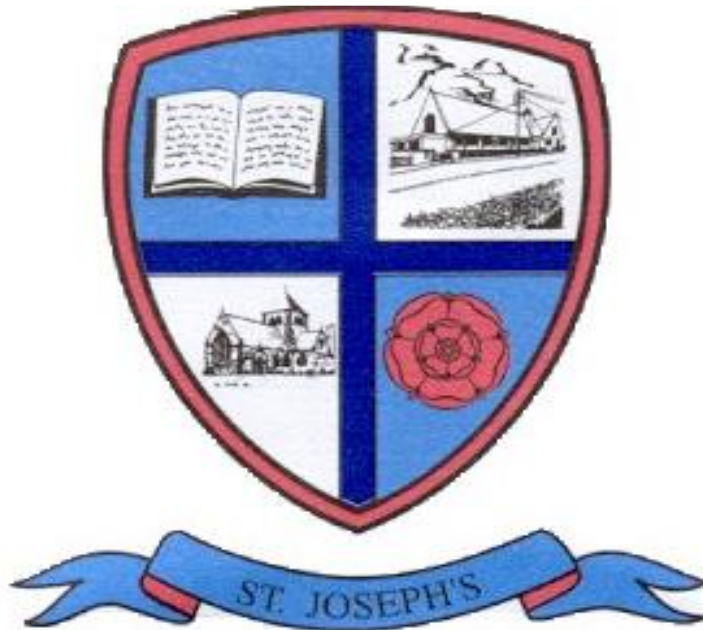
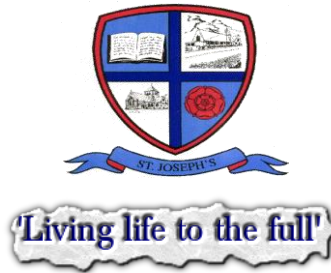


**ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL**



BEHAVIOUR POLICY

**Reviewed: February 2023
To be reviewed: February 2025**



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON. **BEHAVIOUR POLICY**

Introduction:

Through this policy, we will promote our Mission Statement and School Aims in teaching the values we learn from the examples of Christ:

- Forgiveness
- Respect for self and others
- Truth and honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

We believe that both good behaviour and discipline are essential to an orderly working atmosphere where effective teaching and learning can take place. The behaviour policy is a means of promoting good relationships, so that people can work together with a common purpose. Such values in turn promote not only the Christian ethos and aims of St. Joseph's Catholic Primary School but assist in the preparation of the children for the responsibilities and duties of adult life.

It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.

The Behaviour Policy should be clearly understood by all members of the school community – pupils, parents, governors, teachers and non-teaching staff.

Aims:

- *To develop a shared understanding and consistent approach which support the aims and values of the school;*
- *To foster a school community where all feel valued and respected, and where each person is treated fairly;*
- *To create a happy, safe and secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities;*
- *To create a positive and orderly atmosphere which supports teaching and learning;*
- *To support staff through the identification of whole-school, effective systems and practices to foster good behaviour and provide measures for dealing with problem behaviour;*
- *To reward good behaviour in order to develop an ethos of kindness and co-operation.*

Rights and Responsibilities:

Section 91 of the Education and Inspections Act 2006 introduced, for the first time, a statutory power to all teachers and other paid members of staff who are in lawful control or charge of pupils, to discipline pupils. The Act also empowers the head teacher to limit the power to apply particular sanctions to certain staff and to extend the power, as is reasonable, to a parent volunteering to supervise an activity such as a football match or help on a school trip. The Act gives school staff a clear statutory authority for punishing pupils:

- whose behaviour is unacceptable;
- who break school rules;
- who fail to follow a reasonable instruction.

The power to discipline is applicable to any pupil at a school where education is provided for them, and also to misbehaviour by pupils outside school premises when they are not in the lawful control or charge of a member of staff, so far as this is reasonable. To safeguard the interests of pupils against unfair or inappropriate punishments, the Act also provides that the disciplinary penalties in question must be reasonable, not breach any statutory requirement or prohibition (which would include legislation on SEN, disability, race and other equalities and human rights), and take account of the pupil's age, any

special educational needs or disability the pupil may have, and any religious requirements affecting the pupil. Corporal punishment, as defined in section 548 of the Education Act 1996, is unlawful.

The School Golden Rules:

Our 'Golden Rules' (*see Appendix 1*) have been drawn up by both staff and children. They fall broadly into the categories of:-

- Respect for myself
- Respect for others
- Respect for property/environment

Discussion with the children will take place in each class to ensure children understand the rules and take ownership. Our Golden Rules will also be reinforced through Collective Worship at both class and whole school level. Consequences of breaking the rules will also be established with the children. The school rules will be displayed around the school and in each classroom as a constant reminder.

ENCOURAGING GOOD BEHAVIOUR

Positive Attention:

All pupils should receive acknowledgement for following our 'Golden Rules'. It is important to reward positive behaviours, both within and outside the school. This is celebrated in our Superstar Assembly and the use of Golden Time.

Praise:

Positive verbal/written response to academic performance and social behaviour is crucial. Through our responses to children, we should be ensuring that we inform, motivate and value each child.

Pupil Responsibilities:

Children should be given responsibilities to help with managing their classroom and for older children with managing the school. They are likely to react positively by behaving more responsibly.

The School Council:

The School Council helps pupils to feel responsible and involved in how the school operates. Secondly, it provides the opportunity for children to put forward their own ideas about how the school can be improved. Discussions may well focus on behaviour and strategies to be used or introduced to maintain our high standards.

Rewards:

- Rewards should be given for positive behaviour as well as for skills and attitudes to academic work;
- Rewards may be in the form of Dojo points, stickers and certificates, used at the discretion of the teacher or teaching assistant;
- The rewards system must benefit all children, not just a limited group;
- Others should share in the 'good news' e.g. parents, class and the whole school (Superstar Assembly);
- Children can also be sent to the Headteacher who will also give stickers for positive work or behaviour.
- Team points: Children are organised vertically across the school into 4 colour teams. Dojo points, awarded during the week to individual pupils for good work or behaviour, are converted to team points and recorded by Year 6 children. The totals are announced in the Superstar Assembly and the winning team, at the end of each half term, is rewarded with a non-uniform day.
- Team points for attendance and punctuality are also awarded at the whole school superstar assembly. Classes that have achieved 100% attendance and a 100% punctuality rate for the week will be recorded weekly. The most successful class at the end of each term will be rewarded with an extra playtime;
- Golden Time: Each Friday afternoon the children are able to access 20 minutes Golden Time. There is a selection of activities available for the children to select from and the children access their chosen activity for the 20 minutes. The Golden Time chart in class will have each child's name on a sticker. As a consequence for any unwanted behaviour during the week a child will be eligible to lose some of their 'Golden Time.' This will go up in steps of: 1 minute, 2 minutes, 5 minutes, 10 minutes, 15 minutes, all of Golden Time.

Encouraging Good Behaviour by:

- Leading, supporting and encouraging children to develop and maintain high standards of behaviour;
- Positively encouraging desired behaviours through the delivery and implementation of the PSHEE sessions;
- Systematically acknowledging good behaviour and minimising attention to bad behaviour;
- Encouraging self-discipline in children;
- Enhancing children's self-esteem;
- Supporting staff in managing children's behaviour.
- Using 'Golden Time', 'class dojo points and 'Citizenship Awards' (*appendix 2*) to encourage positive behaviour.

- Acknowledging all the efforts and achievements of children, both in and out of school at the weekly 'Whole School Superstar Assemblies'

In class the teacher may encourage a return to good behaviour by:

- Teacher waiting to start until everyone is quiet and attentive
- Eye contact / **disapproving looks**
- Tone of voice
- Raising of hand/counting down, waiting for children to copy
- Reinforce rules
- Use child's name
- A child may be last out to play or lunch etc.
- Identify the specific problem / rule broken and give a quiet warning
- Highlight consequences of bad behaviour
- Speak to a child outside the room / to one side then re – admit
- In cases of incomplete work, where the teacher believes this is due to poor attitude (as opposed to inability to complete) – a child's "free time" eg lunch / play time could be used for catching up.
- Speak to a child at the end of a teaching session.

Class Rules:

These will be established by the class teacher at the beginning of the year to ensure children are clear about expectations of working noise, movement around the class, use and storage of equipment and independent working procedures. The children will also be made aware of the consequences of any inappropriate behaviour.

Playground Rules:

Rules for appropriate behaviour in the playground have been agreed upon by children and staff. These are displayed on Class Notice Boards and near play areas. Expected behaviour and activities for wet playtimes have also been established and are displayed on Class Notice Boards and have been shared with Welfare Staff.

Managing Behaviour:

The Government is determined to support teachers and other school staff in securing high standards of behaviour in schools. This support includes legislation. The Education and Inspections Act 2006 confirms and clarifies the right of the school to impose disciplinary sanctions on a pupil when their conduct falls below the standard which could reasonably be expected of them. These disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Lunchtimes:

Standards of behaviour should remain high during the lunchtime period with the relationship between the Welfare Staff and the pupils based on respect. Welfare Staff will receive appropriate training to ensure behaviour is managed effectively. A child, who persistently misbehaves at lunchtimes, will lose their lunch time play. Welfare staff lead a variety of lunch time games encouraging positive team work and interaction between children (**appendix 3**).

Our playtime and lunchtime rules are summarised below:

Managing Behaviour at Playtime:

1. Children should be brought onto the playground surface in an orderly manner by the class teacher/teaching assistant;
2. Children must respond to the bell: when the bell goes, children walk to join their class line;
 - ❖ Any children who are talking or misbehaving are lined up in a separate place near the adult on duty.
 - ❖ All classes are led into school by their teacher / member of staff.
 - ❖ The adult on duty leads the "separate group" of children into the school and personally takes them to their teacher – highlighting the problem that has been experienced.
3. Children should not play or move onto grassy areas without permission;
4. Fighting, play fighting, wrestling, pushing / shoving, kicking, name calling and teasing are not allowed; this will be dealt with by the teacher on duty and 2 minutes of Golden Time will be lost for each of the above and the next playtime lost as a consequence;
5. Children should be mindful of the safety of themselves and others;
6. Playground Leaders and Buddies support the children through play;
7. The teacher and assistants on duty should monitor all areas of the playground and look for signs of "behavioural issues" emerging;
8. One of the members of staff on duty will monitor the toilets and issue the children with toilet passes to ensure that lots of children are not inside at the same time.

Wet Playtimes:

Children must remain in their own classrooms. Y6 children are wet playtime monitors. They are also in the classroom with the class teacher/teaching assistant if it is morning or afternoon play. Children should not use any ICT equipment or scissors during this time. The class should be drawing/writing/ watching a DVD – not walking around the classroom.

Wet Lunch times:

Children must remain in their own classrooms. Y6 children are wet playtime monitors. They are also in the classroom with a welfare assistant. Children should not use any ICT equipment or scissors during this time. The class should be drawing/writing/ watching a DVD – not walking around the class room. There is a wet playtime rota (appendix 4)

Play times & lunch times on the field:

When it is dry weather the children may play on the field; EYFS & KS1 on the bottom half of the field, KS2 on the top half of the field. Children may play football. If children are also playing on the playground, there must be supervision on there.

Dealing With Misbehaviour On The Playground:

- If a child's behaviour on the playground breaks the 'Golden Rules' then they will be asked to stand on the wall for ten minutes and will lose two minutes of Golden Time. The adult on duty must report the behaviour to the class teacher who will record the behaviour on the Golden Time chart. Consistent misbehaviour will result in the child walking with the adult on duty for 5 minutes and the behaviour being reported to the class teacher to record in the Cohort Behaviour File;
- If the child's behaviour does not improve then the child will be asked to stand by the wall for the rest of the playtime. The adult on duty must then report the child's behaviour to the class teacher who will record the behaviour in the Cohort Behaviour File;
- Misbehaviour during lining up, results in children being brought to the front of the line in the direct view of the member of staff on duty and the child will lose two minutes Golden Time;
- Dining Hall: Talking is permitted / encouraged: Meals are a social occasion, however excessive noise including talking / shouting to children on another table is unacceptable.

Use of the Cohort Behaviour File:

This is a key record and tool to use in the modification of behaviour: If a child misbehaves in class and breaks the established 'Golden Rules' the event should be logged in the Cohort Behaviour File. It may be that the event will not be repeated; however if the trouble persists it is essential that we have specific details of poor behaviour, which can be reported to parents if necessary.

Support for Children who Present Extreme Behaviours:

Pupils who present such extremes of behaviour should have a written positive behaviour plan. Such plans will include strategies to prevent and deal with any recurrence of behaviours that could lead to the use of physical interventions. This plan is written by the class teacher in conjunction with the staff working with the pupil with support from the headteacher. It is very important to share this plan with everyone who has dealings with the pupil.

Devising a Positive Behaviour Plan:

The following steps are vital:

Observation and Recording:

How often does the behaviour present? What are the triggers and in what circumstances? What has been tried in the past?

Planning:

Structured intervention is planned and a record system set up.

Review:

Plans to be reviewed on a regular basis, according to the individual pupil's needs. The review should inform any changes or alterations to the plan.

Positive Behaviour plans will give clear guidance on strategies to use for diversion and de-escalation techniques. They will also explain any Physical Intervention Techniques to be used if de-escalation techniques do not diffuse the situation, as a last resort. Good practice will involve the parents in the development of the PBP and parents should sign and be given a copy.

A copy of any Positive Behaviour Plan must be kept in the child's classroom and in the behaviour file in the head teacher's office.

STAFF RESPONSIBILITIES

All staff have a general responsibility for encouraging pupils to behave well at all times. As adults, we must set good examples and model the standards expected from the pupils:-

Consistency:

- Children need to know what is expected of them in all areas of the school by all staff.
- Staff must set high standards and apply rules firmly and fairly at all times.

Courtesy:

- Everyone must act with consideration and courtesy to others at all times.

Respect:

- All staff must show respect and expect to receive respect.

Relationships:

- Good relationships are vital. Staff must take the initiative to relate and communicate with children and each other.

Be Positive:

- Staff must take the time and patience to interact with children in a positive way. Separating the behaviour from the child will protect their self-esteem.

Environment:

- The quality of the school's environment influences children's behaviour. Dangers, graffiti, litter and untidiness must be dealt with promptly.

When correcting children's behaviour, staff must:-

- Maintain eye contact;
- Listen to pupils' perspectives;
- Speak calmly rather than shouting using a respectful but assertive tone;
- Avoid language that is humiliating;
- Minimise embarrassment and hostility;
- Acknowledge and affirm positive behaviour;
- Privately encourage positive behaviours;
- Avoid unnecessary arguments;
- Give clear 'choices' to maximise pupil responsibility;
- Be consistent in the follow through;
- Use support systems as necessary.

Our success is not tested by the absence of problems but the way we deal with them. Staff may encounter children who are persistently disruptive. In such situations, we will adopt a whole-school approach to support each other and the pupils

Teaching Staff:

Teachers have a specific responsibility for behaviour management in their classroom.

Key characteristics of good practice in classroom management which teachers must adopt are:-

- A prompt start to lessons;
- Lessons well planned and prepared in advance;
- A calm and purposeful atmosphere;
- Clear procedures and instructions with both classroom and school rules displayed;
- Appropriate, interesting work set, differentiated to ensure success;
- Pupils encouraged to reflect on progress and set goals;
- High emphasis on achievement;
- High recognition of positive achievement and good behaviour;
- Low emphasis on punishment;
- Enthusiasm and use of humour by the teacher;
- Resources well cared for and well organised;
- Order but not rigidity;
- Reinforcement of expectations and strategies via P.S.H.E.
- Awareness of the risk of certain pupils being 'over-disciplined' through misinterpretation of their behavioural norms, such as a 'loud' social style.

It is important at the beginning of each school year to establish routines and make expectations clear in relation to behaviour. Establishing the standard of behaviour acceptable in the classroom is crucial for successful teaching and learning; it is a time-consuming process, but time well spent. In particular, teachers must discuss routines and rules for:

- Acceptable working noise levels;
- Gaining attention/answering questions;
- Moving around the room;
- Accessing and tidying up resources;
- Going to the toilet;
- Pupils to deal independently with problems e.g. spellings, needing guidance, finished work;
- The rewards and consequences for following or breaking rules.

Much of the guidance given so far will go a long way to prevent misbehaviour and encourage appropriate behaviour by creating a consistent, predictable environment. Teaching social skills through PSHEE and strategies such as Circle Time will make a considerable difference to the quality of relationships and the ethos generated.

	RIGHTS	RESPONSIBILITIES
Staff	To the support of a Behaviour Policy. To be safe. To be treated fairly and with respect. To teach without unnecessary disruption. To be listened to and supported by senior/other staff when dealing with troublesome children.	To contribute to and implement the school's Behaviour Policy. To follow/ implement the school Golden Rules. To set high standards of work and behaviour. To be a good role model. To develop good class and management skills. To keep appropriate records. To work in partnership with parents and external agencies.
Pupils	To be safe. To be treated fairly and with respect. To learn without unnecessary interruption. To be listened to. To have appropriate work set.	To follow the school rules. To treat everyone with respect. To let others get on with their work. To increasingly take responsibility for their own behaviour. To help with managing the classroom/school.
Parents	To be informed about their child's behaviour. For families under stress to receive confidential and sensitive support.	To support the school's Behaviour Policy/Home School Agreement. To promote good behaviour in school and support any targets set. To inform school of changes in circumstances. To deal with complaints using the complaints procedure.
Governors	To receive information from the Headteacher about standards of behaviour and exclusions when necessary.	To set principles for and approve and review, the Behaviour Policy. To be supportive in difficult circumstances, including exclusion.

All staff have a collective responsibility to manage behaviour around school and it is expected that the strategies are used at all times with all children.

At St. Joseph's we deal with Misbehaviour by:

- Ensuring that children understand that there are consequences following their behaviour and that sanctions will be fairly applied for unacceptable behaviour;
- Ensuring that a fair and consistent system is in place that also gives staff confidence in dealing with a range of misbehaviours as shown:

LEVELS OF MISBEHAVIOUR:	EXAMPLES OF THIS LEVEL OF BEHAVIOUR:	STAFF ACTION/CONSEQUENCE:
Level 1:	Mildly disruptive behaviours: <ul style="list-style-type: none"> ❖ Shouting out in class ❖ Inappropriate movement around the room. ❖ Working slowly ❖ Off task ❖ Misuse of equipment ❖ General silly behaviour ❖ Deliberately distracting other children ❖ Inappropriate noise ❖ Not listening to instructions ❖ Insolence – for example: Answering back (stronger version may be level 2) ❖ Disapproving looks eg “eyes to heaven” ❖ “Tut” ❖ Smirk (assuming it is not a nervous response) 	<p>These are dealt with by the class teacher/classroom assistant using a range of strategies with minimal interaction to remind or refocus the child onto the task. Lunchtime incidents should be dealt with by Welfare staff.</p> <p>CHILD TO COMPLETE THINK SHEET (APPENDIX 5)</p> <p>LOSS OF 2 MINUTES OF GOLDEN TIME FOR EACH OF THE ABOVE.</p>
Level 2:	Repeated trivial behaviours or more serious, disruptive	These would normally be dealt with by the class teacher but require firmer reminders or application of consequences.

<p><i>(Recorded in the Pupil Profile by the Class teacher)</i></p>	<p>behaviours:</p> <ul style="list-style-type: none"> ❖ Continuous acts of level 1 ❖ Deliberate disregard of safety of self or others ❖ Skitting / Teasing ❖ Name calling ❖ Refusing to comply / follow staff instructions 	<p>Parents should be informed by the class teacher and the Headteacher made aware. At lunchtime, Welfare Staff should inform the duty teacher.</p> <ul style="list-style-type: none"> • INCIDENT LOG SHEET 1 TO BE COMPLETED BY REPORTING MEMBER OF STAFF (appendix 6) • CHILD TO COMPLETE BEHAVIOUR INCIDENT LOG SHEET (KS1/KS2) (appendix 7a/7b) • CONTINUATION OF THESE ACTIONS WILL RESULT IN AN INDIVIDUAL TARGET-SETTING BOOK (appendix 8) <p>LOSS OF 2 MINUTES OF GOLDEN TIME FOR EACH OF THE ABOVE AND MISSES A PLAYTIME.</p>
<p>Level 3: <i>(Recorded by the headteacher in the office 'Behaviour File')</i></p>	<p>Very serious behaviours</p> <ul style="list-style-type: none"> ❖ Continuous acts of levels 1 & 2 Inappropriate use of language (swearing) ❖ Scuffling / grappling with other pupils which results in children being hurt ❖ Acts of vandalism Threats of violence (eg "I'm going to get you after school.") ❖ verbal abuse to adults, threatening, fighting, bullying, unsafe practices 	<p>Misbehaviour should be immediately stopped by adult(s) in charge and referred immediately to head teacher; Class Teacher will log incidents of this nature in the Cohort Behaviour File; Further referral to HT may follow if necessary. Parents of both parties should be formally informed by the class teacher. Level 3 Behaviour will result in a meeting with parents and the Headteacher.</p> <ul style="list-style-type: none"> • INCIDENT LOG SHEET 1 TO BE COMPLETED BY REPORTING MEMBER OF STAFF (appendix 6) • CHILD TO COMPLETE BEHAVIOUR INCIDENT LOG SHEET (KS1/KS2) (appendix 7a/7b) • CT TO COMPLETE BEHAVIOUR INCIDENT RECORD (appendix 9) • IF MEETING WITH PARENTS COMPLETE PARENT/CARER CONTACT FORM (appendix 10) <p>THE CHILD MISSES PLAYTIMES AND LOSES 5 MINUTES OF GOLDEN TIME FOR EACH ACTION.</p>
<p>Level 4:</p>	<ul style="list-style-type: none"> ❖ Acts of physical and verbal violence including retaliation ❖ Strong language ❖ Racial abuse of any description ❖ Abuse of staff ❖ Persistent bullying 	<p>Misbehaviour should be immediately stopped by adult(s) in charge and referred to Headteacher; Immediate referral to headteacher should follow after logging events. Parents of both parties should be formally contacted by the headteacher either by letter or appointment to highlight the problem. Persistent examples of Level 4 misbehaviour may results in fixed term exclusion and will result in the use of the Pupil Behaviour Book and entry onto Stage 1 of the Special Needs Register. Targets for improvement will be set, with a timescale of approximately two weeks for review. If the review does not identify significant improvement, outside agencies will be involved. Further advice and fixed term exclusion may need to follow. If a permanent exclusion is being considered, then governors will need to be involved.</p> <ul style="list-style-type: none"> • INCIDENT LOG SHEET 1 TO BE COMPLETED BY REPORTING MEMBER OF STAFF (appendix 6) • CHILD TO COMPLETE BEHAVIOUR INCIDENT LOG SHEET (KS1/KS2) (appendix 7a/7b) • CT TO COMPLETE BEHAVIOUR INCIDENT RECORD (appendix 9) • COMPLETE PARENT/CARER CONTACT FORM (appendix 10)/ BULLYING RECORD (appendix 11)/USE OF FORCE TO RESTRAIN & CONTROL PUPILS INCIDENT RECORD (appendix 12)/ USE OF RIHMS (racist) record (appendix 13)

Negative Attention:

It is important that staff minimise the amount of attention given to pupils when they are attention-seeking or disruptive. Minimal interactions should be used in refocusing pupils back on task. At St. Joseph's Catholic Primary School, we have categorised misbehaviour into 4 levels of seriousness and examples are given above. We have defined our responses to them in order that pupils experience behaviour management as a fair process, as well as staff feeling confident with a range of options available to them.

Pupils with Special Educational Need or Disability:

The Equality Act 2010 the SEN duties in the Education Act 1996 (both of which were amended by the SEN and Disability Act 2001), together with the Disability Discrimination Act 2005 (which also amended the Disability Discrimination Act 1995), provide the statutory framework that underpins equality of opportunity for pupils with SEN or disabilities in accessing school education.

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated seven per cent of the child population and includes hidden disabilities such as:

- dyslexia, autism, and speech and language impairment;
- sensory and physical impairment;
- medical conditions such as diabetes, epilepsy or disfigurement.

Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as:

- oppositional defiance disorder (ODD)
- hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD)
- syndromes such as Tourette's and other mental-health disorders.

Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

There is a significant overlap between those who have a disability and those who have SEN. The definition of SEN includes many, but not all, disabled children; disabled children have SEN if they have learning difficulties which call for special educational provision to be made for them. The definition of 'learning difficulty' under the Education Act 1996 includes a disability which either prevents or hinders a child from making use of educational facilities of a kind generally available in the area.

Children may not respond to the Behaviour Policy because they have particular problems – learning, social, physical, and emotional. Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for special educational provision to be made for them.

Concerns about particular pupils will be discussed with the Headteacher and SENCO and a Person Centred Plan (PCP) drawn up by the class teacher in accordance with the SEN Policy.

The Behaviour Plan should be shared with parents and pupils and may require the support of outside agencies:

- The LA Attendance team – particularly for attendance problems;
- Educational Psychologist – to develop strategies for emotional/behavioural problems;
- School Nurse – who can have some useful home contacts and medical information;
- Lancashire Education Inclusion Service or a specialist teacher – to advise on Behaviour Plans and to provide overall support.

Attendance:

Good attendance, particularly the prevention of unauthorised absence, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents will be reminded of their responsibilities for attendance and punctuality when necessary. Children are rewarded for whole class attendance and punctuality. The winning class are rewarded at the end of each half term (see our '**Attendance and Punctuality Policy**'). Class attendance and punctuality are reported in our weekly newsletter.

Mobile phones, Internet sites and Chat rooms:

The use of defamatory or intimidating messages and images used inside or outside of school by pupils in order to bully or embarrass fellow pupils or members of staff will not be tolerated and appropriate disciplinary sanctions will be applied to perpetrators (**See Internet Security Policy and Anti-Bullying Policy**).

Bullying:

Incidences of bullying are dealt with very seriously and in accordance with our '**Anti Bullying Policy**.'

Race, Religion and Culture:

The Equality Act 2010, and regulations made under it require schools to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity and good relations between people of different racial groups;

- assess the impact of school policies on pupils, staff and parents of different racial groups;
- monitor the operation of the school's policies and their impact on pupils of different racial groups;
- take reasonable steps to make available the results of its monitoring.

All incidents relating to Racial Harassment will be taken very seriously. It will be made clear that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with L.A. procedures and the Single Equality Policy.

Drug and alcohol-related incidents:

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 carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the headteacher for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the headteacher in line with the '**Medicines and Supporting Children at School with Medical Conditions**' Policy. The school will take very seriously misuse of any substance.

Fixed-Term and Permanent Exclusions:

Both governors and staff are committed to inclusion. It is anticipated that the ethos of our school and the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded. The headteacher 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 headteacher may permanently exclude a child. (**Appendix 14a – 14c**).

Abuse or intimidation of staff outside school:

This includes unacceptable conduct by pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school. Staff should be aware that:

- they have the same rights of protection from threat as any citizen in a public place;
- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour;
- their first concern must be for their own personal safety;
- they should make clear that the pupil has been recognised, even if in a group of young people; they should then use their judgement about how to leave a difficult situation without provoking further confrontation; the school will apply appropriate disciplinary sanctions when the pupil is next in school.

Monitoring, Evaluation and Review:

Whilst the Governing Body will review our Behaviour Policy on a regular basis, we constantly monitor, evaluate and review the standard of behaviour in and around school to ensure that it remains high. This may involve responding to need and introducing new strategies to manage behaviour along with additional reward systems.

The school keeps a variety of records concerning incidents of misbehaviour:

- The class teacher records Level 2 incidents in the 'Pupil Profiles'.
- The headteacher records Level 3 incidents in the office 'Behaviour File' and keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. Records relating to any incidents involving the use of force to control or restrain pupils will also be kept by the headteacher.

WHAT IS REASONABLE FORCE?

Section 93 of The Education and Inspections Act 2006 regarding 'Power of members of staff to use force' states:

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—

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- 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.

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.

The power conferred by subsection (1) may be exercised only where—

- the member of the staff and the pupil are on the premises of the school in question, or
- they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

What is reasonable force?

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. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them.

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.

Who can use reasonable force?

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 headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. 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. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children 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.

After any incident which has necessitated the use of physical intervention techniques, a record must be made as soon as practicable. For this purpose the staff member involved will need to write a brief account on 'The Use of Force to Restrain and Control Pupils: Incident Record, which is to be kept in the head teacher's office. The details which are recorded should include the events which led up to the incident, the appropriate measures taken prior to the incident and the name of any adult witness or staff member who assisted at the time of the incident. This should be completed before the member of staff leaves school for the day. The incident book must also be completed at this time.

Parents need to be informed if physical interventions have been used. Good practice is to contact the parents/carers by telephone, failing this contact the parents in writing, ensuring discretion.

Following such an incident all involved must be given the time to have support and talk about the incident, both staff and the pupil/s involved. Giving support to the pupil will be done in relation to their individual need.

SCREENING, SEARCHING AND CONFISCATION.

Power to search pupils without consent:

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can search a pupil for any item if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Force cannot be used to search for items banned under the school rules.

Searching with consent:

Schools' common law powers to search: School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Confiscation:

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Screening:

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

(Taken from Searching, screening and confiscation. Advice for head teachers, staff and governing bodies February 2014)

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

What the law allows:

At St. Joseph's teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school.
- Or 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.

(Taken from Behaviour and discipline in schools Guidance for governing bodies 2012)