



St Joseph's, Anderton Behaviour and Discipline Policy 2024-25

All school policies take account of the school's ethos which is enshrined in our Mission Statement and the latest guidance from the Department for Education 'Behaviour in In Schools' February 2024.

Our Mission

'At St Joseph's, we work, learn and grow together in God's love'

Our Motto

'With Love we Grow'

Whilst at St Joseph's Catholic Primary School, this is how we will live our mission:

We are gentle

Non-violence; peace; prayer; holiness; dignity; tolerance of different faiths and beliefs

We are kind

Service of neighbour; compassion; sacrifice; partnership; solidarity; example of Jesus

We are honest

Truth; integrity; trust; individual liberty; rule of law

We are respectful

Humility; truth; honesty; dignity; politeness; keeping healthy; stewardship; sustainability; mutual respect; tolerance of different faiths and beliefs

We forgive

Reconciliation; compassion; justice; mercy; love of Jesus; empathy; prayer; mutual respect

We are full of joy

Positivity; recognition of excellence; sharing and celebrating success; holiness; love of Jesus; prayer; solidarity

We have hope

Courage; perseverance; determination; resilience; prayer; self-belief; excellence; solidarity; commitment; sacrifice of Jesus

The Governors, Head Teacher and staff must set out measures in the behaviour policy which aim to:

- Enable children to learn
- Raise levels of attainment
- Increase self esteem
- Deal with bullying
- Allow teachers to teach

Catholic ethos

Our Behaviour policy is based on the Gospels of Jesus Christ and the teachings of the Catholic Church that **Reconciliation takes place** - to repair the relationship – to separate the child/person from the behaviour, to end the conversation positively and to ensure there is an opportunity for the child to make a fresh start. The policy is designed to promote good behaviour whilst developing an ethos of kindness, compassion and co-operation.

***'I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.'* Ginott 1972**

All Adults will:

- Be calm
- Focus on what good behaviour looks like and what the children should be doing
- Be non-confrontational
- Give children escape routes
- Be consistent
- Be positive
- Be forgiving
- Be inclusive and adapt expectations for pupils with Special Educational Needs, taking reasonable steps and providing appropriate support to avoid any disadvantage to pupils with SEND.

All paid employees have a responsibility to administer and adhere to this policy. They receive appropriate training to enable them to fulfil their duties.

Explanation of how positive behaviour is taught, practised and modelled through the curriculum e.g. PSHE & C, RE, Circle Time, Nurture Groups, School Council, Buddies, interventions to support behaviour – Social Stories, Comic Strip Conversations.

Behaviour Management Techniques

- Tactically ignoring the behaviour and highlighting children who are doing what they should be doing – positive modelling
- Non-verbal privately understood signals
- Songs, claps and signs
- Proximity
- Quiet verbal reminders
- Redirection
- Language of choice
- Withdrawal/calming down time
- 'When...then' and 'now...next' statements

- Partial agreement to show understanding thereby avoiding confrontation ‘Maybe, but...’ I understand but...’

The Negative Effects of low Self esteem

Pupils with low self-esteem are likely to underperform and display inappropriate behaviour. They may:

- Give up with work
- Avoid work
- Be reluctant to try new tasks
- Require constant attention from adults and engage in attention seeking behaviours
- Be at greater risk of bullying others
- Be at greater risk of being a victim of bullying

Rewards

- Dojos
- Golden Time/Good to be Green time
- Certificates – Star of the Week; Reader of the Week; Smart Award; Curriculum Award of the Week; note in planner; Spotted Award – all awarded in Friday’s celebration assembly and mentioned on the school newsletter
- Hot chocolate
- Wow text home
- Head Teacher’s Award
- Reading award badges – 200 000 words read; 500 000 words read; 1 million words read

Sanctions

- Stop and think card, warning card, red card – following the ‘Good to be Green’ system on display in classrooms. All children with no yellow or red cards to receive golden time on Friday afternoon.

See Appendix 1 – ‘Hierarchy of Warnings and Behaviour sanctions inside the classroom’

Appendix 2 – ‘Hierarchy of Warnings and Behaviour sanctions outside the classroom’

Support available through our graduated approach to SEND for pupils whose social, emotional and mental health needs present a barrier to achievement.

Children identified with SEND or any social, emotional and behaviour needs will already have clear targets and these should be incorporated into the process as appropriate. These will always be taken into account when behaviour is dealt with and sanctions will be actioned fairly and proportionately with the needs of the child.

All serious incidents will be recorded on CPOMS, an online tool for the recording of incidents and the creation of chronologies.

To help these children with behaviour we use:

- Quality First Teaching

- Small Group Support
- 1:1 interventions – ELSA – Emotional Literacy support; Social stories, Comic Strip Conversations
- Support from outside agencies - Early help, Child Action North West; Key Youth; CISS, SEND Team
- Individual Behaviour Plan (IBP), Pastoral Support Programme (PSP)
- Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), internal isolation, exclusion

Time Out Example 1:1 intervention

Time out is not a punishment and is used if a child needs calming time and time to reflect. Each class has a 'Calm Down Zone' where the child can retreat to if necessary. Strategies are available for the child – breathing tips etc. to help them to manage themselves during calming time.

Removal from Classrooms

A pupil may be removed from the classroom when other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. School will always ensure that the sanction is proportionate and consider whether there are any special considerations such as SEND needs.

Removal may be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

Removal is different to use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Detentions

At St Joseph's, we do, from time to time, use lunchtime and playtime detentions with pupils during which time they reflect on the inappropriate behaviour and considerate how they can make amends. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Parental consent is not required for detentions however staff will inform parents if this has or is going to take place. Repeated detentions may lead to internal isolations or exclusions.

Exclusions

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents/carers have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the

exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion parents/carer have the right to appeal the decision to an independent review panel. The school will set and mark work for all excluded pupils during the first five days of any exclusion and alternative provision must be arranged for the sixth day.

Information for parents is available here:

<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/>

Pupil Support Units/Pupil Referral units

A pupil support unit/pupil referral unit is a planned intervention for a pupil whose behaviour needs are such that they need a specialist behaviour placement in another setting.

This might be used:

- a) as a planned intervention for behavioural or pastoral reasons
- b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition will be to improve behaviour and maintain learning so that the pupil can successfully reintegrate back to St Joseph's.

Reintegration

If a pupil has been removed from the classroom, excluded, suspended, or has spent time in a pupil referral unit, they will require some reintegration to ensure that the transition back to school/class is manageable. This may involve reintegration meetings with pupils, parents and, if relevant, other agencies, depending on the type of support required to enable the pupil to meet the expected standards of behaviour.

Monitoring and Evaluating School Behaviour

Behaviour incidents are captured and recorded on our online platform CPOMS. We collect data on and analyse behaviour data from:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of outside agencies – inclusion hubs; specialist teacher support and pupil referral units
- incidents of searching, screening and confiscation;
- staff, pupils, governors and parent surveys on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data to inform policy and practice.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head Teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

At St Joseph's school, the Head Teacher will decide what action is necessary, within the behaviour policy guidelines, in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils. This includes online inappropriate behaviour, bullying and sexting. Pupils can be disciplined appropriately by the Head Teacher for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The Head Teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Please refer to our Anti-Bullying Policy for more information.

The Equality Act 2010 requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding Children and Young People.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not

considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head Teacher.

Confiscation of Inappropriate Items

The school has a right to search pupils and confiscate items from pupils. A member of staff is permitted to confiscate, retain or dispose of a pupils' property as a sanction. In the majority of circumstances, confiscated items will be retained by the Head Teacher and arrangements will be made for the parents and carers to collect the confiscated items from school. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

The school also has the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic/indecent images including on mobile phones
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the Head Teacher to decide if and when to return an item, or whether to dispose of it. At St Joseph's, the permission to search has to be granted by the Head Teacher and must be done in a reasonable way, within safeguarding guidelines. Any such search will always be witnessed by at least two members of staff approved by the Head Teacher, to ensure that protocols are followed.

Power to Use Reasonable Force

Staff have a legal right to use reasonable force to physically separate pupils from fighting or to remove a disruptive pupil from class if that pupil has refused to move voluntarily and

with encouragement. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

The school does not require parental consent to use reasonable force on a pupil but it is our policy to inform parents and carers if the need for use of reasonable force has arisen.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on a school organised visit

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Dealing with allegations of abuse against teachers and other staff

- All allegations of abuse **must** be taken seriously. The quick resolution of that allegation will be a clear priority to the benefit of all concerned.
- In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references
- Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or

permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

The welfare of the child is paramount in all dealings of this nature. Conduct is continually monitored to ensure guidance is followed. Serious concerns about an adult's conduct will be dealt with by the DSL – the Designated Safeguarding Lead in the school which is Mrs Brownsey, Head Teacher. In her absence, the Deputy DSL is Miss Singleton, Deputy Head Teacher. The DSL will refer to the Chair of Governors and the LADO – the Local Authority Designated Officer who will advise on the appropriate course of action to take. If the concern is about the Head Teacher, the Chair of Governors and the LADO will work together to address and investigate the concern.

Low Level Concerns – adult behaviour that does not meet the threshold for a referral to the LADO but is not consistent with the Staff Code of Conduct will be dealt with by the Chair of Governors and the DSL.

Related Policies:

- Whistleblowing Policy
- Safeguarding Policy
- Low Level Concerns Policy
- Anti Bullying Policy
- PREVENT Policy
- Child Protection Policy
- Attendance Policy
- SEND Policy

LADO - tim.booth@lancashire.gov.uk

Home / School

Parents are consulted on the Behaviour Policy and Sanctions annually. They are reminded of their roles and responsibilities in supporting the policy and asked to sign and return the correspondence. The governing body is legally required to consult staff, parents and pupils on the school Behaviour policy. This is done every time the policy is updated.

Monitoring and Review

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The policy is reviewed annually to ensure that it is effective, e.g. through using assessment tools, exclusion and attendance data, other records that are kept of serious incidents or detentions. Periodic consultation within the school and local community about perceptions of behaviour at St Joseph's adds to the effective monitoring of behaviour both inside and outside of school.

The governing body reviews this policy every year. 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.

Signed: _____ Head teacher Date: _____

Signed:_____ **Chair of Governors** **Date:** _____