

THE FEDERATION OF ST JOSEPH'S JUNIOR, INFANT AND NURSERY SCHOOLS



Together We Can

BEHAVIOUR POLICY

Compliance statement

Every policy is reviewed at regular intervals and where applicable, as stipulated by law. Each policy is also available in additional formats including Braille and in additional languages upon request, within reasonable timescales as stipulated by the school.

Approved by:	Ethos
Last reviewed on:	October 2021
Next review due by:	October 2022

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumors, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking

	sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The FGB is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The FGB will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the FGB , giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters or phone calls home to parents
- Special responsibilities/privileges
-

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Reflection at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the SLT offices in response to serious or persistent breaches of this policy. Pupils may be sent to a neighboring classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class code of conduct
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and FGB every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy
- EYFS policy

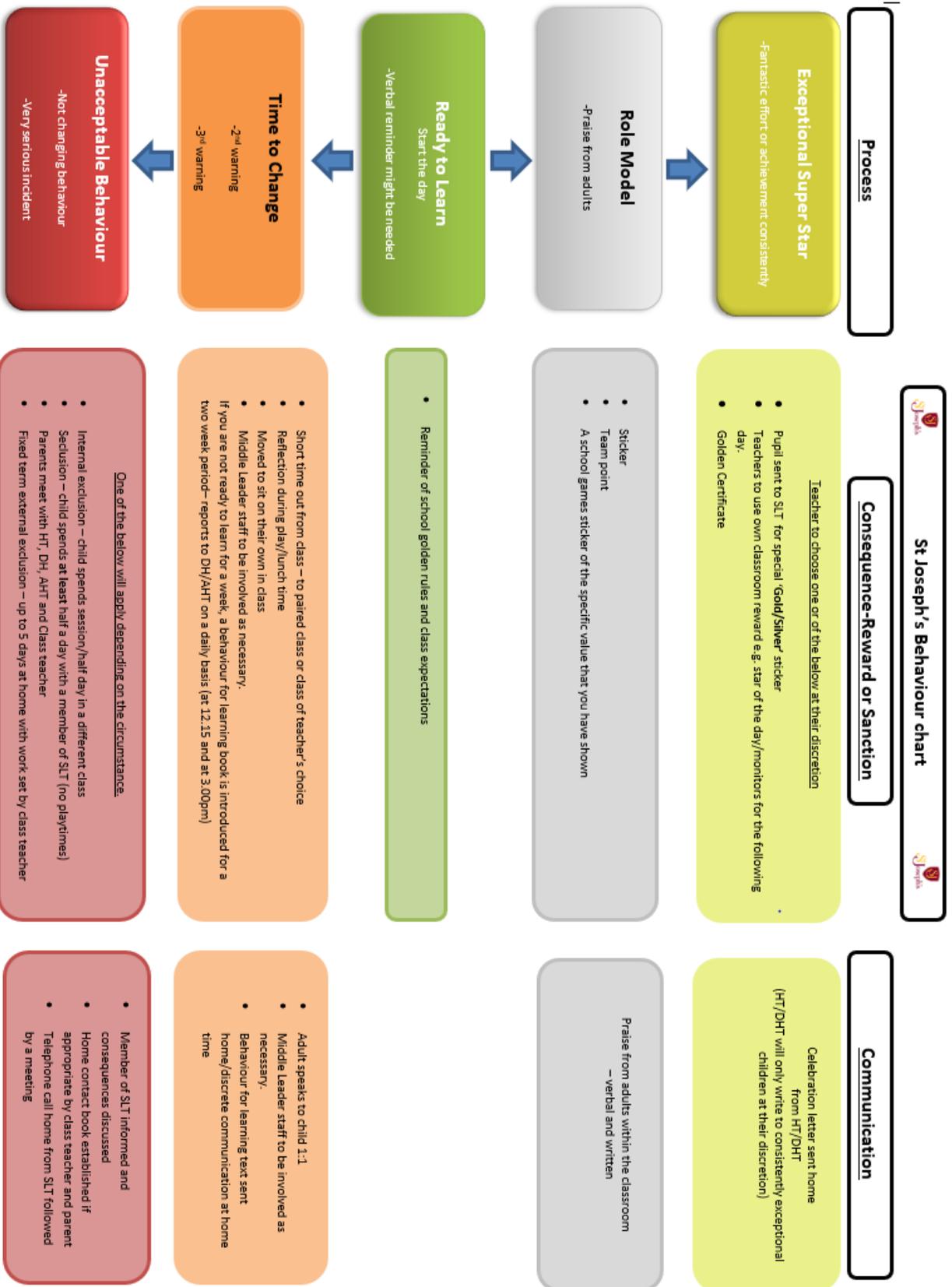
Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the FGB every year

Appendix 2 : School behaviour chart



Teacher reference to behaviour chart and expectations at each phase	
<u>Process</u>	<u>Types of action/behaviour</u>
<p style="text-align: center;">Exceptional</p> <p style="text-align: center;">-Fantastic effort or achievement consistently</p>	<ul style="list-style-type: none"> Consistently outstanding effort, behaviour and achievement from ideas below.
<p style="text-align: center;">Role Model</p> <p style="text-align: center;">-Praise from adults</p>	<ul style="list-style-type: none"> All the below Consistently good effort and behaviour Good achievement Extra effort with homework Showing school games values: passion, honesty, respect teamwork, self-belief, or determination.
<p style="text-align: center;">Ready to Learn</p> <p style="text-align: center;">Start the day</p> <p style="text-align: center;">-Verbal reminder might be needed</p>	<ul style="list-style-type: none"> Good effort Working hard Concentrating well Answering questions confidently Being polite to others Line up and walk around the school in silence between lessons and assembly Helping others Be respectful of the central learning areas and remain quiet while others are learning Being an independent/active learner Following the school rules and class charts Showing school games values: passion, honesty, respect, teamwork, self-belief or determination.
<p style="text-align: center;">Time to Change</p> <p style="text-align: center;">(up to teacher's discretion when to inform parents)</p> <p style="text-align: center;">-2nd warning</p> <p style="text-align: center;">-3rd warning</p>	<p>2nd warning-within class sanction/thinking chair/wall</p> <ul style="list-style-type: none"> Low level disruption Distracting the learning of others Answering back Name calling verbal/online Breaking the school rules Unnecessary verbal or non verbal noises Inappropriate comments-pushing/name calling Accessing non-educational sites on the computer See online safety sanctions chart <p>3rd warning-time out of class sanction – a middle leader to be involved as necessary</p> <ul style="list-style-type: none"> Arguing/being rude to staff Refusal to comply with instructions
<p style="text-align: center;">Unacceptable Behaviour</p> <p style="text-align: center;">-Not changing behaviour</p> <p style="text-align: center;">-Very serious incident</p>	<p>Record of behaviour to be looked at: Seclusion/exclusion</p> <ul style="list-style-type: none"> Physical aggression Ongoing theft Threatening behaviour Racism Setting fire alarm off when unnecessary Ongoing disruptive behaviour Unprovoked attack on another child
<p style="text-align: center;">Involve SLT</p> <p style="text-align: center;">Meeting with SLT and parent</p> <ul style="list-style-type: none"> Play fighting Sweating/inappropriate language verbal or online Minor vandalism Bullying (including online) Theft Spitting Inappropriate behaviour on computers. Breaking our acceptable use agreement See online safety sanctions chart 	

Appendix 3 : letters to parents about pupil behaviour – templates

Junior school – Reflection letter



Headteacher: Leonore Fernandes
The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools

Date.....

Dear parents/guardians,

It has come to our attention that your child.....has been asked to attend reflection during morning play on three different occasions. This means is that your child has not been showing good learning behaviour in class or behaviour that does not comply with our behaviour chart.

We want to encourage(name) to recognise the behaviour that we will not accept at St Joseph's and support them.

We hope you will support us by talking to your child about the behaviour we expect and that they need to learn from consequences.

We will continue to monitor their behaviour and contact you again if it doesn't improve.

If you would like to discuss this further, please do contact your child's class teacher in the first instance.

Yours sincerely,

Mrs VL Gallagher
Deputy Headteacher

Infant school – Time to think letter



Headteacher: Leonore Fernandes
The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools

Date.....

Dear parents/guardians,

It has come to our attention that your child.....has been asked to attend 'Time to think' during morning play on three different occasions. This means is that your child has not been showing good learning behaviour in class or behaviour that does not comply with our behaviour chart.

We want to encourage (*name*) to recognise the behaviour that we will not accept at St Joseph's and support them.

We hope you will support us by talking to your child about the behaviour we expect and that they need to learn from consequences.

We will continue to monitor their behaviour and contact you again if it doesn't improve.

If you would like to discuss this further, please do contact your child's class teacher in the first instance.

Yours sincerely,

Mrs VL Gallagher
Deputy Headteacher

Date:.....

Dear Parents / Guardians

Full Name of Child Year and Class

We have felt it necessary to put your child on a **Behaviour for Learning Book**. What this means is that we have identified your child as not showing good learning behaviour in class, for example becoming easily distracted or distracting others, not completing tasks within the appropriate time or a general lack of effort. We have felt it necessary as we have seen this type of behaviour over time. Other sanctions and warnings have not been effective to date, and we would like to monitor more closely the behaviour for learning displayed by your child.

Each teaching session will be assessed by using a smiley face, straight face or sad face depending on how the child has been behaving in class. The teacher delivering the lesson will take responsibility for making the assessment and record the appropriate face in the book. At lunchtime and the end of the school day the children will report to a member of SLT [Senior Leadership Team – Mrs Fernandes, Mrs Gallagher, or Mr Defty] to show them their book and be praised for good behaviour [a smiley face] or discuss their behaviour if it has been less than good [straight or sad face].

The book will be in place for two weeks initially and then reviewed. If we see no improvement a follow up meeting may be required.

Start Date:

I hope you and your child will see this as a positive intervention as it will enable your child to be responsible for their behaviour.

If you would like to discuss this further, please do contact your child's class teacher in the first instance.

Yours faithfully

Mrs L Fernandes
Headteacher



Appendix 4: Incident reporting form

Incident Reporting Form



Date / /

Child:

Area of the School [please circle]

Classroom Corridor Dining Hall Field Hall
 Playground Stairs Toilets Other

Please tick the behaviour that best describes what happened / what did you see

Unacceptable Behaviour

Deliberate Disobedience	Screaming	Swearing	Verbal Aggression
Throwing/Pushing Equipment/Furniture	Name-Calling	Taunting	Teasing
Unprovoked Physical Aggression	Hitting / Kicking	Pushing	Sexual Harassment
Provoked Physical Aggression	Tantrum	Teased	
Refusing to Comply with second request to listen, stop etc	Punching	Spitting	

1st incident you have dealt with? Yes No 2nd 3rd 4th incident [please circle]

Is this a racist and/or bullying incident [please circle one or both if applicable]

Child / Children referred to Senior Lunchtime Supervisor, Class Teacher, Member of Senior Leadership Team who? Headteacher or Deputy Headteacher [please delete as appropriate].

Completed form? Form given to SLT. Copy to class teacher if racist or bullying incident - please tick!

Golden Rules

Do Be Gentle	We do not hurt others
Do Be Kind and Helpful	We do not hurt anybody's feelings
Do Listen	We do not interrupt
Do Be Honest	We do not cover up the truth
Do Work Hard	We do not waste our own or others' time
Do Look After Property	We do not water or damage things

Staff member recording incident: [print surname]

Role in School:

Details of Incident / Follow Up



Description / Details of Incident [if relevant]

A large rounded rectangular box with a black border, containing eight horizontal dotted lines for writing.

Action Taken / Victim Support

A large rounded rectangular box with a black border, containing eight horizontal dotted lines for writing.

Signed

..... [please print clearly]

Dated|

