



**St. Joseph's**  
**Catholic Primary School**

## **St. Joseph's Catholic Primary School Behaviour and Discipline**

### **Mission Statement**

*We follow in Jesus' footsteps as we care for each other when we work, play and pray.*

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### Statement of intent

St Joseph's Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

signed by:

Ratified by the Full Academy Committee on 8.3.2018

## **1. Legal framework**

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008

1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

## **2. Roles and responsibilities**

2.1 The Academy Committee has overall responsibility for the implementation of this Behavioural Policy and of the behaviour procedures at the school.

2.2 The Academy Committee has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3 The Academy Committee is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

2.4 The Principal is responsible for establishing the standard of behaviour expected by pupils at the school.

2.5 The Principal is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.

2.6 The Principal is responsible for the day-to-day implementation of this policy.

2.7 The Principal is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

2.8 All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.

2.9 All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of behaviour.

2.10 Members of staff, as authorised by the Principal, are responsible for punishing pupils who display poor levels of behaviour.

This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

2.11 Pupils are responsible for their own behaviour both inside school and out in the wider community.

2.12 Pupils are responsible for reporting any unacceptable behaviour to a member of staff.

2.13 Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.

## **3. Definitions**

3.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

3.2. For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness

- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

#### **4. Training of staff**

4.1 The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

4.2 Teachers and support staff will receive training on this policy as part of their new starter induction.

4.3 Teachers and support staff will receive regular and ongoing training as part of their development.

#### **5. Pupil expectations**

5.1. Pupils will be expected to follow the school Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

#### **6. Smoking and drug policy**

6.1 In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

6.2 Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

6.3 Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

6.4 In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

6.5 Pupils and staff are required to follow the school’s Drug and Alcohol Policy.

#### **7. Rewarding good behaviour**

7.1 The school recognises that pupils should be rewarded for their display of good behaviour.

7.2 The school will use the following rewards for displaying good behaviour:

- Certificates
- Postcards home
- Principal’s awards
- Verbal praise
- Prizes
- Stickers/house points
- End of term whole-class rewards

#### **8. Punishing poor behaviour**

8.1 Teachers are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school.

8.2 If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher is able to punish the pupil for their poor behaviour.

8.3 In order for the punishment to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.

8.4 The school will ensure that all punishments are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.

8.5 The Principal may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.

8.6 The Principal may limit the power to punish poor behaviour from individual members of staff.

## 9. Behaviour off school premises

9.1 Teachers are able to punish pupils for misbehaviour outside of the school premises.

9.2 Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:

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

9.3 Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

9.4 Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

9.5 The school will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

9.6 In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

## 10. Behaviour, rewards and sanctions

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

- Teachers congratulate children;
- Teachers give children points/stickers in class for good behaviour.
- We have an individual Bronze, Silver and Gold house award system.
- Each week staff nominate children to be awarded a certificate in our Congratulations Assembly and their names are displayed.
- We present virtues awards every half term and names are displayed on the hall wall.
- We distribute these to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all pupils have an opportunity to show examples of their best work.
- at the end of each term we award special certificates for consistent hard work or good behaviour.

10.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

10.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

10.4 At St Joseph's Catholic Primary School there is no corporal punishment

10.5 Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police.

10.6 Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

10.7 Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil.

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable, followed by a second warning.
- If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, they will be moved to a place nearer the teacher, or to sit on their own.
- If the pupil continues the behaviour following the final warning, the teacher may complete a [Behavioural Incident Form](#) and may issue another sanction.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The child may need to be collected from school for the remainder of the school day, to allow the other pupils safe access to their curriculum. The Principal will not allow the child to return to their classroom until discussions have been held with the child's parents. (*this includes playtimes*)
- If a pupil is moved, misses break/lunchtime or receives a detention, the Principal will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by a member of staff at all times.

10.8 The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Setting additional work as punishment, e.g. writing tasks
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.
- Missing break/lunchtime, or detentions during lunchtime, after school and at weekends
- Engaging in school-based community service, e.g. picking up litter
- Placing the pupil on report for constant monitoring or other consistent behaviour checks
- Excluding the pupil either temporarily or permanently, in extreme cases.

10.9 Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

10.10 At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

10.11 Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the Principal using a [Behavioural Incident Form](#).

10.12 The Principal will keep a record of all reported incidents.

10.13 The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.

10.14 Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in another classroom whilst an investigation by the Principal takes place.

10.15 If, following an investigation, the allegation is found to be true, the Principal will issue the appropriate disciplinary action. 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. An agreed Behaviour Pupil Profile will be put in place.

10.16 Any decision made to exclude a pupil will only be done so by the Principal in accordance with the school's Exclusion section of this document.

10.17 All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

10.18 Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Complaints Policy.

10.19 The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

10.20 The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

## 11 Exclusions

### More serious cases

11.1 Where there is a serious misbehaviour, the Principal will exclude the child at their discretion. This is very rare, but will be used if a child causes danger to themselves or others, persistently break school rules and thereby affect the well being of other children /staff or cause disruption to teaching and learning. Such decisions are never taken lightly and always follow the agreed procedures laid down by BCC. Further sanctions, of which parents would be informed, are

- a) Lunchtime exclusion
- b) Temporary exclusion
- c) Permanent exclusion.

*Possible reasons for exclusion are:*

- physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, biting, obstruction and/or jostling

- verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, or carrying an offensive weapon
- bullying, which can be verbal or physical, and this category includes homophobic and racist bullying
- racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti
- sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language and sexual graffiti
- drug and alcohol-related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse
- damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti
- theft, which includes stealing school property, stealing personal property from a fellow pupil or an adult, stealing from local shops on a school outing
- persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of school rules.

11.2 In all cases we try to work in partnership with parents and seek advice from other available professional colleagues. The school will retain the information, to which reference may be made during the child's time at St Joseph's Catholic Primary School, thereby fostering a continuous and consistent approach to the child's behavioural development.

### 11.3 Seeking Outside Support for Continuous Disruptive Behaviour

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate multi agency assessment and/or involve other agencies, including:

- The education psychology service for issues to do with behaviour inside school
- The child and family unit for issues regarding behaviour at home
- SENAR/Our Place for advice to do with issues of behaviour or welfare in school
- The school nurse for issues regarding health

## 12. Items banned from the school premises

### 12.1 Fire lighting equipment:

- Matches, lighters, etc.

### 12.2 Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

### 12.3 Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

### 12.4 Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

## 13. Confiscation of inappropriate items

13.1 All members of staff are able to use their power to search without consent for any of the items mentioned in [section 12](#) of this policy.

13.2 Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

13.3 Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

13.4 A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

13.5 A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

13.6 The school is not liable for any damage to, or loss of, any confiscated item.

13.7 The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

13.8 For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

13.9 Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

13.10 The Principal will always be notified when any item is confiscated.

## **14. Use of reasonable force**

### **Education & Inspections Act 2006 C.40 Part 7 Ch1 Pt93**

#### **Power of members of staff to use force**

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely-

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

14.3 The Principal and other trained members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items as outlined in the Government advise for all schools and academies in January 2018' searching, screening and confiscation'. A copy of this publication can be obtained by parents on request at the office.

14.4 Though members of staff are able to search for all of the items listed in [section 12](#) of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

## **15 Controlled substances**

15.1 St Joseph's Catholic Primary School has a zero tolerance policy on illegal drugs and legal highs.

15.2 Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

15.3 The staff member will store the sample in Principal's Office.

15.4 The incident will be reported to the police immediately. The police will then collect the item and deal with it In line with their agreed protocols.

15.5 The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

15.6 Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

15.7 Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.

## **16 Outside school and the wider community**

16.1 Pupils at the school must agree to represent the school in a positive manner.

16.2 The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

16.3 Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.


## **17 Monitoring and review**


17.1 This policy will be reviewed by the Principal and Academy Committee on an annual basis, who will make any necessary changes and communicate this to all members of staff.

17.2 This policy will be made available for inspection and review by the chief inspector, upon request.



## Reward and incident – examples

	Name:	Year group:
	Date:	Issuing teacher:
Name of school	Reason/s:	
Positive behaviour form	<hr/>	
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	<hr/>	
	<hr/>	
	<hr/>	

	Name:	Year group:
	Date:	Issuing teacher:
Name of school	Reason/s:	Sanction/s:
Behavioural incident form	<hr/>	<hr/>
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# Behavioural management form

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Location of observation:</b>		<b>Name of staff member:</b>	

**Before the incident: what led to the behaviour?**

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**During the incident: what did the pupil do?**

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**After the incident: what were the consequences of this behaviour?**

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**Additional comments**

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# Behavioural management observations review form

Name of pupil:		Year group:	
Name of key worker:		Date:	

**Do there appear to be any patterns triggering the pupil's behaviour?**

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**Are our existing management systems effective?**

--

**What achievable targets could we implement for the pupil to work towards?**

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**What are the pupil's strengths?**

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**What effective strategies could we implement to help the pupil achieve their targets?**

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**Additional comments**

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