



# St Joseph's CE Junior School

## Behaviour Policy and Statement of Behaviour Principles

**Approved by:**

Local Governing Body

**Date:** November 2023

**Last reviewed on:**

September 2023

**Next review due by:**

September 2024

## 1. Statement of principles

St Joseph's CE Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful, and Safe.'**

At St Joseph's CE Junior School, we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches with appropriate consequences

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Embrace the school behaviour policy
- Take time to welcome children at the start of each morning and afternoon session
- Walk children to and collect from the hall or playground
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to be 'Ready, Respectful and Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Use a visible recognition mechanism throughout lessons (eg, Recognition boards)
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are behaving badly.

### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, communicate with parents and certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

**We expect St Joseph's pupils to abide by our behaviour expectations.**

## **Ready**

### **1. Arrive on Time and Prepared**

- Come to class on time with all your materials.
- Have your homework and any required items ready.

### **2. Listen and Follow Directions**

- Listen carefully to the teacher and follow instructions promptly.
- Raise your hand and wait your turn to speak.

### **3. Stay Focused During Lessons**

- Pay attention during lessons and complete your work without distractions.
- Use your time wisely to finish assignments and projects.

## **Respectful**

### **1. Treat Others with Kindness**

- Use polite words and show kindness to your classmates and teachers.
- Include everyone and avoid excluding others.

### **2. Respect Personal Space**

- Give others space and respect their belongings.
- Wait your turn and avoid pushing or crowding.

### **3. Listen and Value Different Opinions**

- Respect others' opinions, even if they are different from yours.
- Be open to learning from your classmates and teachers.

## **Safe**

### **1. Follow Safety Rules**

- Walk inside school
- Use equipment safely and keep cloakrooms tidy

### **2. Report Unsafe Situations**

- Tell a teacher or staff member if you see something unsafe.
- Don't engage in activities that could harm yourself or others.

### **3. Keep Personal Information Private**

- Be cautious about sharing personal information online or offline.
- Report any inappropriate behaviour or communication to a trusted adult.

## **We expect parents to:**

- Support the school in ensuring excellent behaviour in school is a shared expectation
- Support the class teacher in any sanctions deemed necessary
- Maintain open lines of communication with the school
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Keep calm and help others keep calm
- Have a sense of humour

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. Based on the work of Paul Dix, good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules '**Ready, Respectful and Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. Where this is the case, individual children will have a bespoke behaviour plan that is regularly reviewed.

## **2. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

## **3. Context**

For the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- Health & Safety Policy
- SEND Policy
- Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- Home-School Agreement
- Online Safety Policy

Our Rules	Visible Consistencies	Over and Above Recognition
Be Ready Be Respectful Be Safe	Daily meet and greet Persistently catching children doing the right thing Picking up on children who are failing to meet expectations Praising in public Reminding in private Consistent language Escort children to and from the playground at playtimes and lunch	Recognition boards Notes home (Above and Beyond) See appendix Communication with parents SLT praise

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REDIRECTION	Gentle reminder / encouragement – non-verbal clue  <b>Eg: Drawing the child's attention to their book to begin writing</b>  <b>Eg: Drawing a child's attention to someone who is 'left out'</b>
2. REMINDER	Given privately/quietly wherever possible: I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening  <b>Eg: - 'I notice that you haven't opened your book yet. You are breaking our school rule of being ready to learn. Please open your book and start your work. Thank you.'</b>  <b>Eg: 'I notice that you haven't included **** in your game. You are breaking our school rule of not keeping others safe. Please invite them to join in. Thank you.'</b>
3. CAUTION	I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to,

	<p>(work at another table/work in another classroom / go to the quiet area etc .....)  (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Eg: - 'I have noticed you are still not ready to do your work. You are breaking the school rule of being ready. If you fail to complete your work now, you are choosing to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'</b></p> <p><b>Eg: I've noticed you are excluding **** from your game. You are breaking our school rule of not keeping others safe. If you keep excluding **** you are choosing to not join in yourself. Do you remember yesterday when you all played together and included everyone? That is what I need to see today. Please invite them to join in. Thank you.'</b></p>
<p>4. TIME OUT</p> <p>Phone call home and logged on arbor at this point</p>	<p>I noticed you chose to ..... (noticed behaviour)  You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes.</p> <p><b>Eg: - 'I have noticed you chose to not complete your work. You are breaking the school rule of being ready to learn. You have now chosen to go miss your learning time and will pay back that time at the end of the lesson. I will come and speak to you in two minutes. Thank you.'</b></p> <p><b>Eg:- 'I have noticed you chose to not include ****. You are breaking the school rule of keeping others safe. You have now chosen to stand with me and lose time playing with your friends. I will speak to you in two minutes. Thank you.'</b></p>
<p>5. FOLLOW UP – REPAIR &amp; RESTORE</p> <p>Restorative sheet completed and scanned and added to provision map</p>	<p>A restorative meeting between the child and adult (supported by AHT if appropriate).</p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• How have you felt since?</li> <li>• Who has been affected by what you have done?</li> <li>• In what way have they been affected?</li> <li>• What do you think you need to do to make things right?</li> <li>• How can we do things differently in future?</li> </ul>
<p>6. ESCALATION OF TIME OUT*</p>	<p><b>*DO NOT describe child's behaviour to another adult in front of the child*</b></p> <p>If after step 5, the child is not settled to return to the classroom without disrupting the learning of others, the child should be escorted to the AHT's classroom for the remainder of the lesson. The child will then return to the original adult for repatriation process with the support of the AHT.</p> <p><b>Eg: You are still not ready to learn so have chosen to go to AHT's classroom to complete your work. We will speak to you at the end of the lesson. Thank you.</b></p> <p><b>Eg: You are still not ready to include **** so have chosen to go to the reflection room for your lunchtime. We will speak to you at the end of lunchtime. Thank you.</b></p>

7. FOLLOW UP – REPAIR & RESTORE	<p>A restorative meeting between the child and adult supported by AHT.</p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• How have you felt since?</li> <li>• Who has been affected by what you have done?</li> <li>• In what way have they been affected?</li> <li>• What do you think you need to do to make things right?</li> <li>• How can we do things differently in future?</li> </ul>
8. FORMAL MEETING*	<p>If reconciliation is unsuccessful, a formal meeting will be convened with child, adult and member of SLT. Targets will be agreed and monitored over the next 2 weeks.</p>
	<p>Parents will be informed. Recorded on Arbor.</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

### Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child. See Appendix A.

### Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

### Language around Behaviour

At St Joseph's CE Junior School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

### BEHAVIOUR PATHWAY

- Redirection
- Reminder
- Caution
- Time Out
- Follow up/Reparative Conversation
- Escalation of Time Out, involving SLT
- Follow up/Restorative Conversation, involving SLT
- Formal Meeting involving SLT and parents
- Internal exclusion

- BIP suspension
- Fixed term suspension
- Permanent Exclusion

‘Time out’ and beyond incidents should be logged on Arbor by the class teacher. The class teacher may ask a member of support staff working in their classroom to log this but must give them time to do so. For lunchtimes incidents, these are logged in the behaviour book. A member of staff will log any incidents from the book onto Arbor at the end of each day.

### **Extreme Behaviours**

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke behaviour plans and / or risk assessment and the behaviour plan will be personalised to the child. This will sit outside the pathway described above.

The school will record all serious behaviour incidents using school systems and then stored securely.

Fixed term suspensions and permanent exclusions will occur following extreme incidents at the discretion of the Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Physical Attacks on Adults**

At St Joseph’s CE Junior School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a ‘common sense’ approach to keep themselves and the child safe to manage the situation effectively. Staff can use ‘reasonable measures’ to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

Staff trained in physical intervention are Sophia Koiston - Headteacher, Colin Gayle – Assistant Headteacher and Helen Webb – Individual Needs Assistant.

All staff should report incidents directly to the Headteacher and they should be recorded on using school systems. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. However, suspension will be considered to enable exploration of options and the creation of a plan around the child.

## **4. Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 5. Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Drawers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

## **6. Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our [Anti Bullying Policy](#).

## 7. Pupil transition

### Inducting incoming pupils

The school will help incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 8. Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will be used:

In response to serious breaches of a school's behaviour policy;

Where allowing the child to remain in school would seriously harm the education and welfare of that child or others in the school.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## 9. Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### Application

This Behaviour Policy is for all our school community. If it is to be effective, everyone must use it with confidence and consistency.

## 10. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information

## **11. Personal property**

We actively discourage pupils bringing personal property into school. Pupils are responsible for their own property. All items should be clearly named. It is important that expensive items or large sums of money are not brought into school. Where this is essential it should be through prior agreement with SLT and items should be left in the office for safe keeping. The school does not carry insurance for any loss of pupils' possessions.

### **Mobile phones**

Section 2 of the 2011 Education Act sets out new provisions about mobile phones and other electronic devices.

There is no reason why a primary school pupil should need to bring a mobile phone to school (or school events outside school hours). Should contact need to be made between parents and pupils, this should be done through the school office (01243 783 709). Pupils in Year 5 and 6 may bring a mobile to school. This put in the class phone box and collected at the end of the day. (See Appendix B)

Any pupil found to have a mobile phone with them will have it confiscated and stored in the school office until the end of the day. A parent/carer will be contacted and asked to collect the phone from a member of the school's Leadership Team.

### **The school accepts no liability for loss or damage to mobile phones under any circumstances.**

Mobile phones must never be used to photograph other pupils or school staff. Data and files from mobile phones or other electronic devices may be examined if there are reasonable grounds to suspect misuse. Malicious or inappropriate material may be erased or downloaded and saved as evidence.

## **12. Roles and Responsibilities**

The Governing Body will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head Teacher will be responsible for the implementation and day to day management of the policy and procedures. Guidance on their consistent application forms part of Staff Induction and is also regularly updated for all staff. Continual Professional Development is provided when staff needs are identified as part of Appraisal.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

The Governing Body, head teacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **12. School support systems**

We believe that all staff in our school must take account of the individual needs and circumstances of pupils when implementing behaviour policies. Good practice would be to follow the guidance within this policy and to keep instructions short and clarify understanding by asking pupils to repeat them.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy. Internal records will be regularly scrutinised to identify trends/ patterns/ antecedents of behaviour and to monitor the impact of interventions used.

Pupils may be vulnerable at all times or at specific times during their school career. Liaison with the SENCO is advisable if pupils experience persistent difficulty in adhering to the school rules. The SENCO may be able to arrange suitable intervention.

## **13. Consultation, monitoring and evaluation**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed annually by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13). At each review, the policy will be approved by the Chair of Governors.

## **14. Complaints Procedure**

If a parent has concerns about the way their child is treated or the school's actions (or lack of action) while at St Joseph's CE Junior School, they should in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy and making good progress. They always want to know if there is a problem, so that they can act quickly before the problem becomes more serious.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should contact the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the complaint is against the Headteacher, parents may contact the Chair of Governors of the school. A leaflet, outlining the complaints procedures, is available from the school.

## **APPENDIX A**

Sanctions will be decided by the adult involved and will be appropriate for the behaviour.

Examples include but are not limited to:

Repairing damage caused to building/ equipment in own time\*

Letter of apology to adult/ child affected written in own time\*

Missing playtime (amount as appropriate – time can be hierarchical)

Time out in another classroom – time missed to be repaid in own time\* to complete missed work

Loss of privileges

Parents informed via phone call home – adult involved

Removal of responsibility (temporary or permanent) by adult involved in agreement with AHT

Parents brought into school for face-to-face meeting – adult involved supported by class teacher if appropriate

Parents brought into school for face-to-face meeting – adult involved and member of SLT

Internal exclusion in agreement of SLT

Attendance on school trips, including residential trips, may be denied where behaviour poses risk^

Parents brought into school for face-to-face meeting – adult involved and HT

BIP – internal exclusion taking place at partner school.

Fixed term suspension^

Permanent exclusion^

\*Own time could be playtime/ lunchtime/ after school

^ Instructed by the head teacher or associate headteacher in the absence of the head teacher

## **APPENDIX B**

### **MOBILE PHONES IN SCHOOL**

Children in Year 5 and 6 may bring a mobile phone to school.

The mobile phone must be switched off and put in the class phone box which will be kept in the school office to be collected at the end of the day. Under no circumstances must it be used during school hours or on school premises – this includes in the playground before and after school.

Any pupil found using a phone on the school premises will hand it into the class teacher, for it then to be collected by their parent/ carer.

Members of staff who are given any items to look after will take every precaution to keep them safe. **School will not compensate for any items that are lost, missing or damaged.**



Just a quick note to let you know...



Ready



Respectful



Safe



Just a quick note to let you know...



Ready



Respectful



Safe