

Tyfu mewn Cariad

YSGOL SANT JOSEFF



BAE COLWYN

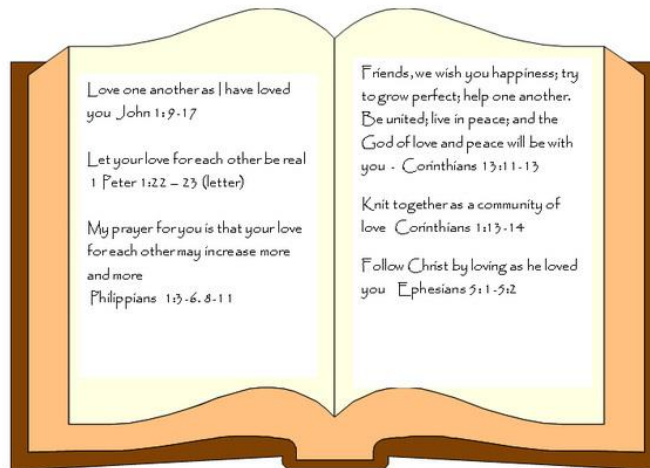
Grow in Love

9. Behaviour and Discipline Policy

Policy Valid until Autumn 2023

Policy owned by Head teacher

Grow in Love



St Joseph's Catholic Primary School

Mission Statement

For and on behalf of the Board of Governors

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Headteacher

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Date:

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1. Introduction

At St Joseph's School we aim to create an environment that encourages acceptable behaviour. In line with our Mission Statement we believe that each child has a unique worth which must be nurtured and respected so that they can 'Grow in Love'.

We encourage each child to grow in confidence, self-awareness and sensitivity to the needs of others and we aim to develop, in all children, a sense of self worth and respect for those around them.

We are very aware that the ongoing Covid pandemic and measures taken to lessen its impact will have a significant impact on children and their families.

We believe that at all times children should be treated fairly, with kindness and respect. We will ensure that the handling of behaviour is consistent and developmentally appropriate, reflecting individual children's level of understanding and maturity.

We believe that the development of such a positive school ethos is the factor most likely to promote high standards of behaviour. To ensure commitment to the development of such an ethos, staff have worked together in drawing up this policy.

2. Values

The key values underlying the school's Mission Statement are reflected in the expectations of high standards:

- of care for the health and safety of pupils;
- of educational provision;
- of behaviour;
- of respect for oneself and for others;
- of respect for property and the environment;
- of responsibility for one's own behaviour.

3. Expectations

We expect people to address one another politely, to recognise and praise good behaviour, effort and achievement and to listen to one another.

We expect children to comply with requests and instructions from the adults in school.

We expect children to understand that their behaviour has consequences.

We expect children to comply with the school's structures and routines for promoting positive behaviour.

At the beginning of each school year pupils in each class will draw up a set of rules for appropriate behaviour and these will be shared with parents and displayed within the classroom. In this way pupils across the school will have a clear understanding of what constitutes acceptable behaviour. Rewards and consequences for appropriate and inappropriate behaviours will also be displayed in each classroom.

4. The ethos of the school

The school's ethos is defined in its Mission Statement which was drawn up in consultation with all groups within our school community. Its message forms the basis of all that we do within the school and is promoted in all aspects of our work, beginning with the way people address and engage with one another and through:

- assemblies and Collective Worship;
- approaches to teaching which aim to raise pupils' self esteem;
- promoting co-operative and inclusive activities in the playground;
- structures and routines such as lining up quietly before moving through the school;
- the code of conduct drawn up by the children through discussion with teaching staff;
- the Come and See RE and integrated EPR scheme of work.

5. The Code of Conduct

St Joseph's is a place of work and in any place of work there is a need for clear rules and expectations, so that we can all work successfully, safely and enjoyably. These rules are set out in our Code of Conduct, which will be reviewed and signed by parents/pupils each year.

6. Structures and routines

Some practical measures intended to reduce situations giving rise to negative behaviours:

- Children should not linger in cloakroom, toilets or corridors. All staff should challenge this behaviour if it is observed and send children on their way.
- Lining up to enter the school or move around the school should be orderly and quiet.
- Walking around the school should be orderly. All staff should challenge individual children running and ask them to go back and walk.
- Activities should be provided for wet play

- All staff in the playground should be vigilant and engage eye contact with children. They should position themselves at various points around the playground so as to see into all areas. They should avoid talking to groups of children for a prolonged period so that they can scan the playground. If children are alone or in dispute, the person on duty can use distraction, engage them in conversation; suggest another game to play etc.

7. Managing everyday incidents

At St Joseph's we believe in using positive reinforcement to promote good behaviour. Children will be given clear guidelines on the assertive discipline steps that will be followed to encourage pupils to make positive behaviour choices. Where an incident of inappropriate behaviour takes place the following procedures will be followed:

- A key objective is to help pupils learn from the incident and to help them to develop strategies to operate independently should a similar problem occur.
- Pupils will be listened to – separately or together as appropriate.
- Pupils will be encouraged to talk to others involved to try to resolve the situation and consider alternative behaviour in future.
- Adults dealing with the incident may suggest strategies to help pupils manage their own behaviour in a similar context and perhaps encourage the pupil to rehearse or role-play the behaviour.
- Pupils will be encouraged to use assertive strategies with others who are annoying or upsetting them, e.g. by saying firmly "I don't like that, please don't do it again."
- Pupils will be encouraged to express their opinions and feelings e.g. telling the other person why they are upset, with the emphasis on what the person has done and not by labelling, name-calling or putting down the other, giving the other the chance to apologise.
- Pupils will be encouraged to tell the teacher if someone is persistently annoying them and to know that this is not "telling tales".
- The pupil's class teacher will be informed of playground incidents.
- There will be regular reviews of playground issues at staff meetings and the outcomes communicated to Midday Supervisory Staff and Learning Support Staff.

8. Rewards

Positive behaviour is rewarded through the use of a number of strategies:

- verbal praise

- link positive actions to the messages within the Mission Statement
- a tick for the behaviour chart
- Class reward
- recognition in whole school assembly e.g. Learning Power of the Week
- Headteacher Awards
- The Governors 'Grow in Love' Award
- Golden Time on a Friday afternoon

9. Consequences

A variety of consequences may be applied such as:

- 'a knowing look' – informing the pupil that the teacher is displeased with the behaviour;
- "time-out"/opportunity to reflect - sitting or standing apart from others for a few minutes;
- losing part or all of playtime;
- 'time –out' in another classroom
- referral to the Headteacher .
- a phone call home

The adult applying the consequence will try to ensure that the pupil understands that it is the consequence of the negative behaviour and that they are expected to think about alternative positive behaviours. Pupils will not be left unsupervised at any time.

10. Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- If required a confidential Individual Behaviour Plan will be drawn up through consultation with staff, parents and the pupil. Individual targets for improvement will be set and monitored.
- The child may be placed on the Additional Learning Needs List and further advice may be sought from the Social Inclusion Service in accordance with the Code of Practice for Wales.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

- Physical restraint will not be used, unless included as part of an agreed Individual Reactive Strategy. In this case, staff involved will have received appropriate training, full details will be recorded and parents informed
- Where unplanned intervention is required to protect the safety of individuals, this will take the form of redirection and will not involve the use of physical restraint.

11. Individual Behaviour Plans

Individual Behaviour Plans will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the negative behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to head teacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encouraged responsibility;
- Include a timetable for review;
- Should be applied consistently – all members of staff, supply teachers and parents will be made aware.

We want children to clearly understand that positive behaviour is the expectation.

Referral for advice to Educational Psychologist or outside agencies will be considered, with parental consent, if behaviour persists after several reviews of individual programme.

12. Extreme behaviour

Whether an isolated or repeated incident violent, temper-tantrum, swearing etc. it will be dealt with promptly and calmly.

An adult will remain with the class, with the teacher sending for assistance if required (by using the classroom telephone or nearest available other adult).

The adult dealing with the incident will listen to the child encouraging him/her to describe the incident and give him/her the chance to explain how she/he feels.

If the child is on an individual plan and the behaviour is within its scope, the relevant consequences should be applied. Otherwise the head teacher will decide whether parents should be informed and what next action should be taken.

All staff responses/action in dealing with incidents of extreme pupil behaviour will follow LEA guidelines.

13. Exclusion

A serious offence, for example involving violence, could by itself justify a pupil's exclusion. Otherwise exclusion would be applicable only when alternative strategies have been tried and have failed e.g. at least two individual plans reviewed over half a term. The guidance of the local authority will be followed. Exclusions may be fixed term (e.g. 1 day) or permanent. Only the head teacher has the power to exclude a pupil from school. This power may not be delegated.

In all cases the head teacher will promptly:

- inform the pupil's parents of the period of the exclusion (or that the exclusion is permanent)
- give the reasons for the exclusion
- inform the Chair of governors
- ensure that work is provided for the pupil while excluded
- ensure the relevant entry is submitted on SIMS

14. Bullying

At St Joseph's School, we believe that bullying can best be prevented by the promotion of a positive school ethos and the measures described in this policy for promoting positive behaviour generally.

Isolated incidents of verbal, physical or psychological abuse are not bullying and it is important that children learn how to use the word "bullying" appropriately.

Our policy on bullying is set out in a separate document.

15. Monitoring Standards of Behaviour

Behaviour at St Joseph's will be monitored on a daily basis against the assertive discipline rules established within the school.

Staff will review behaviour and discipline issues regularly within staff meetings and report to Governors on the success of strategies being implemented.

All significant behaviour incidents will be recorded on a 'Behaviour Incident Recording Form' and details maintained in a whole school behaviour record.

Where a pupil has an individual behaviour plan this is monitored regularly in line with the timetable for review.

16. Review

This policy is monitored in line with the cycle of review set out within the SDP or earlier if required.

This policy is available on the school website and in translation on request.