



St. Joseph's Catholic Primary School

Mission Statement

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

Behaviour and Care Policy

St. Joseph's Catholic Primary School Care and Behaviour Policy Mission Statement

We follow in Jesus' footsteps as we care for each other when we work, play and pray. We believe the overarching principals 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, 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 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 every learner has the opportunity to restore and move on successfully, equipped with the skills to make better choices in the future.

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 based on Catholic Values and our Emotional Literacy approach.

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.

Emotion Coaching

Emotion coaching is an evidenced based practice, adopted by the school, used when responding to children and young people's emotions. It is a way of interacting with children and promoting positive relationships. This strategy has been found to help children feel calmer and better understand emotions, learn to regulate, improve and take ownership of their behaviour. The approach supports practitioners to be more sensitive to children's needs when they become dysregulated, to create a more consistent response to children's behaviours, and to feel more 'in control' during incidents. There are four stages of emotion coaching:

- Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
- Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
- Setting limits on behaviour ('We can't always get what we want')
- Problem solving with the children ('We can sort this out')

At St Joseph's this may be done using a range of different expertise including teaching staff or support from external educational and mental health professionals.

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.

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.

Carpenters' Coins (In recognition of St Joseph the Carpenter) are awarded on a whole class basis by teachers across school whereby classes are recognised for their good behaviour. Carpenters' Coins can then be redeemed, at a predetermined amount, for whole class rewards such as an extra play time arranged by the class teacher

Sanctions

At St Joseph's we use a colour coded behaviour chart to help support the children's behaviour. Children place their names on different areas of the chart depending on their behaviour. For children who are showing positive behaviour their names are on 'green' and this is rewarded by giving out house points at the end of the day.

The child's name moves to pink for behaviour which disrupts their learning and/or others' learning. Examples of this include:

- 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:

If this behaviour improves then the child's name is moved to purple on the behaviour chart and a discussion is had with themselves and the class teacher to praise the positive change in behaviour.

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. Where the child displays behaviour which disrupts their learning and the learning of others their name is moved to pink on the behaviour chart. Class teacher should initiate restorative conversation with the child and follow up with any necessary support for reintegration to the lesson. If the class teacher is satisfied that the behaviour has improved, then the child's name will move to Purple on the behaviour chart and no playtime is missed.

The child will miss the next break time to discuss the incident with the staff member involved. Class Teacher will inform parents of the behaviour issues and sanction. If three or more playtimes are missed within a week, the class teacher will inform parents that a further discussion will be had with a member of SLT at the end of the week during the child's break or lunchtime.

Third Stage

In the unfortunate event that behaviour still does not improve, the child will be told 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. A log of the incident in CPOMS. The Class Teacher, in consultation with the Phase leader, will discuss with the parents and impose a 2 day non playtime ban to reflect upon their actions particularly if the behaviour is a one off event. Both the parent and phase leader will discuss the actions to be enacted to help modify behaviours and support the children.

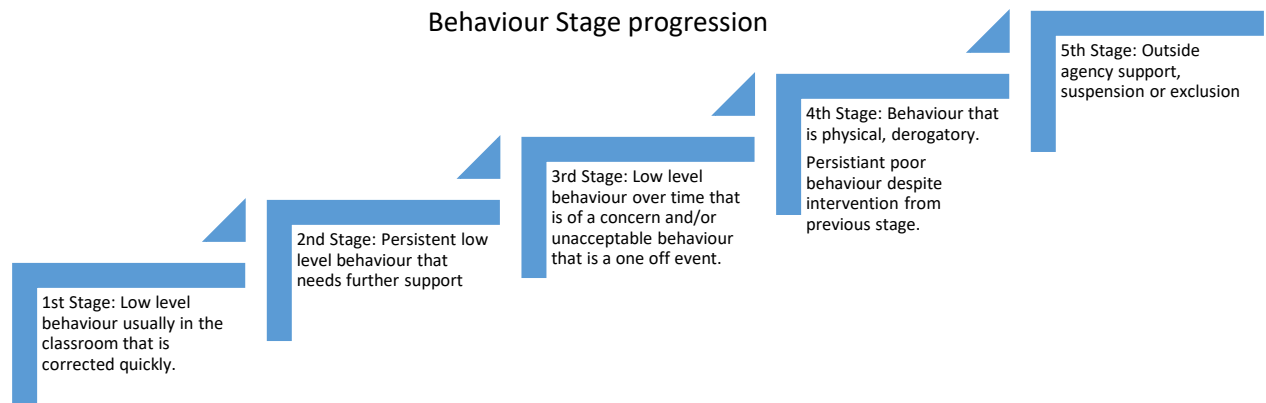
Fourth Stage

In the unfortunate event that the third stage hasn't had the desired effect, and poor behaviour is persisting. then and only then, will the Executive Principal, 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 1) 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 move directly to stage 4. An example of these include: Derogatory 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.

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



Suspensions and Permanent Exclusions (5th Stage)

Suspension and 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 suspended and then a permanent exclusion may follow. Any suspension or exclusion will follow the LA guidelines as detailed in the most up-to-date documentation available.

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion> [Accessed July 2024]

This policy is used alongside the MAC Exclusion Policy.

The Executive Principal or Head of School may exclude a pupil, or pupils from school in line with the MAC Exclusion policy.

Guidelines are laid down in 'Improving behaviour and attendance: guidance on suspension and exclusions from schools & Pupil referral units – September 2008; updated February '15; Jan '16; Sept 2022

At St Joseph's we believe that exclusion is a last resort.

We will exclude children for:

- Extreme or persistent violence to others
- Significant damage to property
- Persistent Racism
- Possession of an illegal substance
- Persistent disruption and application of our AD sanctions.
- Persistent or systematic bullying.
- A child who presents a safeguarding issue to others in our school community.
- Possession of an illegal or dangerous weapon

*Severe damage to property or arson Exclusions will follow the premise of fixed term 1 day, 3 day, 5 day, permanent. Police involvement may be necessary for serious or persistent misconduct. There may be amendments to this broad categorisation for SEND and safeguarding reasonable adjustments. We will consider the use of internal exclusion as part of this strategy. This will be on an individual basis. In some cases, where a duty of care exists as part of the decision to exclude, internal exclusion may well be used for welfare reasons but carry the same weight as an external exclusion (in terms of the procedure for exclusion if escalated) Permanent exclusion will be a last resort, however serious one-off incidents e.g. sexual harassment, extreme violence, theft, arson, vandalism, cyber bullying or threatening behaviour may result in a permanent exclusion.

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 as well as using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014). Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that pupils with SEND may require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. Advice may be sought from external agencies to identify and support specific needs in order to further support a child with SEND displaying challenging behaviour. 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. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them

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 behaviour 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 that 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.

Reasonable and Proportional force:

All members of school staff have a legal power to use reasonable and proportional force. This power applies to any trained member of staff at the school. In line with the School's SEND policy, school will make reasonable adjustments for disabled children and children with special educational needs and when using reasonable and proportional force, it will take in to account information regarding the needs of the pupils concerned. When can reasonable and proportional force be used? Reasonable and proportional force can be used when necessary to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder or to restrain.

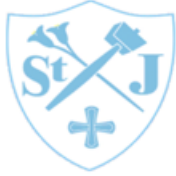
The following list is not exhaustive but provides some examples of situations where reasonable force may be used in this school...

- 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. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. When a decision has been taken that it is necessary to use reasonable and proportional force, trained staff will follow restraint techniques for positive handling.

A record of the event will be kept using the React UK training recording proforma which will then be uploaded on to the school's CPOMS system.

Adopted by Local Governing Board: July 2024 for September 2024 start

Review date: July 2025



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Principal: Mr G. O'Hara

DATE

Dear Parents of X

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

As a school we serve to cater for the needs of all our pupils

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.

X must learn that follow the rules and instructions of the staff and that he must treat the fabric of the school with respect and consideration.

He must also understand that this behaviour will **not** be tolerated.

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

Yours sincerely,

Executive Principal