

St. Joseph's Catholic Primary School, EPSOM



Behaviour and Discipline Policy

including Suspension and Permanent Exclusion Policy

There is a separate policy for dealing with specific bullying incidents

The school reserves the right to refer and follow DfE guidance, as and when updated.

The DfE document, 'Behaviour in schools: Advice for headteachers and school staff February 2024' is used as a reference for this policy.

To be reviewed and updated Autumn 2025 by Headteacher

At St. Joseph's, we expect that all children are well behaved. As a result of this high expectation, behaviour at the school is consistently excellent.

This document is delivered within the context of the School's Mission Statement and Guiding Principles. It draws on DFES guidance as to what is allowed in law. This policy should be read in conjunction with the DFE guidance on Use of Restraint, a copy of which is available through the school office and on the DFE website.

Guiding Principles

- At St. Joseph's we aim to provide a happy, safe, environment where each child feels valued and special.
- We emphasise the positive aspects of behaviour and operate a system based on the reward principle, e.g. praise, encouragement, giving of house points.
- Children feel secure when they are aware of what is expected of them.
- They respond positively when they understand the need for structure in the running of the school.
- Occasionally, a child's behaviour may fall short of expectations and there are measures in place to support children to meet behaviour standards.

Aims of Policy

- To promote good behaviour, self discipline and respect;
- To prevent bullying;
- To ensure that pupils complete assigned work;
- To regulate the conduct of pupils.

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:
 - The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 - 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
 - It must not breach any other legislation (for example in respect of disability, Special Educational Needs and human rights) and it must be reasonable
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in 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.
- With reference to the role of volunteers on trips and otherwise, at St Joseph's, other than a reasonable reprimand for poor behaviour, the power to discipline rests with staff of the school and not volunteers. This policy is clear on such decisions.
- Corporal punishment is illegal in all circumstances.

Pupils' Conduct Outside The School Gates – What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

St Joseph's expects pupils to behave out of school as well as when at school. Any behaviour which involves non-criminal bad behaviour and bullying, which is witnessed by a staff member or reported to the school will be taken very seriously and dealt with according to the school's policy for disciplining misbehaviour and bullying.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

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

Detention - What the law allows

Teachers have a legal power to put pupils in detention and parent consent is not required to put pupils into detention. We recognise the right in law to give detention on school days, at weekends and on in-service training days. However, at St Joseph's we would not commonly use detention outside school hours as a sanction. In the rare event of such a detention, we would ensure that parents are given 24 hours' notice, in writing. We would have taken account of suitable travel arrangements made by the parent. Any detention used outside school hours would be authorised only by the Headteacher.

For a lunchtime detention, notice is not given to parents. Teachers have been delegated the power to use this sort of detention if they deem it necessary. Teachers will ensure that reasonable time is allowed for the pupil to eat, drink and use the toilet.

Confiscation of Inappropriate Items - What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- a. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The Headteacher would decide what should happen to the confiscated items. Weapons and knives would be handed to the Police.
- b. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). While the likelihood of such a necessity at St. Joseph's is extremely low, should it be necessary the Headteacher would make reference to 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

Power to use Reasonable Force – What the Law Allows

The legal provisions on school discipline also provide members of staff with 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. While the likelihood of such a necessity at St. Joseph's is extremely low, should it be necessary the Headteacher would make reference to 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (non statutory guidance). (See everyone: policies: behaviour and discipline).

Suspension and Permanent Exclusion Policy

In extreme cases, involving serious breaches of school discipline or where a child's behaviour is seriously harming the education or welfare of other members of the school community, the Head teacher will consider a suspension, a fixed term or permanent exclusion. If a child is to be excluded then the parents and the chair of governors will be informed immediately.

The school's Exclusion Policy is aligned fully with the DfE statutory guidance (Sept 2022). The school would follow this guidance completely if and when required.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

General Behaviour in School

Staff are responsible for children's behaviour in the classrooms and generally around the school. The class teacher should include the children when drawing up a set of guidelines for each class.

Certain aspects of behaviour are common to all classes:

- Children are expected to show respect and courtesy in their dealings with each other and adults.
- Politeness is to be encouraged at all times, e.g. addressing each other and adults by name, using 'please', 'thank you', holding doors open.
- Children always walk inside the building.
- Children know that the classroom and the areas outside their classrooms are their responsibility and that they should be tidy and a good example to others.
- No child is to be in the building unsupervised.

Behaviour on the Playground

The behaviour code which guides the children's behaviour on the playground is as follows:

- Keep your hands and feet to yourself
- Ask for permission to go into the building
- Pick up litter and put fruit in the fruit bin
- Play within the boundaries where the adult can see you
- Walk away from silly behaviour
- It is always OK to tell
- Make everyone's playtime happy

In addition:

- Children should not leave the play area unless they have permission of the adult on duty. When they are given permission to leave they must report back to the adult on their return.
- In winter/wet periods children should not play on the grassed areas.

Our Approach to Rewards

We reward through praise:

- Praise good behaviour as well as work.
- Show an appreciation of children's contributions.
- Praise those doing the right thing to provide an incentive for others to receive praise.

We reward to build success

- highlighting individual work when it is particularly good
- use stickers, house points and comments on work to encourage children to respond positively
- showing work to other classes/adults;

We give awards to congratulate

- Certificates for specific achievements
- Child of the Week
- Celebration assemblies for the sharing of achievements and awards.

Sanctions System

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves.

We have a low incidence of poor behaviour at St. Joseph's. The underlying principle, which guides our sanction system is based wholly on reconciliation and forgiveness. A child is encouraged to recognise the negative effects their behaviour has had on their peers, the staff and the school as a whole. Punishment should be meaningful and directly related to the incident. Sanctions a school might use include:

'Removal of privilege/pleasure' e.g. No football; not representing the school in teams and at events

'Removal of Choice' e.g. Loss of freedom at lunch and break times; walking around with the adult on duty;

'Removal of Trust' e.g. A contact book with parents to check on daily behaviour and attitudes at school and at home

'Community Duty' e.g. Making a contribution back to the community the person has damaged, like litter-picking; working in the hall at lunch time.

Misbehaviour on the playground may therefore lead to a lack of freedom at future break times. The child should be led to understand that their behaviour has **spoil the playground for others**. The child might be usefully engaged by joining a lunchtime club or helping Mr Esteves in the hall.

Misbehaviour in class should be recognised by the child as **'a waste of learning time'** for themselves and others, for which the child should compensate. This may lead to extra work being completed during their break or lunchtime or unfinished work being taken home. Writing out lines is not appropriate.

When adults are reprimanding children, they focus on the action rather than the child. e.g. 'Your behaviour was dangerous and somebody could have been hurt' rather than 'You are a dangerous child'.

Senior Teacher Referrals

Class teachers deal with minor incidents immediately. More serious or persistent problems are referred to Leaders of Learning. All serious incidents are brought to the attention of the Head teacher and the Deputy Head teacher.

Specific Misbehaviours

When a child swears the member of staff dealing with the incident ensures that

- The child apologises and states why it is unacceptable and then refers the matter to the teacher.
- The teacher asks to see a parent at end of day or next morning with the child. The child repeats the words to his/her parents. If the parent does not pick up or drop off, the teacher telephones the parent.
- The teacher states that it is unacceptable to the parents and that it must not happen again.
- If the parent suggests that child has 'picked it up at school' the teacher clarifies that there is a big difference between hearing bad language on TV, in streets, on playground and choosing to use it.

Punishment: the parent contact will be punishment enough but the child will lose free choice and time according to the procedure given below.

The staff member adds a summary of the incident to CPOMs. Repeated swearing incidents are recorded and then referred to the head teacher.

When a child is found to be stealing the matter is recorded using CPOMs. Parents will be contacted.

When a child carries out graffiti the matter is recorded using CPOMs. The child will apologise to the caretaker for the damage. Parents will be contacted in serious incidents

Communication with Parents

Staff will inform parents if a worrying pattern develops or a specific incident is serious enough. Parents may be contacted by telephone, e-mail or through meeting them at the end of the day. Normally the initial contact would be to invite them in to discuss the matter. **It may be appropriate to agree a school – home contact sheet. See Appendix 1**

Restorative approaches

Children with SEND

Dealing with Instances of Bullying

For cases of bullying, referral to the Anti- bullying Policy should be made.

What Happens When We Misbehave

When someone has misbehaved, they will lose some or all of the following freedoms until they can be trusted again:

'Removal of Choice'

Loss of freedom at lunch and break times;
walking around with the adult on duty.

'Removal of privilege/pleasure'

No football; not representing the school in teams
or at events. If misbehaviour happens in clubs, not being
allowed to carry on with the club.

'Removal of Trust'

A contact book with parents to check on daily behaviour
and attitudes at school and at home will be set up.

'Community Duty'

Making a contribution back to the community the person has
damaged, like litter-picking; working in the hall at lunch time.

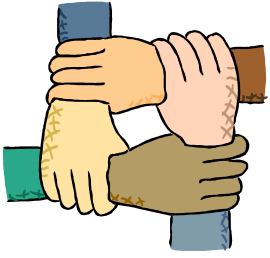
When we hurt or upset someone

We will apologise.

Rules for Wet Play

- Children must follow the instructions of the midday supervisors.
- Children should stay in their own classroom except for visiting the toilet.
- Children must ask for permission if they need to leave the classroom.
- No musical equipment.
- Children must tidy up before the bell.
- Children must walk carefully around classrooms and adjoining areas.
- Children are not to paint, glue or use scissors unless in a supervised lunchtime activity.
- Computers may be used only if teacher has left them switched on and they are supervised.

Playground Code



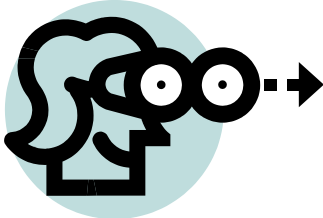
Keep your hands and feet to yourself



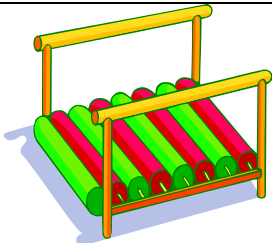
Pick up litter and put fruit in the fruit bin



It is always OK to tell



Play within the boundaries where the adult can see you



Be sensible with the play equipment



Make everyone's playtime happy

St Joseph's Catholic School

Our Ten Good Manners

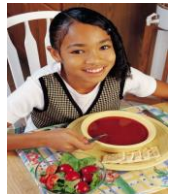
People with good manners:

1. Always say 'Good Morning' to each other.
2. Hold doors open for each other and let adults go first.
3. Say 'Pardon' when they do not hear something.
4. Always say 'please' and 'thank you'.
5. Look at the person who is speaking and are good listeners.
6. Do not answer back.
7. Put their hand over their mouth when yawning, coughing or sneezing.
8. Are polite and friendly.
9. Always say, 'Excuse Me' and do not push.
10. Do not interrupt when people are speaking to each other.

Eating With Good Manners

People with good manners:

1. Eat with their mouth closed.
2. Only talk when there is no food in their mouth.
3. Fork in the left hand, knife in the right.
4. Cut up their food into small pieces.
5. Face their food with their mouth over the plate.
6. Pick up anything they drop on the floor.
7. Only talk to the people next to them.



Do you have good manners?

Child's Name:

Class:

Nature of concern:

	Morning session	Playtime/ Lunchtime	Afternoon session	Class Teacher Comment	Parent signature/ Comment
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Pupil Reflections

What I Did Wrong.

Name:

Date:

Draw a picture of what you did wrong

What rule have you broken

How has my behaviour affected others

Draw a picture of what you should have done instead