

St. John Bosco RC Primary School



Positive Behaviour Policy

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INTRODUCTION

St. John Bosco School is committed to celebrating and sharing our faith, as well as preparing children for life in a multi-cultural society and developing respect for the values and customs of others. We aim to deliver a broad and balanced curriculum to ensure that our children achieve the highest possible standards personal to them.

It is a primary aim of St. John Bosco School that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour and should be read in conjunction with the DFE Guidance for Behaviour and Discipline in Schools, DFE Guidance for the Use of reasonable force in schools and the Positive Handling Policy.

AIMS AND EXPECTATIONS

At St. John Bosco School we aim to create and maintain, through encouraging good behaviour and discipline, an atmosphere of positive relationships, and an environment which promotes high standards and effective learning. We expect and encourage respect towards one another through our school ethos, which promotes a positive, supportive and secure environment, where pupils have a sense of being valued and respected.

This policy aims to set out the appropriate procedures for dealing with inappropriate behaviour and is to be viewed in conjunction with the school's anti-bullying Policy. It is intended to include everyone involved in school life, and to be reinforced by all. The same rules that apply within school are to be enforced outside of school too, for example, on school trips and visits. A consistent approach is necessary, where appropriate, and children need regular reminders of what is and what is not acceptable, and what the consequences for unacceptable behaviour are. It is important to recognise the different areas of misbehaviour and to appreciate that there will always be a reason for a child behaving inappropriately.

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We appreciate that children need to learn how to behave correctly and that it is a duty of the school to help children in this learning. The four main reasons for misbehaviour are:

1. Attention
2. revenge
3. power
4. failure avoidance

A POSITIVE APPROACH

We have a positive approach to behaviour, recognising, rewarding, celebrating and praising good behaviour.

We make a determined and conscious effort to:

- Greet and be greeted by name — staff take the initiative
- Initiate conversation — make time to chat with children
- Smile, build empathy — try to understand the child's point of view, how they might be feeling
- Use humour — it builds bridges
- Keep calm — it reduces tension
- Listen, it earns respect
- Say thank you, we all appreciate it
- Say sorry when we get it wrong — we are all human
- Bring up topics which may not be academic but which interest children
- Find something to like about all pupils
- Look out for pupil resourcefulness, we all need to feel good about ourselves
- Value pupil efforts as much as their achievements, often we do not experience big changes but small steps in the right direction and we need to notice these.

We set out each day to create a learning environment which supports all learners, things do go wrong and people make mistakes. The following outlines how we as a staff reward what is good and ensure that consequences are administered fairly and consistently when mistakes are made.

At St John Bosco School, children are encouraged:

- To celebrate who they are and to reflect on their talents and gifts
- To think about their rights and responsibilities
- To understand that other people's rights can only be respected if they behave responsibly
- To understand the difference between control and discipline. When children are controlled they do not behave badly because they are afraid of the consequences. When children understand self-discipline, they behave well because they know it is the right way to be.
- We aim to provide children with:
 - A warm, positive and affirming environment in which to learn
 - Positive rules which are known and understood by all

Examples of Behaviour That Merit Encouragement

Punctuality, endeavour, co-operation, achievement, kindness, politeness, respect, care for others, enthusiasm, tidiness, appropriate quietness and stillness, patience, gentleness, reverence and self-control.

Examples of Behaviour that are Unacceptable at St John Bosco School

Physical violence of any sort, name calling, lack of care for people or property, acts likely to harm others or put a person's health or safety at risk, bullying, behaving in a way that disrupts learning, bad language, telling lies, racism and answering back.

School Rules

These are the core values on which everyone agrees — the teacher/adult has the responsibility to interpret these rules in a fair and impartial manner, and in the interests of justice, with as little disruption to the teaching and learning of the children as possible.

We all have the right to:

- *Feel safe*
- *Feel respected*
- *Learn*

1. CONSEQUENCES FOR MISBEHAVIOUR

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- There are times when it may be helpful for a child to be removed from a situation or a problem for a short period of time. On these occasions children may be sent out of class to another teacher with their work.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If misbehaviour continues or is repeated, the child will be sent to the Headteacher. It is the Headteacher's responsibility to issue appropriate consequences and if necessary contact parents. If teachers become concerned about a pupil's behaviour pattern their parents will be invited to school to discuss the matter. In the event of a child being seriously violent to another child or adult, the parents will be sent for immediately and may be asked to remove the child from school for the remainder of the day or week to prevent further incidents and point out to the child the seriousness of his/her actions.

Temporary exclusions are one of the last resorts and may take the form of withdrawal at lunch times, short term suspensions or exclusions for longer periods.

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school, staff in school will do all that they possibly can to avoid this situation arising.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2. ROLES AND RESPONSIBILITIES

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy and keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

What is expected of Governors?

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

- They will monitor the Behaviour Policy.
- They will make the ultimate decision on permanent exclusion.

What is expected of our staff?

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability

- Staff will do all that they can to celebrate pupils gifts and talents
- Actively teach behaviour
- We will “set the tone” and be positive role models for our pupils
- We will make every effort to provide a well organised, well displayed and attractive classroom for the children to learn in.
- We will devise learning activities which will motivate pupils, encourage them to talk, share, debate and cooperate.
- We will be calm, fair and just and seek to bring children to an understanding of the mistakes they have made.
- We will be focused on developing methods to support children and parents, develop a sense of responsibility and promote a positive ethos.
- We will work as a team, sharing responsibility for behaviour management across the school.
- We will acknowledge that we all make mistakes and that forgiveness is the key to moving on.
- We will follow our policy and systems consistently

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- We will listen to children carefully and avoid jumping to conclusions, we will report incidents to the SENDCo, Deputy Headteacher or Headteacher if necessary.
- Teachers will help in developing positive attitudes and recognising good behaviour and work.

What is expected of our pupils?

- Pupils will be expected to follow our core values.
- Children are expected to report behaviour that concerns, hurts or worries them to an adult.
- Accept the times when things go wrong or they make mistakes and move on quickly.
- Children will support and forgive each other when things go wrong.
- Children will be encouraged to be open to the idea of reconciliation.

What is expected of parents?

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- Parents will support our school behaviour policy.
- Parents will be encouraged to help celebrate all that is positive and good in school and to reward good behaviour at home.
- Parents are expected to contact school with any concerns or worries they have regarding their child as soon as possible.
- Parents are expected to play an active role in discussions when children are finding school difficult and to work with the school in finding solutions.
- They will try to set a good example for their children.

3. DISCIPLINE IN SCHOOLS – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

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3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

4. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"⁷ – see paragraph 21.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

5. POWER TO USE REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

6. MONITORING AND REVIEW

The Headteacher regularly monitors the effectiveness of this policy and reports to the governing body on the effectiveness of it and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: _____

Designation: _____

Date: _____

Review Date: _____