

St. Joseph's Catholic Primary School

Behaviour and Discipline Policy

Mission Statement

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

Principles

We believe the overarching principles of the 'MAC Behaviour Policy' and the key principles of our approach to behaviour management are:

- Firmly rooted in Gospel values and supports our mission to support all children in all schools
- Consistent with the teachings of the Catholic Church.

At St Joseph's Catholic Primary School, we expect the highest levels of behaviour at all times however as a Catholic school and based on our Gospel teachings we believe in second chances and the opportunity to make amends. We believe that everyone – learners, staff, visitors and parents have the right to a safe, happy learning environment where everyone feels valued and can learn. We do not tolerate discriminatory behaviour or any actions that endanger others or damage our environment. We believe that respect is earned and that everyone has a responsibility to maintain an inclusive, positive ethos. We will not label anyone. We will always listen and we will always be fair and we are committed to the idea that every day is a new day.

Where we see a pattern of persistent poor behaviour, we will make every endeavour to properly investigate the route cause, putting in place the right package of support in order that all learner have the opportunity to restore and move on successfully, equipped with the skills to make better choices in the future.

How do we ensure positive learning attitudes?

High quality, engaging, well-pitched and appropriately challenging teaching and learning intrinsically manages behaviour. This is underpinned by robust relationships that we work hard to develop and maintain. There will always be outlying behaviours that will need extrinsic management but this will be minimal where relationships and teaching and learning are good. Where a learner displays behaviours that are not conducive to our learning environment, we will manage these in line with the process below.

Our Fundamental Aim

At St Joseph's, we are aiming to live out our school mission statement 'To follow in Jesus' footsteps, caring for each other when we work, play and pray.' Our entire curriculum and approach to learning is built on this core principle.

Every day is a fresh start for all children, we take an approach in line with Emotional Literacy to educate the children along the lines of self-regulation and understanding their feelings and emotions prior to an event occurring. Whenever staff encounter behaviour that does not meet our high expectations, we will always refer to our mission statement and Jesuit Values and our Emotional Literacy approach.

Rewards

Good behaviour is identified and rewarded at all times and the systems in place develop as the children progress through the school. Stickers and certificates are also used as a form of positive praise as well as awarding house points. Pupils are constantly rewarded for good work and good behaviour and staff can send them to a member of SLT to receive praise.

Whole School

We have a weekly 'Prayers of Thanksgiving' whole school collective worship where the children can be awarded with a certificate or class trophy for an achievement in an area of school life and this includes good behaviour.

Sanctions

Where a child displays behaviour such as:

- Persistent disruptions
- Low level distractions for themselves and others
- Defying reasonable instructions

This is not an exhaustive list – similar behaviours to those listed should also be managed using the system below:

Where a parent has been notified of an incident the school expects parents to cooperate with the school to help the child learn from their mistakes.

First Stage

Remind the child of our expectations, discuss with them why their choice isn't the right one, remind them of the consequences should their behaviour persist.

Second Stage

Speak with the child again about their behaviour choices, discuss with them any reason they are behaving this way. Class teacher should initiate restorative conversation with the child and follow up with any necessary support for reintegration. The child will miss the next break time to discuss the incident with the staff member involved.

Class Teacher to inform parents of the behaviour issues and sanction.

Third Stage

Tell the child clearly that the behaviour they are displaying is not acceptable

The child will then miss the whole of the next break time, this will be spent with the class teacher, here the child will have to fill out a reflection sheet (see appendix 1 & 2)

Make a log of the incident in CPOMS and upload the reflection sheet.

Class Teacher in consultation with the Phase leader. After discussion with the parents the phase leader will impose a 2 day non playtime ban to reflect upon their actions. Both the parent and phase leader will discuss the actions to be enacted to help modify behaviours and support the children.

Fourth Stage

In the unfortunate event that the third stage hasn't had the desired effect, then and only then, will the Vice Principal or the Assistant Principal become involved where discussions will be held, looking into patterns of behaviours and sanctions discussed with parents.

Make a log in CPOMS and a final warning letter is to be issued to the parents, explaining how their child's choices are not acceptable. (see appendix 3)

Parent, class teacher and phase leader will discuss the actions to be enacted to help modify behaviours and support the children.

Depending on the severity of the incident staff may need to move directly to stage 4. An example of these include:

Discriminatory Remarks – Racism, Sexism, Bad Language, Homophobic Abuse, Any Instance of Serious Physically Violent Behaviour Towards Staff Member or Child, Any Instance of a Child Bringing an Offensive Item into the School or Any instance of sexually abusive, inappropriate or otherwise sexualised behaviour.

Where any of these occur staff will refer immediately to the Phase leader and SLT, who will make a decision about the most appropriate course of action.

The school will not tolerate abusive behaviour of any kind that threatens the wellbeing and safety of learners or staff. The ultimate sanction in serious cases of misconduct is fixed term suspension or permanent exclusion.

Exclusions from School: If a child displays continuously unacceptable behaviour and despite applying the various aspects of our Behaviour Policy, they still continue with breach the rules then the child may be excluded. Any exclusion will follow the LA guidelines as detailed in the most up-to-date documentation available.

The Governors and staff of the school expect 100% cooperation from parents to support the victim and offender.

E Safety

Schools have rights and responsibilities in relation to cyberbullying and we aim to work together to create an environment in which pupils can learn and develop safely, free from harassment and bullying. Cyberbullying will be handled as a community issue for the whole school. Incidences of cyberbullying outside school can affect children's behavior in school. Parents have the right to raise concerns about issues of cyberbullying within and out of school. Parents should keep any evidence, screenshots, photographs, etc. and report them to a member of SLT. School can request that the perpetrator removes the offending comments. Where the perpetrator is known to be a current pupil, school will implement our mediation and sanctions as outlined in this behaviour policy and parents of the pupils will be involved and informed of this. At St Joseph's, we take measures in school to ensure pupils are kept safe from online abuse and inappropriate material, an e- safety curriculum is in place and delivered to the children across all key stages. Pupil access to the Internet is through a filtered service, which

should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse. Parental permission is sought from parents on entry to the school, before pupils access the internet. Further information on safer internet advice for parents can be found on the following website:

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Child-On-Child Abuse

Abuse is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset that person. Child-on-Child abuse can happen inside and outside of school – it can happen online or in-person. Staff teach children it is important to let an adult know if they think they, or someone else, is being affected by Child-on-Child abuse. Children know they can speak to an adult if they are unsure about what Child-on-Child abuse looks like. It is not always easy to identify abuse when it is coming from someone a child knows, such as a friend or a classmate, but it is really important to look out for the signs of child-on-child abuse and report it.

Sometimes, people can act sexually towards others, and it might make them feel uncomfortable. This can happen online and face-to-face (both physically and verbally) and is never acceptable at any age. It might make someone feel scared, embarrassed, uncomfortable or upset. It could be:


- Calling someone sexual names
- Sexual jokes or teasing
- Being physical, like touching which makes someone feel uncomfortable, messing with their clothes, or showing pictures or drawings which are of a sexual nature
- Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media
- Sexual threats or pushing someone to do something sexually that they don't want to or aren't ready for
- Someone making sexual comments, like telling sexual stories, saying rude things, or saying sexual things about someone's appearance or clothes

Adults who have concerns about any Child-on-Child abuse will address the incident, log it on CPOMS appropriately ensuring the DSL is informed.


Any allegations will be investigated, then appropriate sanctions and pastoral support would be put in place accordingly for both the victim and perpetrator, this could include outside agencies.









Adopted by Local Governing Board: June 2023 for September 2023 start


Review date: October 2024



KS1 Reflection Sheet




Name:	Class:	Date:
<u>This is what happened (my side of the story):</u> <div style="height: 60px;"></div>		
<u>I felt (circle):</u> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div> angry</div> <div> bored</div> <div> embarrassed</div> <div> hurt</div> <div> irritated</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center; margin-top: 10px;"> <div> jealous</div> <div> scared</div> <div> lonely</div> </div>		
<u>I am sorry for:</u> <div style="height: 60px;"></div>		
<u>Next time a better choice will be...</u> <div style="height: 60px;"></div>		
<u>Which of the 'Rights of the Child' have you not respected?</u> <div style="margin-top: 10px;"> <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to be safe (19) <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to learn (28) <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to be heard (12) <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to non-discrimination (2) </div>		
<u>Teacher comment:</u> <div style="height: 60px;"></div>		



Every child has the right to an education. (Article 28)

Education must develop every child's personality, talents and abilities to the full. (Article 29)

Every child has the right to express their views, feelings and wishes in all matters affecting them. (Article 12)



Appendix 2



KS2 Reflection Sheet



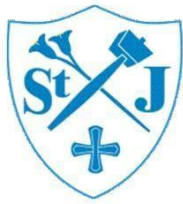
Name:	Class:	Date:
<u>What did you do?</u>		
<u>How did you feel?</u>		
<u>How did it make other people feel?</u>		
<u>My explanation:</u>		
<u>What can you do to make it better?</u>		
<u>Which of the 'Rights of the Child' have you not respected?</u> <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to be safe (19) <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to learn (28) <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to be heard (12) <input type="checkbox"/> All children at St Joseph's Catholic Primary School have the right to non-discrimination (2)		
<u>Teacher comment:</u>		



Every child has the right to an education. (Article 28)
 Education must develop every child's personality, talents and abilities to the full. (Article 29)
 Every child has the right to express their views, feelings and wishes in all matters affecting them. (Article 12)



Appendix 3



To follow Jesus' footsteps, caring for each other when we work, play and pray.

St. Joseph's Catholic Primary School

Little Sutton Lane, Sutton Coldfield B75 6PB

E: enquiry@stjosutton.net

T: 0121 354 6270

W: www.stjosutton.net

Principal: Mr G. O'Hara

Date:

Dear (Parents of)

I am writing to inform you that unfortunately XX has not followed the school's policy regarding behaviour and that therefore this letter serves as a formal warning.

Detail

This letter serves as a formal warning that having arrived directly at Stage Four of our Behaviour Policy, should any further incidents occur of this nature they may result in a fixed term Suspension from school. This warning remains in effect until the end of this half term.

XX must learn that s/he must treat everyone in our school community with the appropriate respect and consideration in her/his thoughts, words and actions and to understand that this behaviour will **not** be tolerated.

I will monitor her/his behaviour closely over the coming weeks and look forward to seeing her/him return to making appropriate choices.

Yours sincerely,

G M O'Hara
Principal

