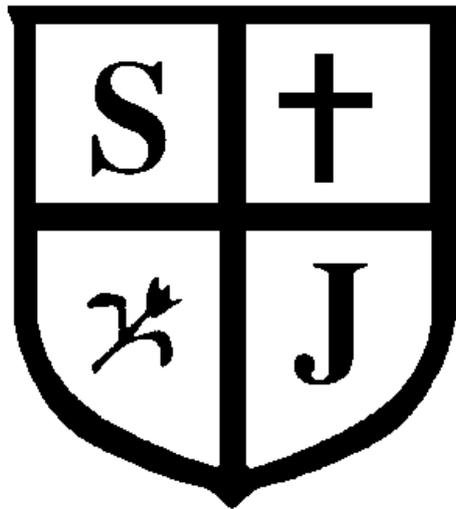


**St Joseph the Worker
Catholic Primary School**

**DISCIPLINE / BEHAVIOUR
POLICY**



**“A loving Christian family, striving
to achieve excellence.”**

ST JOSEPH THE WORKER CATHOLIC PRIMARY SCHOOL

DISCIPLINE / BEHAVIOUR POLICY

AIMS - "To be a loving, Christian family striving to achieve excellence"

To provide one clear consistent code of conduct / Behaviour Management Policy which is understood and modelled by all members of our School Family.

This will provide:

- ❖ Self Discipline
- ❖ Respect of Self
- ❖ Respect of Others
- ❖ A safe, happy, healthy learning environment
- ❖ A positive working environment
- ❖ Tolerance, courtesy, support
- ❖ Forgiveness, co-operation
- ❖ Excellent work habits
- ❖ As atmosphere where each individual feels valued, loved and is able to fulfil their potential.

Our expectations of school provision are

St Joseph the Worker Catholic Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

- **A purposeful and positive environment**
- **An understanding of individual needs**
- **A drive towards positive behaviour and attitudes through positive practices**
- **An understanding and value of the whole child**
- **High expectations in all areas of school life**
- **An understanding of responsibilities within the whole school community**
- **Independence of thinking and learning**

Classroom Rules and Negotiations

At the beginning of every academic year, each class is expected to **set their own classroom rules**. These will be displayed on the classroom wall throughout the year and will be reviewed at the start of each term. Class systems may vary between classes and year groups, but will remain positive and within the spirit of this policy, with a focus upon positive actions and practices.

Understanding the root causes of negative behaviours

A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur. Each child comes to school with individual experiences and needs. A wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary.

The school has control of over a fraction of these factors, and so it is vital that the school's input is **effective, appropriate, positive and consistent**. With this in mind, it is vital that there is effective communication between staff, and that staff really take the time to listen to children and observe them from a perspective of objectivity.

Positive Reinforcement to encourage Good Behaviour

A major factor affecting behaviour is self-esteem. Staff are in a powerful position to develop positive feelings of self-worth within children. Highlighting achievement and focusing strongly upon what children are doing well is central to our philosophy at St Joseph the Worker Catholic Primary School. To this end, in all that we do, we must be aware of the messages that we are sending out to children and ensuring that our own behaviour reflects the positive ethos that we are expecting to see in others.

Strategies to prevent difficult situations occurring

The school will pursue strategies that encourage children to take responsibility for developing good behaviour. The following are examples of these strategies:-

- Circle time
- Playground buddies
- Anger management input for children

- Counselling of individuals
- School Council's input to resolve issues

Staff will endeavour to provide the following strategies:-

Providing stimulation within tasks - If children are interested in what they are doing, there is less reason for them to respond negatively. Activities also need to be well suited to the needs of individual children.

Encouraging children to deal with situations

Children at the school should be empowered to deal with situations of conflict and anger, and this is an important life skill to develop. This should be done through circle time activities and assemblies as well as through specific class work and roles within the school for some children.

Assertive Mentoring

We use the assertive mentoring system for promoting positive behaviour in our school, all staff, children and visitors to school understand the system and follow the steps to ensure consistency throughout all year groups and areas of school life. Any concerns should be reported to the Lead teacher Miss Evans who will communicate with all stakeholders. (Flow chart attached Appendix 1)

Effective communication between staff

It is vital that all adults are aware of the needs of individuals, and ways in which the school meets these needs. Regular time will be allocated to Team Meetings and Staff meetings in order to ensure that necessary information is passed. These discussions will remain confidential.

Parental support MUST be sought at an early stage

Support may be sought from a senior or middle manager or the Learning Mentor.

Again, if informal steps have been exhausted without the required improvement in behaviour.

The SENCO and parents should be consulted and consideration given to identification on the SEN register.

The class teacher in consultation with the pupil and all relevant adults is responsible for drawing up an IBP with targets, rewards, reviews and updates (all personnel involved should have a copy).

The next step if this proves unsuccessful is in consultation with SENCO and parents to move the child to School Action Plus and refer the pupil to termly multi agency referral meeting for support. (In the meantime IBP targets and records must be kept).

A child should not remain 'stuck' at one stage. If improvement is not being achieved it is important to progress to the next stage or request an urgent review.

Extreme behaviours

Extreme behaviours should be referred to a senior manager as soon as possible. These include (not exhaustive):

Fighting;

Violence;

Physical / verbal abuse;

Racism;

Bullying;

Health and Safety issues

SUPERVISION

Pupils should be supervised at all times

Staff should accompany pupils when moving around the school, for example, out onto the playground.

Teachers should remain with their pupils on the playground until the teacher on duty takes over.

Teachers should ensure that pupils kept in for consequences are 'handed' over to the member of staff on duty.

On no account should a child be left unsupervised.

Consequence time

Detention is only appropriate for a small number of pupils, ie. a small percentage of any one class. If the numbers are more than approximately 5, teachers should consider the cause of so many children misbehaving as it is unlikely that there will be just one factor causing this and adjust their Teaching and Learning strategies where appropriate.

Exclusion

There are various forms of exclusion - from an activity, from a room, from an area.

- ★ penultimately from school at lunchtime;
- ★ and ultimately from the school premises
- ★ (Headteacher only can sanction this, or Deputy Headteacher when Headteacher is absent).

General Principle

Exclusion should only happen when a variety of other strategies involving other adults as well as the class teacher (particularly parents) have proved to be ineffective.

(NB. This includes exclusion from the classroom).

Or if the health, safety or education of other pupils is being prevented.

All cases of a pupil being excluded ie. sent to another class **MUST** be reported to the Headteacher or Deputy Headteacher.

Exclusion from school

This will happen only when the behaviour:-

Prevents the health and safety of adults and / or children (including emotional health), or prevents the learning of other pupils and when there is significant evidence that all above strategies have been employed and have not resulted in the required improvements.

Reasonable Force

In exceptional circumstances it may be necessary to use reasonable force to restrain a child or remove them from an area of the school.

In circumstances where there is not time to contact a senior member of staff, and there is a high / immediate risk of injury, staff may use reasonable force to reduce this risk but this should be the minimum force for the minimum amount

of time necessary. A senior member of staff must be informed immediately and a written report provided as soon as possible.

Senior Managers may use reasonable force to remove a child from a part of the school if all other reasonable strategies have failed and the child is preventing the learning of a significant number of other pupils, or there is a high health and safety risk, Senior Managers will use reasonable force to remove / restrain the pupil until the risk is reduced.

FORCE SHOULD NOT BE USED UNDER ANY OTHER CIRCUMSTANCES BY ANY MEMBER OF STAFF

Positive Behaviour - Steps to Success in the Classroom

Within classes, teachers and support staff have the general day-to-day responsibility for encouraging good behaviour. This is done through clear expectations (initially through the classroom rules), with positive reinforcement for pupils who meet up to these expectations. Some pupils will fall outside these expectations at times, and the following strategies should be applied where appropriate:-

1. Praise the children who are displaying appropriate behaviour

This sometimes distracts other children from misbehaving, as much of human behaviour is often attention seeking. Sometimes, ignoring the negative and focusing upon the constructive is highly effective.

2. Give a firm verbal warning

Give a firm warning with guidance of expected behaviour stated clearly, e.g. reminder of the class rules. In this instance, maximum emphasis needs to be placed upon the child improving the situation themselves by behaving appropriately.

3. Time out - Sit the child away from the main group in the classroom

It may be necessary to sit the child away from others in order to remove their 'audience' or to give them time to think about their behaviour. Once again, a focus for the child should be how they themselves can improve the situation. Before returning to the group reflection and discussion about the behaviour with the teacher should take place.

4. Give the Child 'Time Out' in another classroom

Send the child to another class within the team for a **fixed short period**. This can be useful in order to allow the situation to calm down, or to hold the situation until the teacher has adequate time to give the situation their full attention. Where possible, the child should return to his / her own class after the next break.

These times out of the classroom must be recorded in the class behaviour file and an adult or another child should accompany any child sent out of class in order to ensure that they get safely to their new destination.

5. Report Poor Behaviour to Parents

Information is shared with parents via letters that correspond to each stage of Assertive Mentoring. It is vital that parent's input is used positively at an early stage, as they hold a key role in the support process to encourage good behaviour. They may also be able to bring a new understanding of events to the situation. It is vital that parents are involved and informed when things are going well too, and that positive information goes home on a regular basis. Any meetings with parents should be shared on the weekly concern forms.

8. Referral to Key Stage Leaders

The Key Stage Leaders can decide upon additional action to take. This should only happen after the above has been tried several times and has failed to make a significant positive impact on the child's behaviour. However, when serious incidents occur, children should be referred straight to this stage.

9. Referral to the Deputy or Headteacher

The Head or Deputy will deal with serious behaviour where parents need to be contacted. Once again, this referral may be due to the above actions repeatedly being used with no apparent improvement to the child's behaviour. There may be circumstances that are extremely serious (such as bullying, racist remarks, or violence towards an adult in the school) which would require the immediate attention from the SLT and would usually result in the parents being contacted.

The Role of the SENco

The Co-ordinator for Special Educational Needs may become involved at any stage of the Steps to Success, and can be used for advice on a range of issues regarding appropriate provision for children, and may be able to offer a wider perspective on appropriate ways to support children. At St Joseph the Worker Catholic Primary, the Inclusion Manager position is held by the Mrs Sisk.

Positive Behaviour outside of the Classroom

In order to ensure that a positive ethos is set within the school and becomes part of the culture, it is vital that specific times of the day are well supervised and that our clear expectations of behaviour are reinforced. These are generally the 'public' and 'communal' times where children can observe and adopt the positive behaviours of others.

Assemblies

These are extremely important times where children come together in large groups, and it is paramount that behaviour is seen to be good. Classes entering assemblies should be silent, and the children should arrive ready to listen and contribute. Classes who are not quiet will not be allowed into the assembly hall.

A whole school '**Special Achievement**' assembly will take place once a week in order to ensure that children are publicly praised for their achievements.

Lunchtimes and Playtimes

These are times when many difficulties can occur.

- Staff are encouraged to involve the pupils in activities which will occupy them constructively and these activities are more successful if the staff participate.
- The use of playground equipment also supports good behaviour.
- A "Playground Friend Station" will be organised during playtimes, managed by children, who will be able to resolve minor conflicts and help to ensure that children are not isolated at break times.
- Lunchtime staff are all trained in the whole school approach the Assertive Mentoring.

Moving Around the Building

In order to avoid the dangers of large numbers of children going up the stairs at the same time, staff will line children up in the playground and teachers and TAs will supervise children up and down the stairs at the beginning and end of the day and at end of breaks.

The SLT will also encourage appropriate movement around the school and will be regularly involved in supervising these changeover times.

Positive Behaviour - Steps to Success outside the Classroom

1. Praise the children who are displaying appropriate behaviour

This sometimes distracts other children from misbehaving, as much of human behaviour is often attention seeking. Sometimes, ignoring the negative and focusing upon the constructive is highly effective.

- **Playground Points/Smiley's**

- **Stickers**

- Stickers can be given to children following rules, e.g. Thank you for being kind, for using good table manners

- **End of Play**

- A reward is handed to each class that line up best.

2. Give the child a firm warning and tell them which rule they have broken.

They choose how they will continue to behave. Giving them a choice encourages them to take more responsibility for their behaviour.

3. Have time out in a designated area

If the behaviour continues to be inappropriate a child is asked to take a time out. Before returning to play, reflection and discussion about the child's behaviour should take place. This should be for a fixed short period. In cases where the behaviour is deemed more serious a child is asked to go into the hall where a member of SLT is on duty. The adult inside decides the period of time the child needs to remain on time out and any necessary actions. Time outs are logged in the class behaviour file.

4. Referral to Key Stage Leaders

The Key Stage Leaders can decide upon additional action to take. This should only happen **after the above steps have been tried several times** and have failed to make a significant positive impact on the child's behaviour. However, when serious incidents occur, children should be referred straight to this stage.

5. Referral to the Headteacher or Deputy

The Head or Deputy will deal with serious behaviour where parents need to be contacted. These may include bullying, racist remarks, or violence towards an adult in the school.

Beyond the usual Sanctions:

If a child verbally, physically attacks a member of staff or pupil, the details are recorded in the incident book. The adult who witnesses the behaviour writes down what happened. The child is invited to see the Headteacher or Deputy. The parents of the child are notified. Sanctions employed at this point might be suspension from playtimes, school exclusion as well as a specific programme to change child's behaviour.

The child beyond

Sometimes there are children whose behaviour is beyond normal incentives and sanctions systems. Children with deep emotional problems need very clear boundaries set within a highly supportive framework. These children find it extremely difficult to manage playtimes without constantly becoming involved in fighting and other conflict situations. They are sent into the playground to manage and when they fail, they are punished. A major focus of our work with these children needs to be focussed on:

- Building relationships with their peers and adults in the school
- Raising their self esteem
- Developing their skills to help them to have positive experiences at playtime

The Role of the Pupils at St Joseph the Worker Catholic Primary

Children at our school should be empowered to affect change and promote positive behaviour. This message needs to be conveyed to the children, both within the ethos of the school and also the practical tasks with which they are involved. As well as the responsibilities that all children need to be encouraged to be involved in, other specific jobs will be given to some children:-

School Council - The school council's role is to give the pupils a 'voice' in how best to meet their needs, particularly in playground issues. Class discussions will inform the council's members, who can then feed decisions back to classes through their representatives. School council members will be elected at the start of each academic year.

Playground Buddies/Friends - This role is a key in encouraging existing friendships to develop as well as supporting those children who are lonely or isolated to develop new friendships.

Exclusions

St Joseph the Worker Catholic Primary is an inclusive environment and the management team would endeavour to keep children at the school where they can be best nurtured. Removal from class and placement elsewhere within the school can be an effective way of modifying seriously inappropriate behaviour, and this would be organised by the Inclusion Manager in partnership with other Senior Managers.

Only under the most severe of circumstances would a **fixed term exclusion from the school** be applied and only for matters where there was a significantly violent outburst, which endangered pupils and staff, or for extreme circumstances leading to major disruption of education for other pupils. In these circumstances, the school would ensure that excluded pupils had access to relevant learning activities for completion away from the school site. **Permanent Exclusions** from the school would only be pursued when all other avenues of support have been explored, and where there remains a significant safety risk to children and staff, or where it has become impossible to guarantee successful uninterrupted learning experiences for other pupils.

A record of children at risk of exclusion will be kept by the Headteacher and regularly updated. This documentation will include the strategies employed by the school in order to support these children and avoid exclusion.

Information to Parents

The school will endeavour to keep parents fully informed about behaviour issues related to their children. Parents will be consulted according to the "Steps to Success" stated above. They can often provide a unique insight into the reasons behind major issues and be the key to successful behaviour management. It is vital that parents are involved and informed when things are going well too, and that positive information goes home on a regular basis.

Records of serious incidents

The Headteacher will keep a record of all serious incidents within the school, together with a record of action taken and any additional follow-up that is deemed necessary.

Serious incidents are defined by situations where the Senior Management team decides it is necessary to involve parents.

All incidents of bullying and racism will be recorded separately and parents will be informed if their children have been involved in bullying or racist incidents or affected by it in any way. Racist incidents will be reported to the local authority termly.

Monitoring the Policy

The policy will be **reviewed once per year** by the staff and amendments will be agreed with the Governing Body.

Records of incidents and exclusions (and children sent out of classes) will be monitored and examined in terms of ethnicity and gender.

At specific times of the year the whole school review process will focus upon the effective implementation of this policy.

Anti Bullying Policy

Statement of Intent

At St Joseph the Worker Catholic Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school doesn't want to go on the school / public bus begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) begins to truant
- becomes withdrawn anxious, or lacking in confidence starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged has possessions which are damaged or " go missing" asks for money or starts stealing money (to pay bully) has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen) becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings stops eating
- is frightened to say what's wrong

- gives improbable excuses for any of the above is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use strategies for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly making up role-plays
- having discussions about bullying and why it matters



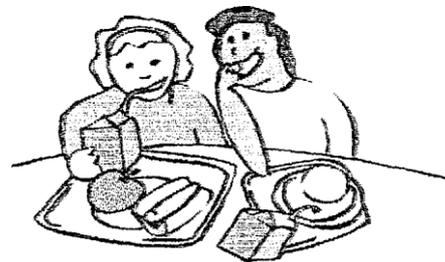
Dinner Hall

We will remain seated while eating and only move if necessary

We will remember table manners and be courteous

We will clear away properly, taking uneaten packed lunches home

We will only talk to children nearby and will not shout



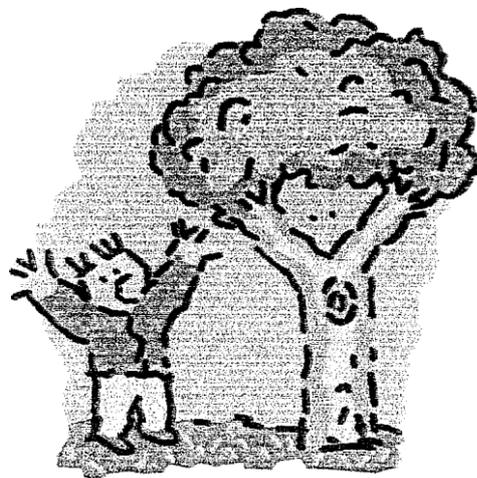
School Grounds

We will keep to safe pathways and use single, pedestrian gates

We will not cross the car park

We will use the correct door for our class

We will enter / exit the school building in a calm manner



General Rules

We will attend regularly and be on time

We will have the correct clothing and equipment for the day

We will show respect for everyone, their feelings and property

We will move quietly, safely and sensibly

We will be kind, polite and remember to use manners

We will keep school safe, clean and tidy

We will treat others in a way that we would like to be treated ourselves

We will make good choices

Toilets

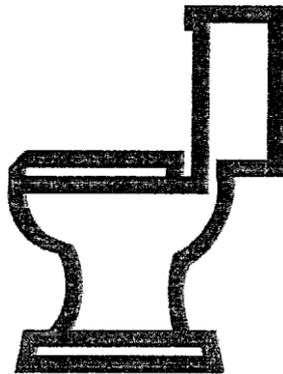
We will co-operate with prefects

We will wait patiently and quietly

We will flush the toilet and wash our hands

We will leave quickly

We will keep the toilets clean and tidy



Classroom Rules

We will listen and be quiet when someone is talking

We will keep the classroom safe, clean and tidy

We will try to listen and follow instructions carefully

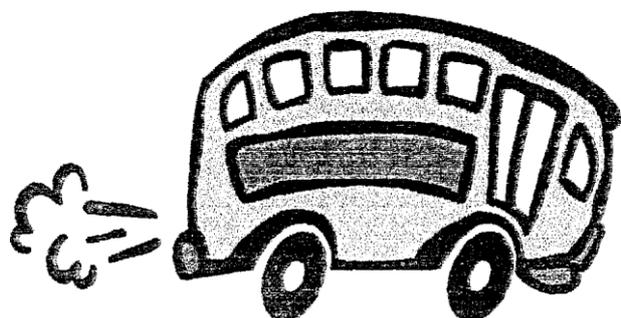
We try to do our best

Outings

We will stay with our group leader and follow instructions

We stay in our seat with seatbelt on when travelling

We will be aware of and considerate towards our surroundings and other people



Moving Around the School

Walk

We move one behind the other, on the left

We hold doors open for others

We use the bannister when moving on the stairs

