



St Joseph's Catholic Primary School

Behaviour and Discipline Policy

It is a primary aim of our school that the behaviour is managed with our mission statement in mind –

We are proud of our school as a place of learning, prayer and happiness.

Hand in hand with God, Our Lady and St. Joseph,
we promise to work hard and be kind to one another
so that we can grow stronger together in our faith.

Aims and Expectations

The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour. We treat all children fairly and apply this behaviour policy in a consistent way.

In order to maintain our school ethos

Children should ...

- show respect to each other and to all adults.
- be well mannered at all times including greeting each other as we pass by.
- be courteous and let adults pass first.
- show respect for their work and other children's property.
- move around the school quietly and safely.
- play together in a way that does not hurt or endanger any other children.

Staff should ...

- be aware that they are role models for pupil behaviour
- have high expectations of behaviour
- be able to teach effectively with full co-operation from all children and meet the needs of all children
- develop personally and professionally
- demonstrate in their relationships with others that each individual, their efforts and achievements are valued

Parents should ...

- work collaboratively with the school supporting their child to adhere to the discipline policy.
- read, sign and support our behaviour policy.
- support their child's learning, and to co-operate with the school, as set out
- in the home-school agreement.

Children are involved in drawing up their own classroom rules at the beginning of each academic year that they will agree to adhere to and these are displayed on the classroom wall.

Rewards and Consequences

To encourage children to behave appropriately we recognise and reward their achievements in a number of ways as follows:

- Teachers congratulate children by giving them verbal praise and recognition within the classroom.
- Teachers in Key Stage 1 reward good work and positive behaviour by awarding stickers.
- Teachers in Key Stage 2 give children team points; either for consistent good work, behaviour or to acknowledge outstanding effort or acts of kindness in school.
- Each week teachers nominate children from each class to be 'Reader/Writer/Mathematician of the Week' who then receive certificates in the school assembly.
- Teachers within a department also nominate another child who receives a Hand in Hand certificate for living out the school's mission statement.
- Year 6 children are awarded Prefect badges for showing they are responsible and trustworthy.
- Midday supervisors award stickers for good behaviour/kindness/helpfulness.

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual child and situation. They are:

- If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for a period of time.
- Talking to the child and discouraging their unacceptable behaviour.
- If the behaviour persists, another warning is issued – this will lead to the child missing 5 minutes of their next playtime
- Children who continue to break the rule will be spoken to by the Senior Leadership Team. If necessary this will also be reported to the head teacher.
- Each session, morning and afternoon, starts afresh for all children. These sessions may be more frequent for our younger children.
- Depending on the severity of the behaviour, the child may be sent to the Deputy Head teacher or another member of the Senior Leadership Team.
- On occasions, the child may need to be seen by the Head Teacher to discuss their actions.
- During lunchtimes, if after a warning children do not behave they will have 'time out' for between 5 - 10 minutes depending on the behaviour observed.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school does not tolerate bullying of any kind. Any reports of bullying will be dealt with by the head teacher according to the school policy. 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. (See Positive Handling Policy)

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.
- ensure the health, safety and welfare of all children in the school.
- keep records of all reported sustained or serious incidents of misbehaviour. If a child's name appears three times in any half term, the parents of the child will be informed by letter. Parents will be offered the opportunity to come in to school to discuss the situation.
- be responsible for giving fixed-term exclusions 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.

The role of Governors

The governing body 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.

Fixed-term and Permanent Exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school or if the pupil displays persistent disruptive and/or challenging behaviour. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school term.

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. The creation and maintenance of our existing good discipline is founded on the principles contained in this document. These principles are agreed broadly and by our own staff. While the head teacher is happy to take the lead on matters of discipline, she will rely on the support of colleagues who continue to accept that, with a sound disciplinary base, our school can achieve greatly.

This policy will be reviewed annually by the whole staff and then sent to governors for ratification.