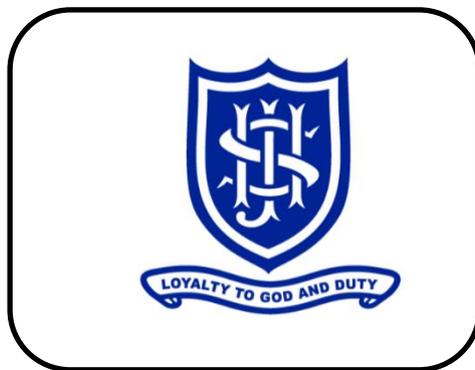


St. Joseph's Catholic Primary School



Behaviour and Assertive Discipline Policy

“Inspired by St Joseph, together with Christ, we learn, we grow, we love.”

Rationale

Every member of our school community is of equal importance in the eyes of God. Pupils grow academically, socially, spiritually and emotionally in an environment where the adults set consistent behavioural limits, teach self-discipline and at the same time establish caring relationships that value the uniqueness of each student. All staff have a shared responsibility for all children and therefore a whole school approach to promoting good discipline is both desirable and necessary. Our school values are respect, compassion, integrity and unity, and it is in this context that we have developed our behaviour and assertive discipline policy. Adults in the school will be assertive, which means that they will set consistent, positive behavioural limits while providing warmth and support for appropriate behaviour. When children behave responsibly and their behaviour is positively recognised their self-esteem rises and their motivation to achieve increases.

AIMS

- To contribute to the wider education of the whole child.
- To develop a whole school behaviour policy supported and consistently followed by the whole school community, parents/carers, teachers, children and governors, based on a sense of community and shared values as laid out in our School Mission Statement.
- By applying positive policies to create a caring, atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, and through modelled behaviour, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage and reward good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow (see appendix 7 – Behaviour Consequence ladder)
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

PARENTS/CARERS

We recognise the absolute necessity of having the understanding and support of parents/carers.

Parents/Carers can help by:

- recognising that an effective school behaviour policy requires close partnership between parents/carers, teachers and children.

- adhering to the Home School Agreement and reinforce this message at home.
- discussing the Golden Rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- attending Parents' Evenings, parents'/carers' functions and by developing informal contacts with school.
- knowing that behaviour can impact on learning
- understanding that staff deal with behaviour problems patiently and positively.

SEND

In order to meet all children's needs it is important that all staff work with the SENCo to ensure that there is appropriate support and that agreed interventions are implemented. In some cases different strategies may need to be developed to support the needs of a child and in such situations a behaviour plan will be drawn up for the individual child.

Referrals may be made to support agencies such as Primary Project and CAMHS (Child & Adolescent Mental Health Service)

If there should be any need to exclude a child the school will adhere to the LA guidelines and the Governing body will be informed.

Equal Opportunities

Account must be taken of pupils from different cultural backgrounds, language needs and levels of disadvantage and vulnerability, particularly those who may be carers, LAC (Looked After Children) or have other 'hidden' needs. Staff should be trained to have an understanding of different cultures.

Other Policies

This policy works in conjunction with the Employee and Students Code of Conduct, The Equality Policy,

Monitoring and Review

This policy will be reviewed annually in September by the Deputy Head (date of next review 31st September 2018) and will be promoted and implemented throughout the school.

Guidelines

Adults in the school will be assertive. More information about assertive discipline can be found at the following website:

<https://assertivedisciplinebycanter.wikispaces.com/Assertive+Discipline>

All pupils and adults will be expected to follow our Golden Rules:

- WE ARE GENTLE (respect for physical safety)
- WE ARE KIND (respect for emotional safety and politeness)
- WE LISTEN (respect for other people's views)
- WE ARE HONEST (respect for truth)
- WE TRY OUR BEST (respect for learning)
- WE LOOK AFTER PROPERTY (respect for property)

At St Joseph's Catholic Primary school, we seek to reward good behaviour of pupils. All staff will aim to use:

- Praise
- Golden time
- Celebration assembly
- Star of the week
- Sharing success with other adults including, TAs, teachers, phase leaders, AHT, DH or HT
- Notes/text to inform parents/carers
- Head teacher's award
- Stickers
- House Points

Children will be rewarded for keeping these rules with a session of Golden Time each week. Children will be able to earn up to 10 minutes extra Golden Time as a reward for good behaviour. When appropriate a consequence for breaking the rules may be the loss of Golden Time.

Children should be involved in the planning of Golden Time to ensure involvement in their rewards.

Each class will also display a list of class codes that must be followed. There will also be codes in place for the dining hall, playground and corridors. Teachers will introduce the classroom codes and the Golden Rules to the children and return to it periodically.

Every day is a new day.

Golden time will not be used as a sanction for Year 1 and 2 children as it is felt that children of this age need more instant behaviour sanctions.

Individual children, groups and the whole class can earn extra minutes for everyone by good behaviour.

Each class will have a 'Golden time clock' which will have the time increased with each 'reward' so it is a visually representation of the children's good behaviour.

Each class will have a set of special 'golden time' activities for use only during this time – in order to make it different from their usual activities.

Consequences

Our Behaviour Consequence ladders will be explained to parents/carers and children. Parents/Carers and children will be asked to make a signed commitment to the home school agreement. Issues have to be dealt with immediately as they arise. Corrective actions are designed to help pupils reflect on their behaviour and make better choices. Pupils need to understand that if they choose to misbehave, consequences will occur. Consequences should never embarrass or humiliate the child.

Corrective action should always start with giving the child the chance to choose more appropriate behaviour.

SUPPORTIVE FEEDBACK - this must be sincere and meaningful and should be given when pupils behave according to expectations. Feedback to pupils about their behaviour means that specific comments are made about the appropriateness of the behaviour. The goal is to help pupils make good choices for their own sake, not for adult approval.

Recording Incidents

St Joseph's track the full range of behaviours on the schools online tracking system 'Pupil Asset'. This includes outstanding, good, expected, neutral, low level disruption, high level disruption and severe. This is monitored and analysed half-termly by the Deputy Head. This is used to support and promote good behaviour within St Joseph's. When recording a behaviour, the details of each incident is included, including the outcome and the consequences/reward.

Exclusions

Whilst every attempt will be made to avoid exclusion and apply sanctions internally, on very rare occasions either internal or external exclusion may be considered. This would only be after the occurrence of either several serious incidents, where other sanctions have failed or where a very serious incident has taken place which compromises the immediate safety and wellbeing of others. The procedures followed for exclusion would be with reference to the governing body and in line with the guidance provided by DfE and London Borough of Barnet. If a fixed term, or internal exclusion is made the length of the exclusion would be decided by the head or deputy head teacher. In the event of a permanent exclusion the decision would be made by the Head teacher who would liaise with the Chair of Governors. In both cases the head and deputy head teacher would be responsible for following the correct procedure and completing the required paperwork.

Corporal Punishment

Corporal punishment is prohibited at St Joseph's School, (Section 131 of the Schools Standards and Framework Act 1998) as is pushing, poking, making sarcastic remarks or, indeed any other behaviour which may be interpreted as abuse.

Under subsection 548 (5) of the Education Act 1996 "*teachers may use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself.)*" Teachers' have powers under section 4 of the 1997 Act to

restrain pupils from engaging in certain activities but these interventions should only be used as a last resort and be proportionate to what is required for safety i.e. the least restrictive option for the shortest period necessary. Please see the school's **Positive Handling Policy** for more details on restraining a child.

Classroom consequence ladder

All Staff

- Chance/warning
- Time out/loss of golden time/loss of playtime/lines
- Informal meeting class teacher and parents/carers

Phase Leader

- Apology letter/lines/task/loss of golden time/loss of playtime

Assistant/Deputy Head

- Loss of time as they deem fit including golden time and playtime
- Lines/Apology Letter
- Record on Pupil Asset
- Formal meeting with parents/carers

Head teacher

- Formal meeting with parents/carers
- Internal or external exclusion
- Other punishment as deemed fit

Playground consequence ladder

All Staff

- Chance/warning
- Time out/lines/loss of playtime
- Loss of privileges (e.g. use of the MUGA)
- Inform class teacher at the end of lunch time
- Class teacher use professional judgement

Phase Leader

- Apology letter/lines/task/loss of golden time/playtime

Assistant/Deputy Head

- Loss of time as they deem fit including golden time and playtime
- Lines/Apology Letter
- Record on Pupil Asset
- Formal meeting with parents/carers

Head teacher

- Formal meeting with parents/carers
- Internal or external exclusion
- Other punishment as deemed fit.

Non-negotiables

These are the essential expectations for all children at all times. Parents and all adults that interact with children must understand that the occurrence of any of the behaviours listed are completely unacceptable and if they do occur will be dealt with most severely.

Behaviour which violates the Equality Policy Fighting Bullying Answering back to an adult
Inappropriate language Swearing Damaging property Deliberate physical harm Stealing

Title	Behaviour and Discipline Policy
Version	4
Date	November 2016
Author	Zara Flitton
Approved by head teacher	Irene Ciapryna
Approved by Governing Body	
Next Review Date	September 2018

Modification History			
Version	Date	Description	Revision Author
1	13/10/15	Initial draft	Zara Flitton

2	19/10/15	Edited	Irene Ciapryna/Zara Flitton
3	August 2016	Edited	Zara Flitton
4	November 2016	Edited and amended	Z. Flitton with input from the Governors

Appendix 1

Summary of Strategies, Rewards and Consequences at St Joseph's School

Strategies:	Rewards:	Consequences:
<p>High expectations consistently applied Clear class behaviour code (involving pupils) Calm quiet voice Golden rules Modelling of good behaviour Praise Positive reinforcement Positive language Visual prompts Clapping/shaker/music/hand signals to gain attention Lines</p> <p>Loss of Golden Time Non-verbal gestures Countdown/timers Circle time Cloud time (to indicate they need to speak to an adult) Coins/marble system Roles and responsibilities Learning mentor Conflict resolution: <ul style="list-style-type: none"> • time to explain • reflection time Social skills group </p>	<p>Praise Golden time Celebration assembly Star of the week/day Good news postcards Sharing success with other adults including, TAs, teachers, phase leaders, DH or HT Notes/text to inform parents/carers Head teachers award Stickers House Points Class teacher reward Certificates</p>	<p>Classroom consequence ladder</p> <p><u>All Staff</u></p> <ul style="list-style-type: none"> • Chance/warning • Time out/loss of golden time/loss of playtime/lines • Informal meeting class teacher and parents/carers <p><u>Phase Leader</u></p> <ul style="list-style-type: none"> • Apology letter/lines/task/loss of golden time/loss of playtime <p><u>Assistant/Deputy Head</u></p> <ul style="list-style-type: none"> • Loss of time as they deem fit including golden time and playtime • Lines/Apology Letter • Record on Pupil Asset • Formal meeting with parents/carers <p><u>Head teacher</u></p> <ul style="list-style-type: none"> • Formal meeting with parents/carers • Internal or external exclusion • Other punishment as deemed fit <p>Playground consequence ladder</p> <p><u>All Staff</u></p> <ul style="list-style-type: none"> • Chance/warning • Time out/lines/loss of playtime • Loss of privileges (e.g. use of the MUGA) • Inform class teacher at the end of lunch time • Class teacher use professional judgement <p><u>Phase Leader</u></p> <ul style="list-style-type: none"> • Apology letter/lines/task/loss of golden time/playtime <p><u>Assistant/Deputy Head</u></p> <ul style="list-style-type: none"> • Loss of time as they deem fit including golden time and playtime • Lines/Apology Letter • Record on Pupil Asset • Formal meeting with parents/carers <p><u>Head teacher</u></p> <ul style="list-style-type: none"> • Formal meeting with parents/carers • Internal or external exclusion • Other punishment as deemed fit.

Appendix 2



Child's Name: _____ Class: _____ Date: _____

Dear Parent/Carer,

Unfortunately your child was involved in a physical incident in the playground today, which involved another child. We have dealt with the matter in line with our behaviour policy but we would value your support. Please could you talk to your child and help him/her to avoid being involved in any further incidents of physical behaviour/fighting. The other child involved has also been spoken to.

I am confident that you will recognise the need to work in partnership with the school to ensure that it is a place where every child is happy and achieves of their best.

Should you wish to discuss this please do not hesitate to contact us to make an appointment.

Please sign the slip below and add a comment should you wish.

Thanking you for your support.

Yours sincerely,

Mrs. I. Ciapryna

Miss Z. Flitton

Headteacher

Deputy Head

Behaviour Incident Reply Slip

Date.....

I confirm that I have discussed this incident with

(child's name)

Signed: (Parent)

Appendix 3



Child's Name: _____ Class: _____ Date: _____

Dear Parent/Carer,

Unfortunately your child used inappropriate language today. We have dealt with the matter in line with our behaviour policy but would value your support. Please could you talk to your child so that they understand how use of such language is unacceptable.

Should you wish to discuss this with us please do not hesitate to contact us to make an appointment.

Please sign the slip below and write a comment should you wish.

Thanking you for your support.

Yours sincerely,

Mrs. I. Ciapryna

Miss Z. Flitton

Headteacher

Deputy Head

Behaviour Incident Reply Slip

Date:

I confirm that I have discussed this incident with

(child's name)

Signed(Parent)

Appendix 4

Individual Behaviour Report:

		Break time		Lunch time	
Monday	  	  	  	  	  
Tuesday	  	  	  	  	  
Wednesday	  	  	  	  	  
Thursday	  	  	  	  	  
Friday	  	  	  	  	  

Appendix 5

St Joseph's Behaviour Log

Date & Time	Activity	Antecedent	Behaviour	Consequence

Appendix 6

Golden Rules

We believe that discipline originates from mutual respect for each other. Our approach is to praise children being good and reward them with encouragement.

We have six Golden Rules that staff and pupils have agreed upon which form a Code of Behaviour

Be Honest - do not cover up the truth

Work Hard - do not disturb others

Listen to Others - do not interrupt

Look after Property - do not waste or damage things

Be Gentle - do not hurt others

Be Kind and Helpful - do not hurt people's feelings

We wish our children to show independence and a sense of responsibility. Our ultimate aim is to develop children's self-discipline so that they behave with care, courtesy and good manners, showing a respect for other people and property.

Unacceptable anti-social behaviour is not tolerated. Parents/Carers are informed of a serious breach of good behaviour and joint action is taken in the best interests of the child concerned.

We do ask for support from parents/carers and it is sometimes necessary to enlist your help in discipline matters so that we may all work together to ensure a constant standard of good behaviour at school.

Appendix 7

Behaviour Consequence Ladder

All Staff

- Chance/warning
- Time out/loss of golden time/loss of playtime/lines
- Informal meeting class teacher and parents/carers

Phase Leader

- Apology letter/lines/task/loss of golden time/loss of play-time

Assistant/Deputy Head

- Loss of time as they deem fit including golden time and play-time
- Lines/Apology Letter
- Record on Pupil Asset
- Formal meeting with parents/carers

Head teacher

- Formal meeting with parents/carer
- Internal or external exclusion
- Other punishment as deemed fit

This policy was written by the Teaching, Learning & Achievement Committee and ratified by the Governing Body of St Joseph's Catholic Primary School

On: December 2016

Next review date: September 2018