

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

PUPIL BEHAVIOUR POLICY 2017

Part 1 - Governors' Statement of Principles of Behaviour

As a Catholic School, our ethos is guided by Gospel Values. The Mission Statement 'At St Joseph's we love, learn and live by the example of Jesus Christ' influences all areas of school life.

We believe that good behaviour is essential to allow all our pupils to achieve their full potential.

Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. No pupil will be allowed to behave in a manner which adversely affects the wellbeing and learning opportunities of others.

We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self discipline and self esteem. Discrimination in any form will not be tolerated. We recognise that pupils with emotional or behavioural needs will receive support to achieve the expected standard of behaviour.

We believe that a system of reward for good and improving behaviour and sanctions where standards fall below an expected level is essential. These rewards and sanctions must be applied fairly and consistently.

At St Joseph's we have an effective and easily understood behaviour policy developed by staff, reviewed by pupils, staff, parents/carers, and adopted by the Governing Body. This policy clearly states the code of conduct and the schedule of rewards and sanctions. We believe that individual pupils' behaviour should be monitored and that their parents/carers should be kept informed.

It is essential that the school's behaviour policy helps ensure the safety of all children.

Part 2 – School Policy

Aims

- To contribute to the wider education of the whole child.
- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values as laid out in our School Mission Statement.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

PARENTS

We recognise the absolute necessity of having the understanding and support of parents.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By adhering to the Home School Agreement
- By discussing the Golden Rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' workshops and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

This policy comprises **5 sections** which should be read together.

- A) A positive description of the “**good behaviour**” we seek to establish.
- B) List of positive means for **promoting good behaviour**.
- C) List of typical kinds of **negative behaviour** which call for **procedures**.
- D) List of **acceptable sanctions** available to staff.
- E) **Procedures**.

A) Description of Good Behaviour

Good behaviour at St Joseph’s is seen as involving:

1. Respect for Oneself

- as a person

implying: honesty, care in personal appearance, care of one’s personal hygiene, non- acceptance of abuse, bullying and discrimination.

- as a student

implying: doing one’s best, taking responsibility for one’s own work.

- as a Christian

implying: a recognition of the need for peace and quiet to reflect and pray and upholding moral standards.

11. Respect for Others

This involves: good manners, acceptance of others with all their differences, allowing others to work and respecting their efforts, co-operating with others and forgiving. Adults, charged with the safety, welfare and education of children are entitled to respect at all times and should not be subjected to any kind of aggression or verbal abuse.

III. Respect for the Environment

This involves: care for the school grounds, building and equipment and respect for the private possessions of others.

B) Positive means for Promoting Good Behaviour

The policy does not prescribe or recommend any particular means.

Suggested possibilities:-

- ✓ Golden rules.
- ✓ Well done stickers / certificates.
- ✓ Notes of praise in homelink book.
- ✓ Star of the week.
- ✓ KS2 – Housepoints
- ✓ Headteacher Merit Cards
 - as a personal recognition for a specified item of praiseworthy behaviour
 - towards the House total.
- ✓ Appropriate assemblies e.g.WOW.
- ✓ Sent to Headteacher / Deputy Headteacher for commendation.

C) Typical kinds of Negative Behaviour which require procedures

- Racist remarks.
- Inappropriate use of the internet
- Rudeness / bad manners.
- Bad language / hurtful, abusive language.
- Interference with lunch boxes.
- Hurting other children deliberately, mentally and / or physically.
- Fighting.
- Disobedience.
- Lying.
- Stealing.
- Bullying.*
- Disrespect to any adult who works within the school community.
- Repeatedly disturbing other children.
- Persistent talking.

* Particular procedures are in place for dealing with bullying. Please refer to **Part 3** of this document - the **Anti-Bullying Policy**.

D) Sanctions available to Staff

These are not in any order and any can be used at any time at the member of staff's discretion.

- ✓ Missed playtime (Headteacher or Deputy Headteacher are available for support with regard to supervision if necessary - with appropriate notice).
- ✓ Missed lunchbreak.
- ✓ Time out (but standing within an adult's sight - 5-10 mins i.e not outside the classroom).

- ✓ Work taken home (insist on good quality of work from home, parents should sign a supportive note).
- ✓ Staff can send children to other teachers, Leadership Team, Deputy Headteacher, Headteacher - with prior notice if possible.
- ✓ Work Club – Years 5-6
- ✓ Confiscate inappropriate items
(Please note that confiscated items remain the pupil’s property, and if they are destroyed , retained permanently or even consumed by a member of staff , this is challengeable as theft)

Special Note

Going on Report (Appendix 1) is not a sanction but it is a useful technique for changing behaviour.

When considering placing a child “on report” the Headteacher (HT) / Deputy Headteacher (DH) needs to be informed.

Physical Intervention :

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self injury, damaging property, or causing disruption. In such cases, only the minimum force necessary may be used and any action taken must be to restrain a pupil. If physical intervention has been necessary, it should be recorded in a report of the incident and reported to the DH / HT.

E) Procedures

This is a map for the guidance of St Joseph’s staff. It can be appropriate to skip stages or to enter the scale several stages along.

1. Telling off.
2. Repeat telling off.
3. Entry in class behaviour book & sanction.
4. Repeat entry in class behaviour book, sanction and note in homelink book to be signed by the parent. **(FORM A)**
5. Repeat entry in class behaviour book. Meeting to be arranged between class teacher and parents with a view to child ‘going on report’. **(FORM B)**
(Note: having established common ground with the parents, it can be useful to have the child present for part of this meeting to ensure a common working partnership.) **(FORM B)**
6. First entry in school disciplinary book, sanction and letter to parents by Headteacher / Deputy Headteacher. **(FORM C)**

7. Second entry in school disciplinary book.
Headteacher / Deputy Headteacher letter to parents.(**FORM D**)
8. Third entry in School Disciplinary Book, Head/Deputy call for meeting with parents to discuss further ways of resolving the situation within a specified time scale and to explain that if there is no obvious improvement in the situation Governors will need to become involved.
9. **Governor involvement.**
10. Temporary exclusion in accordance with LA / Diocese guidelines.
11. Permanent exclusion in accordance with LA / Diocese guidelines.

Part 3 – Anti – Bullying Policy

Definition

Bullying can be described as being ‘a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents. Bullying can be carried out via the internet

At St Joseph’s staff, parents and children work together to create a happy, caring, learning environment. This policy derives from the School’s Mission Statement which states that at St Joseph’s “we love, learn and live by the example of Jesus Christ” Bullying, either verbal, physical or via the internet (cyber bullying) will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – sometimes that can be why they bully.

- Discussions at length with the victim. This will require patience and understanding.
Remember – **L**isten, **B**elieve, **A**ct
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher/Deputy Headteacher
- For younger children, the strategy of “ no blame ” is often effective, whereby the bully is included within a group of the victim’s friends to help improve the situation for the victim

- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable here at St Joseph's School.
- If they own up then follow the procedure outlined below and in the School Behaviour Policy
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to identify incidents of bullying and the identities of bullies, at St Joseph's we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff **L**isten, **B**elieve, **A**ct
- Confidential "Worry boxes" held in each class where children can put signed written notes if they feel that they cannot initially speak about their problem - for the class teacher to address at an appropriate time
- Posters in school advertising these measures and dissuading children from bullying
- Curriculum and assemblies to raise awareness
- Participation in Anti-bullying week and E-safety initiatives

APPENDICES

FORM "A"

**SCHOOL BEHAVIOUR POLICY
DISCIPLINARY NOTE (For putting in Homelink Book)**

Dear

I am sorry to tell you that has
misbehaved by

and has, therefore, had his / her name put in the Class Behaviour Book for a second time.

In accordance with the School Behaviour Policy, we ask you to see that the attached work is
done / you give a suitable punishment* and to sign in the Homelink Book that you have done
so.

If there is another entry in the Class Behaviour Book in the near future, we shall need to
arrange a meeting with you in school.

With thanks for your support.

Yours sincerely

..... (Class Teacher)

* Teacher to delete as appropriate

FORM "B"

SCHOOL BEHAVIOUR POLICY

Dear

In accordance with our agreed behaviour policy and to help improvement in the following target area:-

.....
.....
..... is being placed "On Report" starting

A copy of the Report is attached to this letter so that you can see how the Class Teacher will award up to 5 points each day depending on your child's efforts to meet the target.

Your child will bring home the daily slip for you to sign and return, and it is essential for you to respond with encouragement if the scores are good or improving.

The school will liaise with you in 2 to 3 weeks on whether it is appropriate to continue or end this daily report.

Please sign and return the slip below to your child's teacher.
With thanks for your co-operation.

Yours sincerely

Mr P Sutton
Headteacher

Mrs C French
Deputy Headteacher

PLEASE RETURN TO THE CLASS TEACHER

I note that my child is on "Daily Report" and will support this action.

I also note that the school will contact me in 2/3 weeks to consider whether the report should continue.

PARENT'S SIGNATURE DATE

Dear

I regret to inform you that has now had an entry in the School Disciplinary Book.

The entry refers to:-

.....
.....
.....

This is quite a serious step and your support is essential if we are to get improvement. We ask you to give a supporting punishment at home of a kind that you think is effective and appropriate and which indicates clearly your own disapproval of this misbehaviour.

Kindly acknowledge this letter by signing and returning the slip below.

Yours sincerely

Mr P Sutton Mrs C French
Headteacher **Deputy Headteacher**

.....

PLEASE RETURN TO THE HEADTEACHER

I acknowledge receipt of the letter concerning my child's behaviour and will support this action with a suitable punishment at home.

SIGNED

DATE

CHILD'S NAME

CLASS

SCHOOL BEHAVIOUR POLICY

Dear

I regret to inform you that has now had 2 entries in the School Disciplinary Book.

In accordance with our School Behaviour Policy and to help improve his/her behaviour, is being kept "in detention" this Friday at lunchtime.

The misbehaviour which we will not accept is as follows:-

.....
.....
.....

This is quite a serious step and your support is essential if we are to get improvement.

We ask you to give a supporting punishment at home of a kind that you think is effective and appropriate and which indicates clearly your own disapproval of this misbehaviour. If there is another entry in the school Disciplinary Book in the near future, we shall need to arrange a meeting with you in school.

Please complete and return the slip below to the Headteacher. With thanks for your co-operation.

Yours sincerely

Mr P Sutton
Headteacher

Mrs C French
Deputy Headteacher

PLEASE RETURN TO THE HEADTEACHER

I note that my child is in detention this Friday at lunchtime, and will support this action with a suitable punishment at home.

PARENT'S SIGNATURE DATE