



Being different, belonging together in the family of God

Purpose

- To support the school in achieving its mission - we are a caring community with our SPIRIT at the core of everything that we do
- To keep our children safe
- To protect the vulnerable
- To instil good behaviour, self-discipline and respect in our children
- To create an environment where everyone can flourish and thrive

Our School Expectations are:

Be Ready

Be Respectful

Be Safe

Praise

Praise is a fundamental aspect of our school culture. We value everyone and encourage them to be the best that they can be. There is an attitude of positive praise and encouragement in all classrooms and areas around school. Praise is linked directly to our school rules and is specific so that children learn what behaviours should be repeated and others learn what good behaviour looks like and can aspire to this.

Praise and Rewards

We wish to encourage children to self-manage their own behaviour but staff understand that this needs to be taught, modelled and nurtured before it is intrinsic.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Rewards have a motivational role, helping children to see that good behaviour is valued and every action has a consequence – good and bad. We constantly use praise, informal and formal, public and private, to

individuals and groups. It is earned by the maintenance of good standards and achievements.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Dojos
- Headteacher bands / stickers
- Communicating praise to parents
- Certificates

Behaviour Pathway

We have a graduated response to supporting children to manage their behaviour. In the first instance Quality First Teaching supports good behaviour. All staff provide a safe, stimulating and well-organised environment to support behaviour. This is planned for and monitored through the use of the Quality First Teaching Checklist.

If a child is displaying inappropriate behaviour, they will be supported to change this behaviour by all staff using a range of de-escalation strategies.

All adults during verbal intervention will:

- Follow the Behaviour Pathway
- Be consistent
- Remain calm using a low tone of voice
- Provide adequate personal space and show open, accepting body language

- Talk privately / quietly
- Listen with empathy
- Record incidents on CPoms if a consequence is reached

If children are struggling to follow the school rules consistently, the teacher will complete a Cause for Concern form.

The SENCO will observe using the QFT checklist in the first instance.

If further support is needed, [the SEND flow chart](#) will be activated to explore if further support should be sought which may include outside agencies.

Report Cards

If a child needs more encouragement to make positive choices or to follow the school rules, they will be placed on a Report Card. Targets are made in agreement with the child, an appropriate school adult and the child's parent. If a child gains the target amount of points a text message will be sent to the parent each day.

Report Cards are individualised and have different stages / targets to ensure children receive the individual level of behaviour support required.

Report cards are monitored and reviewed after 2 weeks. For children needing to remain on Report Card for a longer period of time a referral to the SENCO/Pupil Wellbeing Co-ordinator will be made to explore if further support should be sought which may include outside agencies.

Behaviour Contracts

If the Report Card does not support children in improving their behaviour, a Behaviour Contract will be implemented. The intention of the behaviour contract is to explore all avenues of support. The behaviour contract sets out more detailed, personalised targets for individual children and the consequences of not meeting these expectations. This contract is explained and communicated to parents/carers and child in a formal meeting with the headteacher or deputy headteacher.

Both the child and parent/carer will be expected to sign this contract once they agree to the expectations and consequences. The meeting will also be a chance to explore any further support that may be available and may involve the SENCO or Pupil Support Mentor.

Fixed term suspension

A fixed term suspension will be given when the behaviour policy has been breached and evidence is clear that keeping the pupil in school will seriously harm the welfare of the pupil or others in the school. Only the Headteacher/Deputy Headteacher may suspend a pupil.

Re-integration

Arrangements will be made for a reintegration interview with the pupil's parents/carers following the expiry of a fixed term suspension. The purpose of this meeting is to welcome the child back to school and to discuss, with parental support, how to support their child to ensure their behaviour improves and so prevent further suspension.

Liaison with parents and other agencies

Working with parents is an essential part of supporting children with their behaviour. At SMSJ we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. The home school agreement encourages parents to show a commitment to the ethos and work of the school. School employ a Pupil Support Mentor to support children and their families with a wide variety of issues.

Families are encouraged to work with our SENDCO and may choose to drop in for an informal chat.

Teachers are available to talk to at the end of the school day or by appointment at any other time.

The headteacher and deputy headteacher are available to support with concerns or issues.

School is able to access a number of agencies designed to support children and families with behaviour at either home, at school or both.

Permanent exclusion

A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain

in school would seriously harm the education or welfare of the pupil or others in the school. Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should be used as a last resort. There will, however, be exceptional circumstances where, in the head teacher's judgment it is appropriate to permanently exclude a child for a first / 'one off' offence. These might include:

serious actual or threatened violence against another pupil or a member of staff;
sexual abuse or assault;
supplying an illegal drug; or
carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used 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 or school site 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.

Reasonable force cannot be used:

- as a punishment – it is always unlawful to use force as a punishment.
- Any occasions when reasonable force is used will be recorded on Cpoms.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes a suspension or an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Allegations against staff

Any allegation made against a member of staff will be fully investigated in line with school policies. Any false allegation made against a member of staff will be treated as a serious offence and may result in exclusion.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture and ethos to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Behaviour curriculum

Positive behaviour will be taught to all pupils in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The school will focus on defining positive behaviour and making it clear what this looks like, including any routines required by the school, e.g. exit and entry routines.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing poor behaviour choices.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Our expectations apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, 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.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- 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 have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school can impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- CPoMs
- Attendance, permanent exclusion and suspension data

The data will be monitored and objectively analysed termly by the headteacher, attendance lead and/ or the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

School Leadership

St Mary & St Joseph's Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The Head teacher will have a high profile amongst the children and develop positive relationships, which will enable a more personal approach to dealing with unacceptable behaviour. The Headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised.

Monitoring and review

- The Head Teacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements
- The school uses CPoMs as a recording and monitoring system
- The Head teacher keeps a record of any pupil who is suspended or permanently excluded
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improve



**Be
respectful**

I say well done to others.

I listen to others.

I speak using kind words and a correct tone.

I show respect for my own learning.

I show respect for the learning of others.

I show respect for my resources.

I show respect for my classroom and school.



Be ready

I come to school on time, in full school uniform and am ready for my day.

I am ready to learn in each session.

I am ready to share ideas.

I am ready to follow instructions.

I am ready to learn from my mistakes.

I am ready with the correct equipment for the session.

I am ready to ignore distractions.

I am ready to complete my task.



Be safe

I keep myself safe by making good choices.

I follow instructions so others can help me to
keep safe.

I report to an adult if I see someone or
something unsafe.

I work to keep others safe.

I keep my hands and feet safe and to myself.

Behaviour Pathway

- Pupil displays low level disruption / does not follow class rules a warning is issued.
- Pupil continues to display low level disruption / does not follow class rules 5-minute detention* issued.
- Pupil continues to display low level disruption does not follow class rules 10-minute detention* issued.
- Pupil continues to display low level disruption / does not follow class rules 15-minute detention* issued.
- Pupil continues to display low level disruption / does not follow class rules pupil is removed to partner class and has a 15-minute detention*. Incidents recorded on CPoMs
- If a pupil causes harm in class to another pupil it is a removal to a partner class straight away, 15-minute detention*, parents contacted and incident recorded on CPoMs.
- If a pupil receives 3 x 15-minute detentions or a removal from class in a week then parents will be contacted and pupil put on internal report. Pupil to take report to a member of SLT at break, lunch and the end of the day to be signed.
- If no improvement then a behaviour contract will be signed by the pupil, parent and school.

In severe circumstances an exclusion may be required. The head teacher will take this decision and how many days the pupil will be excluded. Parents and Local Authority informed.

*Detentions will take place in the hall at break and lunchtimes and will be supervised by a member of SLT

Behaviour Contract

Parent Meeting Child:.....

Staff Lead Contact:.....

At St Mary & St Joseph's R.C. Primary School we want all children to achieve.

To support this we have three clear rules: **Be Ready, Be Respectful, Be Safe.**



We would like to work together with, you as parents and as a school to ensure is engaging in school life so that he/she is getting the most out of his/her time at SMSJ Primary School and so that others are too.

Currently your child is consistently not following our school rules and therefore is at risk of exclusion.

To help to prevent this from happening, we ask that you as a parent agree to the following expectations for your child:

I agree that my child will: - Be on time for school and lessons (Be Ready)

Wear full school uniform and be smart everyday (Be Ready)

Speak calmly and respectfully using appropriate language and tone of voice to both children and staff inside and outside of the classroom environment (Be Respectful)

Solve problems using kind words without aggression (Be Respectful)

Stay in class during lessons and remain on timetable (Be Safe)

Follow instructions from all adults at all times (Be Safe)

From today, as a school we will have zero tolerance if these simple expectations are not followed by your child. Some of the sanctions we will employ (dependent on the situation) will include: Asking your child to stay with an adult during breaks and lunch times or after school to complete unfinished work or anything that was refused by your child during the school day - Asking you as a parent to come into school to complete the work / task that has been refused - Lunchtime and/or break time fixed term suspension - A fixed term suspension - A permanent exclusion

I agree to supporting school in implement all of the above to support with the improvement of my child's behaviour:

Signed by parent:

Signed by Child:

Signed by school: Date: