.g. racist, violent or bullying behaviour

1. Child goes straight to the red section of the traffic light system.
2. Child is sent to senior teacher Executive Head of School
3. Principal
4. Parents are contacted.

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' or target card will be formed and this will involve specific rewards and sanctions, as governed by the plan. It is important that the child is supported to understand how their behaviour has impacted on others and the feelings that are involved. The child will be given the chance to change their behaviour and supported to do so.

Use of reasonable force

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. Staff must only use reasonable force in these circumstances. Where a pupils needs indicate that they may need to be restrained for their own or others safety a positive handling plan should be written in consultation and partnership with the child and their parents. Where regular use of restraint is required staff will be fully trained in safe use of restraint.

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our traffic light

system. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to everyone who has contact with the child.

Managing transition

Points of transition include: starting school in Nursery or Reception, starting in school in other year groups part way through the year, moving on to other primary schools, moving classes and transferring to secondary school. At all transition points there must be a dedicated handover meeting or conversation. Records must be shared / obtained and details of external agencies involvement shared / obtained. Staff must ensure that all information relevant to the child is passed on and received by the next setting.

School training and staff induction

We believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the school's aims. The behaviour policy and behaviour procedures have been formed in collaboration with all staff and the Governing Body. The Department for Education expects that "every teacher will be good at managing and improving children's behaviour" (April 2011) and our school maintains the same high expectations.

To support the encouragement of good behaviour and discipline in our school, all staff receive appropriate and relevant training in behaviour management. All staff, including Lunchtime Supervisors, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems.

Newly Qualified Teachers receive training and support as part of their induction. Their NQT Induction Tutor will support them with any concerns and issues regarding behaviour management strategies and the schools procedures. Any new members of staff in the school will be given a mentor to help and support them in behaviour management techniques and procedures.

Allegations regarding staff / volunteers working in or on behalf of the school

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the Dudley Safeguarding Children Board. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record.
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of the Academy Committee who will proceed as the 'Headteacher'.
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
- The Headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- The Headteacher will inform the Chair of the Academy Committee of any allegation.

Pastoral care for staff who are the subject of an allegation

The school has a duty of care towards children, staff and parents. A staff member who is the subject of an allegation will be offered dignity, care and support, in accordance with advice from the LADO.

Consequences for pupils who make false allegations about staff

False allegations will be considered to evaluate whether there was any malicious intent and the behaviour policy used to address malicious allegations. A false allegation that did not have malicious intent will be dealt with through pastoral procedures and support, including working with parents.