

St Joseph's Roman Catholic Primary School
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Behaviour Policy

2017 - 2019

POLICY DETAILS:

Legal Status: Statutory

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Next Review: May 2019

Responsible Person: Headmistress

Introduction

Parents and guardians are reminded that in choosing St Joseph's Roman Catholic Primary School for their children, they will read and adhere to our policies, procedures and vision.

At St Joseph's Roman Catholic Primary School pupils make rapid progress because of the outstanding behaviour that creates a climate where lessons are entirely focussed on learning. We achieve this by inspiring, motivating and challenging our pupils.

'Our expectations for them are limitless.'

Parents will be informed if their child has misbehaved so they can remind their child about our expectations. Parents and guardians who do not wish to support and reinforce our policies are free to exercise their right to apply to other schools.

1 Aims and objectives

- 1.1 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 Catholic community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 allowing everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children
 - Teachers give children house points
 - Each week, we nominate a child from each class to receive a merit for good work or behaviour in school assembly
 - We distribute student of the week certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
 - All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work
- 2.2 The school acknowledges all the efforts and achievements of children, and a weekly assembly is held to celebrate good work and behaviour.

2.3 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.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we will ask them to redo a task.
- Teachers keep a 'Behaviour Book' where they keep a log of minor incidents of misbehavior in class or on the playground.
- If a child is continually disruptive in class, the teacher reprimands him or her and the Restart process will begin.

The Restart Behaviour Intervention Programme

If a child continuously misbehaves they are placed on Restart by the teacher. 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.

- Children are told when their behaviour is not acceptable and they will be given a warning
- When they have been given a total of three warnings they will be placed on Restart.
- If a child presents an immediate danger to others or threatens, hurts or bullies another child they can be placed on Restart immediately without using the three tier warning system.

When a child is placed in Restart they will miss their play at lunchtime and be given time to talk to a member of staff about the reasons why they have been placed on Restart. They will also be given time to reflect upon their own behaviour and how they can improve it so that they can make a new start when they go back into class.

At the time they are first placed on restart, a letter is sent home with a copy of the school's behaviour policy. Parents are asked to sign the letter to acknowledge that they are aware of the child's mis-behaviour and that they are going to reinforce the schools expectations with their child. Teachers will ask to speak to the parents to discuss the issue.

If a child is placed in Restart twice in one week the Deputy Head will be informed and she will request to see the child's parents to have an initial concerns meeting.

If a child is placed in Restart twice in one week after the initial concerns meeting (in the same year) the Deputy Head will contact the child's parents and the child will be internally excluded from class for the period of one day. The child will then be put on a progress report for a period of 2 weeks. The progress report is a home- school link that charts progress in behaviour and must be filled in each day by the class teacher and parent.

If a child is placed in Restart twice in one week after they have been internally excluded, the Headmistress will be informed and she will then contact the child's parents. The child will then be excluded externally from school for the period of one day.

If the child is placed on Restart twice in one week after an external exclusion the above process will continue and the external exclusion will increase to two days and so on until a total of 45 days has been reached and then the child will be permanently excluded from school. (Also see fixed and permanent exclusions)

St Joseph's Roman Catholic Primary School works in partnership with the Brent Exclusion Team to ensure that all procedures are followed correctly.

- 2.4 The class teacher discusses the school rules with their class. In addition to the school rules, each class also has its own classroom code, 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.
- 2.5 The school does not tolerate bullying of any kind. 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.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE document 'Use of Reasonable Force' (published July 2013, reviewed July 2015). Teachers in our school do not hit, push or slap children. 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.
- 2.7 The DfE has published 'Screening, Searching and Confiscation' guidance (published 2014, reviewed July 2015) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.
- 2.8 Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headmistress will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises.
- 2.9 All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.
- 2.10 Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. 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.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher will place the child on Restart and will keep a record of all such incidents. In the first instance, the child is placed in Restart, a letter is sent home to the parents and the teacher will speak to the parents of the child. However, if misbehaviour continues and the child has been placed in Restart twice in one week, the Deputy Head will then request to see the parent for an initial concerns meeting.
- 3.5 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 the LA's behaviour support service.
- 3.6 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 if there are concerns about the behaviour or welfare of a child.

4 The role of the Headteacher

- 4.1 It is the responsibility of the Headmistress, 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 Headmistress to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headmistress supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Headmistress keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Headmistress has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmistress will permanently exclude a child. At each stage of exclusion the Headmistress will inform the school Governors.

5 The role of parents

- 5.1 The school collaborates proactively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try 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.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head.

6 The role of Governors

- 6.1 The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headmistress in adhering to these guidelines.

6.2 The Headmistress has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headmistress about particular disciplinary issues.

7 Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (April 2016) and the school will refer to this guidance in any decision to exclude a child from school.

7.2 In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

7.2 Only the Headmistress (or the acting Headteacher) has the power to exclude a child from school. The Headmistress may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headmistress may exclude a child permanently. It is also possible for the Headmistress to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the Headmistress excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmistress will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal. If the exclusion is for 5 days or less the Governing Board may hear your views but would not be able to overturn the decision of the Headmistress.

7.4 A child may be given an internal, then an external exclusion due to constant breaches of the behaviour policy. Due process will be followed according to the 'Restart Behaviour Intervention Programme'. Children can only be excluded for a total of 45 days in any school year. Once they reach this limit, any further exclusions will mean the child will be permanently excluded.

7.5 The Headmistress informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.6 The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headmistress.

7.7 The Governing Board has a disciplinary committee which considers any exclusion appeals on behalf of the Governors.

7.8 When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

7.9 If the Governors' appeals panel decides that a child should be reinstated, the Headmistress must comply with this ruling.

8 Drug and alcohol-related incidents

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision a member of staff.

- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by exclusion.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Equalities Act 2010

- 9.1 St Joseph's Roman Catholic Primary School takes seriously the responsibility to promote, monitor and review all aspects of school life to ensure we are meeting our duties in respect of the Equalities Act 2010.
- 9.2 The school does not discriminate against pupils of 'protected characteristic' status which includes gender, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy. Therefore, we may make reasonable adjustments to ensure their learning and social experiences at St Joseph's are as positive and inclusive as possible.
- 9.3 While we always strive to be fair and transparent, the school recognises that our response to inappropriate behaviour from some children, for example those with a Special Educational Need or a disability such as autism, may need to be differentiated.

10 Safeguarding

Children are regularly encouraged to report instances of behaviour which break school rules or are not consistent with the general ethos of St Joseph's Roman Catholic School. Staff are also encouraged to discuss unusual changes in behaviour with the Designated Person for Child Protection as this could be a symptom of an underlying issue.

11 Governors' Statement of Behaviour Principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance.

The purpose of this statement is to provide guidance for the Headmistress in drawing up the Behaviour Policy at St Joseph's Roman Catholic Primary School so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the support of the Governing Board when following this

guidance. This is a statement of principles, not practice: it is the responsibility of the Headmistress to draw up the Behaviour Policy at St Joseph's Roman Catholic Primary School, though she must take account of these principles when formulating this. The Headmistress is also asked to take account of current DfE guidance.

The Behaviour Policy will be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.*
- St Joseph's Roman Catholic Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.*
- It is expected that all adults – staff, volunteers and Governors – will set excellent examples to the children at all times.*
- We seek to give every child a sense of personal responsibility for his/her own actions.*
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.*
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.*
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.*
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions.*
- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.*
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.*
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.*

12 Monitoring and review

- 12.1 The Headmistress monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in a behaviour book. The Headmistress records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.3 It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the Equalities Act 2010.
- 12.4 The Governing Board reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

References

Behaviour and Discipline in Schools (DfE January 2016)

Exclusions Guidance (DfE April 2016)

Use of Reasonable Force (DfE July 2013, reviewed July 2015)

Screening, Searching and Confiscation guidance (DfE 2014, reviewed July 2015)