

**ST. JOSEPH'S CATHOLIC
PRIMARY SCHOOL**



**Barleyfields Road, Wetherby
West Yorkshire LS22 6PR**

PUPIL BEHAVIOUR & DISCIPLINE POLICY

'This school is committed to safeguarding and promoting the wellbeing of all our children, and expects our staff and volunteers to share this commitment'

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Reviewed and amended – September 2021

Next review – September 2023

Behaviour and Discipline Policy

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Aims and expectations

The behaviour of the vast majority of children at St. Joseph's is excellent. In order to maintain this, we believe that good manners are the foundation for good discipline. The behaviour and conduct of everyone in school must be such that staff and children are able to fulfil the whole range of processes consistent with the ethos of a Catholic school, which also ensures that staff will have continual regard for the individuality of each child within the school community.

St. Joseph's Catholic Primary School has adopted a positive behaviour policy with a Restorative Practices philosophy. This policy sets out the framework for the behaviour, responsibilities, values and attitudes and actions expected of all our community members. Restorative Practice aims to build the St. Joseph's School community and to strengthen, and, if necessary, repair relationships within this community. The school embraces Restorative Practice (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where diversity is celebrated.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way. We teach our children to respond positively and honestly to the practices outlined in this policy. There is a zero tolerance approach to bullying of any kind including cyberbullying, prejudice-based and discriminatory bullying as well as sexual violence and sexual harassment which is never acceptable or tolerated.

Our School TRUST Rules

We expect every member of the school community to behave in a considerate way towards others and follow our 'TRUST' rules:

Truth

- We always tell the **truth**. We understand and practise forgiveness and reconciliation in all of our relationships in school.

Respect

- We are always **respectful**. Everyone will act with courtesy and consideration to each other at all times, as befits members of a Christian community. We are kind with words or actions. We make sure that the school environment is kept clean and tidy. We recycle and reuse to prevent waste to show respect to the environment and God's world.

Understand

- We always show **understanding** to others and ourselves. We try to understand each other's point of view. We always speak politely to everyone.

Safety

- We always make the right decisions to ensure our **safety**. We walk in school. We are kind with our words or actions. We will play where it is safe and where an adult can see us. We use equipment safely.

Tell

- We always **tell** an adult we trust when things worry us or when we see injustice. Our voice will be heard.

In class, behaviour should make it possible for children to learn and teachers to teach. We listen and follow instructions from members of staff.

Each individual makes a contribution to the school's reputation. This is particularly applicable when we are out of school and pupils are wearing school uniform.

Rewards & Sanctions

The school rewards good behaviour, as it is our belief that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- work read out/shown to the class;
- teachers give house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- praise for positive behaviours and good work during Golden Book Assembly;
- a visit to the head teacher or senior member of staff for excellent work or behaviour;
- given a sticker, certificate or other reward from the head teacher;

- given special privileges e.g. working with younger children, extra time on chosen activity;
- presented with an end of term certificate or notification of commendation to parents.

The school acknowledges all the efforts and achievements of children, both in and out of school. All achievements, both at school and at home, are celebrated during Golden Book Assembly, for example, music, dancing or swimming certificates.

Rules

The class teacher discusses the school rules with each class and the children discuss why each of these is important and has a place in our school. We also discuss how these can be transferred into the community. In addition to the school code of conduct, each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind including cyberbullying, prejudice-based and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and invest time to ensure that there are clear strategies that aim to prevent such incidents from happening.

Preventative measures in place in school include:

- A speak out culture: Within our school behaviour Mantra: TRUST, children are taught to **tell** a trusted adult if they see or feel something that is not right.
- PSHE and lessons teach our children how to keep themselves safe (e.g. Pants are Private, Online Safety) which teach our children how to speak out safely.
- PSHE lessons teach our children to challenge and question respectfully and that having different opinions or beliefs is healthy, acceptable and to be celebrated.
- The school curriculum, including curriculum enhancement workshops and themed weeks, celebrates diversity and helps children have a deepened understanding of tolerance and respect (British Values).
- School ethos: love, peace and hope draws on the teachings of Jesus to celebrate differences and treat one another with respect.
- Children are involved in creating the school rules and class sanctions.
- Strong home, school partnerships support us in aiming for consistent and clear messages to our children and families.
- Safety messages are taught to all of our children including online safety.
- Restorative Practice is applied by staff in all instances of conflict, teaching our children conflict resolution. With incidents of bullying, restorative practice is carefully timed and managed to allow for a full investigation, and the voice of the victim is at the centre of the process so that restorative practice only begins when they are ready. Intensive support is available for the child and their family throughout.

Strategies are in place to quickly address and support children who display negative or inappropriate behaviour. Strategies include nurture groups, counselling, friendship groups or external support to name only a few.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (See Physical Intervention Policy).

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The following sanctions are ranked according to the severity of the misbehaviour. There may be times when it is necessary to go straight to sanctions 4 or beyond.

Sanctions

We strive to continue to build positive home/school relationships and value a joined up approach to dealing with unwanted behaviour. At any point during the sanctions below, parents may be contacted.

1. We expect pupils to listen carefully to instructions in lessons. If they do not do so, eye contact is made with the child followed with a short verbal reminder of rule that is not being adhered to. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
2. If the child continues to misbehave a second verbal warning will be given followed by reinforcement that the behaviour being displayed is unacceptable. The child is warned that if it continues he/she will be moved for a given period of time to a place nearer the teacher or away from other pupils.
3. If the child continues to misbehave and be disruptive in class, the child will be given time out – usually from their social time. They may be isolated from the rest of the class until he or she calms down or given time to reflect on their behaviour and is in a position to work sensibly again with others. The time to do this may be during break/lunch time.
4. If a child's behaviour endangers the safety of others they will be sent to a senior member of staff/head teacher. After working through the above steps a child will be sent to a senior member of staff.
5. If unwanted behaviour continues, the child will be sent to the head teacher and parents may be informed.

* If a child repeatedly acts in a way that disrupts or upsets others or their behaviour is effecting their education and the education of others, the class teacher records the incident, the child is sent to the head teacher and may contact the parents to discuss the behaviour.

* If a child threatens, hurts or bullies another pupil, the class teacher records the incident and ensures a copy is given to the behaviour coordinator and a copy is kept in the class file to monitor any behaviour patterns and to keep a log. The child is sent to a senior member of staff/head teacher. They will then contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. An

Individual Behaviour Plan (IBP) may be drawn up at this point with the SENCO, Class teacher, parents and pupil.

* Depending on the severity of the incident the head teacher can make the decision to impose an internal, fixed-term or permanent exclusion from school.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

Routines and Rules to Keep Everybody Safe

At St Joseph's, we ensure good hygiene is modelled, taught and followed throughout the day to help keep everybody safe. We work with parents and pupils to ensure that this is also followed outside of school. Rules and routines in school such as regular hand washing, hand sanitising, cleaning, keeping a safe distance from others, following rotas, using a tissue when coughing or sneezing and disposing of tissues safely are just some of the measures taught and in place around school. We expect all staff to teach and follow these rules and all pupils to understand and follow these rules wherever possible.

At St Joseph's, we understand that due to the age or need of some of our pupils, it may not always be possible to adhere to some of these measures, and in these cases, the school risk assessment or in some cases, an individual risk assessment will be used to keep staff and other pupils safe.

If children fail to follow these safety measures or deliberately put themselves or others at risk, the following will be put into place:

- Child will be removed to an isolated area away from other children and staff
- Parents/carers will be contacted, and an individual risk assessment/behaviour support plan will be put into place
- Staff working closely with the child may need to wear PPE (face shield/mask and gloves) away from other children
- If behaviour continues, child will be removed from the site temporarily and support and guidance will be received from the Area Inclusion Partnerships (AIP) to decide next steps

In this situation, the behaviour policy will continue to be followed: rewards and sanctions as well as continuing to support the child to understand why these rules and routines are in place.

Reporting

There are clear procedures in place for reporting any type of negative behaviour, this includes the following:

Staff members must report any negative behaviour to the class teacher. It is the responsibility of the staff member dealing with the behaviour incident (lunch time assistant, support staff, office staff etc.) to follow the restorative practice process and report full details of the incident to the child's class teacher.

It is the responsibility of the staff member dealing with the behaviour incident to give out any sanctions. This may also be the point at which further support is given for any child who is a victim of negative behaviour.

The class teacher will ensure any sanctions given by the staff member dealing with the incident are followed through and that all details of the incident are recorded on CPOMS alerting SLT.

Children are taught to tell a trusted adult in school should something be upsetting them e.g. another child being unkind to them or they have witnesses unkind behaviour. Children are taught this as one of the school rules within TRUST. This can be indicated during the daily check in, or children can ask to speak to any adult in school at any time.

Daily confidential check ins are completed so that children know they can indicate if they need to speak to an adult in private. Staff give a very clear message to our children that whatever they share will be taken seriously and kept safe.

We always aim to embed restorative measures where appropriate which may include nurture groups, counselling, friendship groups or external support to name only a few.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and ensures the behaviour coordinator is informed. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior member of staff/the head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum as well as other areas such as English, History, Drama, Art and assemblies. Class teachers will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and wellbeing in an age

appropriate manner, including being able to identify harm from: female genital mutilation (FGM), preventing radicalisation, peer on peer abuse to name a few (for further detail, please refer to Section 7 of our Safeguarding and Child Protection Policy). If a staff member becomes concerned about the change of behaviour in an individual or sees something that concerns them, they must immediately speak to a Designated Safeguarding Lead (DSL) who will then contact the Education Safeguarding Team or the Prevent Education Officer.

The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour. The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

As a school, we will assess the risk of children being drawn into any form of harm or abuse, for example radicalisation, FGM or child sexual exploitation and should any concerns arise, we will contact the Education Safeguarding Team immediately. All of this is underpinned by our Safeguarding and Child Protection Policy.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school code of conduct in the school prospectus/home-school agreement, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to provide appropriate consequences for a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body through the Pupil Support Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular

disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Confiscation of inappropriate items

Children with the exception of Foundation Stage children should not bring toys into school as these can be lost, damaged and can disrupt learning. Exceptions to this may be made on special occasions e.g. for a particular class topic or a class party. The law allows a member of staff to confiscate, retain or dispose of a child's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.

Search

School staff can search a child for any item banned by the school, if the child agrees. However, teachers and those authorised by the Head teacher have the power to search children or their possessions, without the consent of the child or parents /carer, where they suspect the child has items prohibited by law. This includes knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

We wish to emphasise that our mission statement and ethos at St. Joseph's does not encourage such behaviour and have included this as part of an 'encompassing all' policy.

Exceptional circumstances and extremely challenging behaviour

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective. Such cases will be treated on an individual basis. The class teacher, support staff, senior management team, SENCO and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured. The following strategies will be considered:

- Meeting of all involved, including parents/carers, to draw up a Behaviour Contract. This to be reviewed regularly.
- Designation of a member of the Senior Leadership Team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support.
- SENCO, class teacher and support assistants to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for a Statement of special educational needs in the longer term, if appropriate.
- At least weekly liaison with parents/carers.

A written record of behaviour will be kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the Senior Leadership Team together with contributions from any other staff who are involved.

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation. Information and advice on judging risk and taking acceptable, safe action is found in the school Physical Intervention Policy which can be found on the school web site.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves.

This may involve:

- Phoning or sending a child for help from other staff
- Issuing instructions for the child to stop, clearly using their name
- Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical restraint (See Physical Intervention Policy)
- If necessary taking the class out of the room leaving the child with an adult if possible
- Reassuring the class afterwards

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents / carers will need to receive an honest report of any incident including concerns raised.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. In line with the DfE recommendations the head teacher may exclude a pupil for up to 15 days in a single block and up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Allegations against staff / complaints

Within our school we have procedures in place for dealing with allegations made against staff and volunteers. Concerns can be raised with the school at any time. These will be appropriately investigated. Our school's Complaints Policy has four main stages. In summary they are as follows

The Informal stage aims to resolve the concern through informal contact at the appropriate level in school.

Stage 1 is the first formal stage at which written complaints are considered by the head teacher or the designated governor, who has special responsibility for dealing with complaints.

Stage 2 is the next stage once stage 1 has been worked through. It involves a complaints appeal panel of governors.

LEA review where Education Leeds will review and comment upon the way we have dealt with your complaint.

Disciplinary action will be taken against children who are found to have made malicious accusations against school staff. This may include external exclusion. Please refer to the Complaints Policy for further details.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that is kept in the school office.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Restorative Approach

At St. Joseph's Catholic Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

If there are any issues or conflict between children or even adults, they are dealt with in a restorative way. The language used is very fair, calm and respectful.

When our pupils find themselves in conflict or upset we will ask all the people involved to stand in a circle and each person is asked the following questions in turn. Everybody gets a turn to speak individually and is listened to:

- What happened?
- How did it make you feel?
- What needs to happen to put this right?
- Do you think it has been dealt with fairly?

We might also say to our pupils:

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Review

The governing body reviews this policy every two years, with opportunities for consultation with staff, pupils and parents. 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.