

St Joseph's Catholic Primary School

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:

1. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
2. To provide opportunities for children to develop their faith, independence, morality, self-discipline and a sense of responsibility towards themselves and others.
3. To develop a consistent approach for promoting good behaviour throughout all the key stages and at all points during the school day, including lunchtime.
4. To ensure that expectations of behaviour are clearly communicated to children.
5. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
6. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
7. To raise self esteem and teach positive behaviour through the teachings of Christ and through the content of the curriculum.
8. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism or racism if and

when they occur.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times, regardless of race, culture, religion etc (CRC Article 2).
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To cooperate with children and adults in all aspects of school life.
6. To help formulate and comply with the classroom rules.
7. To move sensibly, politely and quietly in and around school.
8. To share in celebrating the achievements of all members of the school community

Responsibilities of Staff

1. To fully comply with the school's policies and procedures.
2. To attend appropriate training.
3. To inform the Headteacher of any concerns.
4. To treat all children fairly and with respect (CRC Article 2).
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
6. To maintain high expectations of pupil behaviour and learning.
7. To provide an interesting, relevant and challenging curriculum.
8. To create a safe, stimulating and pleasant environment for learning.
9. To use rules and sanctions clearly and consistently.
10. To be a good role model for behaviour, in both manners and in the teachings of the Catholic faith.
11. To establish effective partnerships with outside agencies and parents so that children can see the key adults in their lives share a common aim.
12. To recognise each child as an individual and to take into account the needs of each child.
13. To praise and reward appropriate behaviour and achievements.
14. To complete safeguarding Record of Concern forms and class incident logs.

15. To maintain a consistent and corporate responsibility in following the behaviour policy and school procedures.

Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children
7. To establish good communication with school staff and support the behaviour policy.
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
9. To work with school staff to address and review any behaviour issues with their children.
10. To have daily discussions with teachers where appropriate to discuss incidents within school.

Responsibilities of The Academy Committee

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To ensure that staff undertake appropriate behaviour management training.

6. To nominate a Committee member to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher.
7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

External Agencies

Where pupils needs cannot be fully met by using the resources available within the school, the services of outside agencies will be commissioned in order to address the needs. The SENCo will take the lead on commissioning services but class teachers and school leaders will also make referrals as required.

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 / Deputy Headteacher / Headteacher for praise and recognition.
- 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) Deputy Headteacher
 - c) Headteacher

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 the Headteacher / Deputy Headteacher.
- 3. 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.

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Rewards

- House points
- Certificate in our Praise Assembly
- Stickers
- Moving up the traffic lights
- Good work / behaviour shared with Senior Teachers / Deputy Head or Headteacher
- Good work / behaviour shared with parents
- In class rewards

Sanctions

- A verbal warning
- Moved to the top of amber on the traffic lights
- Moved to the bottom of amber on the traffic lights and moved to a thinking space.
- Moved on the red section on the traffic lights and sent to the next class for the rest of the session

On returning to class if the bad behaviour continues

- Sent to see a Senior Teacher
- Sent to see Deputy Headteacher
- Sent to see Headteacher