



## BEHAVIOUR AND DISCIPLINE POLICY

### INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equality policy
- Attendance Policy
- Safeguarding and Child protection policy
- Peer on peer abuse policy
- PSHE policy

### GOVERNING BODY STATEMENT ON BEHAVIOUR AND DISCIPLINE

- The Governors' expectations concerning discipline are fully in accord with the school's Mission Statement.
- The discipline within the school is upheld by the Headteacher and the staff. The Governors support the statement of discipline drawn up by the Headteacher, the staff and parents.
- The Governors, the school and the parents work as a partnership in matters relating to discipline. Parents will be involved from the outset if there are concerns about a child's behaviour.
- The Governors would wish to emphasise the children's responsibility for others, their attitudes to work and general appearance, which will include the wearing of school uniform.
- Within this framework the Governors expect all children to be encouraged to develop spiritually, socially, morally, culturally and academically in accordance with each child's potential.
- In respect of exclusions, the Governors would expect that the sanctions contained in the statement of discipline had been applied and failed and there was no other action to be taken short of exclusion. The Governors will be informed if there is a child whose persistent bad behaviour is a cause for concern in the opinion of the Headteacher. The Governors will monitor the number of exclusions from the school.
- The aims and objectives of this statement, as part of the general policy of the Governing Body, are to ensure the development of all children in a happy, congenial and Catholic atmosphere.

### AIMS/PRINCIPLES

This policy aims to promote:

- Respect for each other – children and adults
- Respect for property and environment
- A sense of order in our working environment
- Routines which allow children to know what to expect
- Security
- Safety
- Self-discipline – where there is an acceptance that certain standards of behaviour are worth achieving
- A socialising process which helps children to inter-relate with confidence
- Boundaries and limits of acceptable behaviour
- Strong partnerships with parents as primary educators
- A safe, caring and stimulating environment where everyone is encouraged to develop their potential.



These aims are achieved:

- Through example and putting into practice the values of our Mission statement
- Through a moral approach to discipline, where Jesus Christ is our model and the teachings of the gospels are the example we follow
- Where forgiveness and reconciliation remain central to the behaviour and discipline policy
- Through a whole school approach consistently followed by all members of staff
- Through providing the children with a clear set of guidelines through which they learn what is acceptable behaviour in our school
- Through organisation which includes the provision of an effective learning environment, an appropriate curriculum and adequate resources
- Through teachers establishing their status with children and colleagues
- Through the example of the staff in the way they co-operate and help each other
- Through the example of teachers who have their own children in the school
- Through the way we talk to the children
- Through constructive criticism
- Through having high expectations of children
- Through a shared and common belief that we are all made in the image and likeness of God and are all God's children

The policy should ensure:

- That problems are prevented in the first place or are minimised
- That when they do occur, practices and systems exist to deal with them

Positive behaviour and good discipline will be encouraged by:

- Making clear to parents and pupils our expectations of good behaviour
- Staff and older pupils setting example of pleasant, courteous behaviour around school. Staff should encourage good behaviour and deal with poor behaviour consistently
- The use of peer supporters to help model positive attitudes, behaviours and approaches to school life
- The appropriate use of rewards and sanctions which encourage all pupils to take responsibility for their own actions and approaches to school life
- All in the school community aspiring to fulfil the gospel values in our dealings with each other
- Engaging pupils in a creative and stimulating curriculum where every child has the opportunity to experience the feeling of success and pride in their work

#### WHAT DOES POSITIVE BEHAVIOUR LOOK LIKE?

Pupils participating willingly and enthusiastically in all aspects of school life complying with school rules willingly; being well behaved, polite, well mannered, hardworking, reliable, co-operative and considerate towards others. Pupils show respect towards adults and peers and respect personal property. They respond to any requests immediately, listen to each other and develop awareness of the need for self-discipline and respect for the environment. As a result, pupils' learning is not disrupted by the approach of others; every child will be valued, safe and thrive in the school environment.

#### IMPLEMENTATION



It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs; will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who follow the rules and work to a high standard. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. **(Appendix 1)**

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

#### THE ROLE OF THE HEADTEACHER

It is the role 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 the 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.

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.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year. This will be published on the school website.

#### THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Governing bodies play a key role in influencing the ethos of the school – its general atmosphere and philosophy, and hence its standing in the community it serves. This influence carries with it a responsibility to support the Headteacher and staff in maintaining high standards of discipline.

The Headteacher is responsible for securing discipline on a day-to-day basis subject to any general principles laid down in writing by the Governors. Governing bodies have a general responsibility for directing the conduct of the school and the Headteacher must have regard to any guidance they may offer in relation to particular issues. Governors also need to consider the schools' policy on exclusions in the wider context of the schools' policies on behaviour and discipline and to monitor the number of exclusions taking place. The Governors have produced a statement on discipline.

Section 88(2) of the EIA requires the governing body to:



- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- Notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The governing body will in consultation with the Headteacher consider what the school's response will be to any bad behaviour 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.

#### THE ROLE OF THE CLASS TEACHER

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.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to inform the Headteacher of any significant incidents of inappropriate or persistent poor behaviour.

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 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants or welfare staff.

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 for **misbehaviour outside school**.

Teachers can **confiscate** pupils' property.



The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

#### THE ROLE OF NON-TEACHING STAFF

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

The staff of St. Joseph the Worker RC Primary School has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treats each child fairly and enforces the Code of Conduct consistently and treats all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher and record them on a child's individual behaviour card.

#### PARENTAL INVOLVEMENT

Meetings and communication with parents are important but a Home/School Partnership cannot achieve its aims unless both partners recognise and value the contribution all make to achieve the ethos of the school. This would seek to promote the self-esteem of every pupil whilst teaching and enabling them to live and worship together as part of a community.

We seek to improve the quality of relationships between parents, teachers and pupils through a shared commitment to home-school expectations.

#### **Partnership with Parents**

Parents have a vital role in fostering good behaviour. Parents have a legal duty to ensure that their children receive an efficient education. Responsibility extends beyond this. Parents should ensure that pupils arrive at school on time and have suitable clothing and books and equipment needed. Children need parental encouragement and support to participate fully and positively in their day-to-day school work and in the wider life of the school and community. If the school policy is to be effective, parents need to co-operate with the school in matters of discipline and reinforce the school's effort at home. Parents have the right to expect a working atmosphere for their children. Children cannot learn, nor can a teacher teach if there is continued interruption or disruption through indiscipline. Parents have the right to expect their children to be in an atmosphere conducive to learning.

All involved with education, teachers, parents, Governors, community, LEA etc. share a commitment to achieving the best possible learning environment for pupils. "Parents have a vital role to play in promoting good behaviour in schools. There is much parents can do on their own initiative but they also need help and encouragement from school" -Elton Report "An enquiry into Discipline in Schools".

#### **AIMS of the Partnership with parents**

A fruitful partnership between home and school would seek to:

- Encourage a shared commitment to the success of the individual child
- Create an ethos of understanding and openness in home-school relationships



- Help parents to develop a positive role in complementing and supporting the work of the school in educating their children

These aims are likely to be realised by:

- Providing opportunities for the free flow of information in both directions
- Encouraging dialogue and the interchange of ideas and opinions
- Seeking parental co-operation in planning the range of experience which school and home should together provide for pupils
- Involving parents in the process of determining the way forward for their own child's education
- Informing parents and developing with them an understanding of assessment and recognition of achievement for their children
- Recognising the developing and changing role of the pupil in the process of negotiation

An effective partnership is needed whereby:

- Parents to have more knowledge of what is happening and a clearer perception of their responsibilities and of the opportunities available to them
- Schools build on the positive contributions of parents, to assist them in their educational task
- Pupils benefit enormously from a clear knowledge that schools and parents are working together on their behalf to support, encourage and recognise their endeavours

#### WHAT IS DISCIPLINE?

Discipline is the system, the aims of which are to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.

#### SANCTIONS

The need for sanctions and punishment is to register disapproval of unacceptable behaviour and to protect the necessary authority of teachers and the stability and security of the school community. Sanctions short of exclusion take a variety of forms. They may include measures designed to ensure that the pupil make some form of reparation for their behaviour. School discipline is reinforced by reprimand, the monitoring of behaviour and if necessary, exclusion which is a last resort. In addition to straight reprimand, measures used by school which help to prevent a recurrence of misbehaviour include such steps as a policy for referrals to the Headteacher making clear distinction between minor and more serious offences.

Sanctions are:

- a) Verbal/facial expression of disapproval of pupils' actions by the teacher/staff
- b) Visual displays are used for a traffic light style system for three warnings
- c) Loss of playtime after three incidents in one day
- d) Negative behaviour recorded on individual behaviour card
- e) Communication with parents informing them of the loss of a playtime
- f) Referral to Key Stage Lead
- g) Removal from group/class if misbehaviour is persistent
- h) Referral to the Deputy Head Teacher/Assistant Headteacher and loss of lunchtime



- i) Withholding participation in any school trips or events which have been provided as a reward and are not part of the curriculum.
- j) Referral to the Headteacher
- k) Behaviour support plan
- l) Suspension from school for a fixed length of time.
- m) Permanent exclusion.

#### TEACHER JUDGMENTS, REFERRALS AND RECORD KEEPING

1. It is important that each teacher establishes a positive environment in which all children can learn. They should follow the guidance and procedures within this policy, and use their own professional judgements when deciding on the appropriate reward or sanction to administer.
2. Teachers will have the authority to withdraw break times from the children without the need of a referral to the deputy head teacher. However, this must be recorded on a behaviour card which is kept in the class index file. The teacher must ensure supervision of the children at these times.
3. Incidents from lunchtime supervisors are to be kept in the index file, along with details of behavioural issues in class recorded by the teacher. The class teacher must use their judgment when they feel that behaviour is not improving, or is consistently poor enough to warrant a referral to the key stage lead or deputy head teacher. This must be done, using the referral cards. For persistent behaviour, the deputy head teacher would expect there to be examples of records made previously by the class teacher.
4. Breaches of golden rules must always result in a referral to the deputy head teacher. Breaches of golden rules at lunch times should be investigated by the teacher, before referral to the deputy head teacher.
5. The deputy head teacher will forward the referral to the head teacher, but it is important that children see the layers of staff the issue has passed through in order to highlight the severity of the incident.
6. Pupils should never be left outside the classroom or on the corridor. Always follow the above procedure.

**Important** - This is a suggested list of sanctions. Teachers should be aware of individual children, their age, child's behavioural record and/or personal circumstances. Children should, whenever possible be given an opportunity to explain reasons for their behaviour.

#### Special Educational Needs - Discussions with the SENCO

1. At St Joseph the Worker we understand pupils may not all be ready to learn and require additional support to self-regulate. If there is sufficient evidence the class teacher will consult parents about the difficulty and the SENCO will register the child as having Special Educational Needs. (See SEN Policy for details of the procedure to be followed).
2. Careful monitoring of support and behaviour by class teacher. Review meeting with parent(s) on a regular basis.
3. Additional expertise may be sought from external agencies e.g. an Educational Psychologist.

#### SUPPORTING CHILDREN DISPLAYING SEVERE SOCIAL EMOTIONAL OR MENTAL HEALTH NEEDS

##### Individual Behaviour Plan

The placing of pupils on a behaviour support plan requires the setting of effective and clear targets for the pupil as well as meticulous follow up procedures.



Parents must be contacted and informed beforehand. Behaviour is monitored very closely. Children may only be placed on a 'behaviour support plan' in consultation with the Headteacher. The Headteacher will also monitor the plan weekly.

Strategies to support a 'behaviour support plan' may include:

- Social stories
- Calm card for regulation time
- Intervention
- rewards

If a child is verbally rude, insolent (without immediate remorse) towards a member of staff or if a child is behaving in a manner dangerous to the safety of himself or another, then that child should **always** be removed from class and taken to Deputy Headteacher or Headteacher.

Although the needs of an individual must be considered this must not be at the expense of the majority.

1. If normal measures fail to resolve the problem, the child in question could be suspended from school for a stated number of days.
2. This could be followed by permanent exclusion if all else fails.
3. For the latter two stages to be reached, very serious problems will have arisen. The situation will have been monitored and a variety of methods tried to lead the child into more acceptable ways of behaviour.

**Exclusion** is always a last resort. Only the Head Teacher can exclude a child.

Points to consider:

- Discourage the punishment of the whole school/class
- Look for positive ways of achieving good behaviour

#### **NOTE**

When sanctions are invoked, pupils should be led to understand the reason why their behaviour is unacceptable and what they can do to correct it. It is important to ascertain the pupil's point of view. The pupil should apologise for any undisciplined behaviour.

#### **Special Needs**

Pupils suffering from emotional and behavioural difficulties should have a proper plan for remedial action.

#### **RECOMMENDATIONS TO TEACHERS TO AID POSITIVE BEHAVIOUR**

- Prompt start to lessons
- Children not left unsupervised
- High emphasis on academic achievement
- Teachers should know their pupils as individuals
- Low emphasis on punishment
- High recognition of pupils' positive achievement
- Well cared for building/environment





- Evidence of pupils' work on display
- Fostering pride in the school

In a caring community discipline is an aspect of both pastoral care and teaching and learning. It is therefore a concern of every member of staff. **Policy is to encourage good behaviour rather than punish poor behaviour.** The children should be encouraged to show a sense of responsibility both towards themselves and others both in and out of the classroom.

In order to learn well, children need a calm and purposeful classroom atmosphere. There is a high degree of agreement in the literature about the main feature of good practice. There is also general agreement that well organised and delivered lessons help secure good standards of behaviour. Some of the clearest messages are that teachers should:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Plan and organise both classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This requires attention to such basics as furniture layout, grouping of pupils, matching work to pupil abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Making sparing and consistent use of punishment. This includes avoiding whole group punishment which pupils see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment.
- Analyse their own classroom management performance and learn from it. This is the most important message of all.

## DETENTION

Teachers have a legal power to put pupils (**aged under 18**) in detention.

St. Joseph the Worker RC Primary School uses break and lunch time detention as a sanction. The school does not have to give notice to parents for such detentions. Detentions give pupils a time to reflect on their behaviour and the effect it has on others.

### **Matters schools should consider when imposing detentions**

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty.
- With lunchtime detentions, schools will allow reasonable time for the pupil to eat, drink and use the toilet.



## PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

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.

## ALLEGATIONS

Allegations of abuse will be taken seriously, with allegations being dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

## REWARDS

### PRAISE IS VITAL

Praise can be delivered in formal and informal ways. Praise can be given in public or in private. It can be awarded to individuals or to groups. It can be earned for the steady maintenance of good standards as well as for particular achievements of note.

Praise may be given in many ways. Spoken and written encouragement (positive comments on work). In school, praising good efforts, e.g. dojo's, badges, certificates of merit, stars, "smiley" faces on work, applause for good work, pleasing comments on class work and homework, well presented display of children's work, sharing good work/or effort with other audiences e.g. send child to show another teacher/class, positive comments in books sent home (e.g. reading record/homework book) congratulations whenever possible, occasional chocolates/treats, happy atmosphere and encouraging marking system and mentioning praise given by other teachers.



Each child should feel valued and know that “good effort” is valued as much as high standards/excellence. Doing one’s best is most important and all that can be expected. Work/manners/kindness/and personal potential are valued in their own right.

Motivation, love of learning for its own sake, fulfilling each pupil’s own academic potential is a reward in itself.

Anything positive and encouraging is well recognised by and meaningful to the children – from a kind word or glance, to a publicly presented certificate.

Children should be given the opportunity publicly to “perform” any skills or talents which are praiseworthy.

In our letters to parents we acknowledge and affirm our pupils’ charitable efforts and services to others.

A house system is used within the school, with house points issued by all members of staff. Each house has a selected Captain and Vice-Captain who is selected from KS2 following an interview process. In KS1 a large class list is displayed in each classroom to show each child’s name grouped in their team and how many points they have received that week. In KS2 children are given House Points individually and collate them as a team.

House points are collected each week and over the term by year six monitors. The winning house team receive a trophy weekly and at the end of the term the House with the most points receives a reward. Each Friday, house captains will total all points awarded and reveal the house champions for the week. A trophy will be displayed centrally. A running total will be kept and will also be displayed.

A merit certificate and a merit pencil are sent home each week and are presented in assembly. Each teacher selects two pupils for the award.

In all this, we are aiming to inculcate a love of learning for its own sake and to help each pupil to fulfil his/her own potential.

#### **MONITORING THE IMPACT OF THIS POLICY**

It is the job of the Headteacher and the senior leadership team of a school to monitor the way in which the behaviour policy is working. They must see that it is applied consistently and consider whether it is achieving the right results. It is equally important to keep the whole staff involved. We consider that the best way of doing this is by a regular review of the policy’s effectiveness to which all staff should be invited to contribute.

This policy will be regularly reviewed and monitored with the following informing practice:

- 1 Comments from parents, visitors etc.
- 2 Comments from teachers etc. when on an educational trip, outing, swimming baths, coaches, etc.
- 3 Comments from outside agencies – police, dentist, nurse etc.
- 4 General comments from staff.
- 5 General comments from supply teachers.
- 6 Welfare staff referrals- monitored by Headteacher, Deputy Headteacher and Key Stage Leads.
- 7 Class behaviour records



- 8 General impression from Headteacher walking around the school.
- 9 Behaviour at the start of school and the end of the school day. In the playground after school has finished.
- 10 Number of referrals made
- 11 Behaviour along corridors etc.

Under Review



## APPENDIX 1

### CODE OF CONDUCT

Our school rules:

#### GOLDEN RULES

Any breach of the following rules will be dealt with immediately by Key Stage Leads, the Deputy Headteacher or the Headteacher. Parents will be informed and school may decide to keep a permanent log of the incident.

- Disrespect towards any adult working in the school or working with pupils as part of a school trip/project. This includes ignoring of instructions or any sign of dissatisfaction or questioning of any decision which has been made.
- Violent behaviour towards another individual within school.
- Incidents of bullying.
- Remarks deemed to be discriminatory to others
- Use of abusive or inappropriate language (including that of a sexual nature)

#### CLASS RULES

Teachers work with pupils at the start of the academic year to agree class rules. Rules may include:

- Working quietly.
- Taking turns to answer questions
- Listening carefully to the teacher
- Greeting visitors in the appropriate manner.
- Remembering manners.
- Keeping desks and the classroom tidy.
- Returning equipment to the correct place.
- Having all the equipment needed for each lesson, including the correct stationary and PE kit.
- Respecting exercise books and the work of others.

#### AROUND SCHOOL

At St Joseph the Worker children are expected to:

- Move quietly around corridors
- Keep to one side
- Never run, walk sensibly.
- Always stand to one side and let an adult pass and hold the door open for them.
- Greet your teachers/headteacher when you meet them in corridors.
- Never remain in the building without an adult present at break and lunch times.
- Always knock on a classroom/office door and wait to be asked before entering.
- Respect areas of the school:
  - o Always flush toilets and keep sink areas clean tidy.



- Never drop litter
- Respect and look after the plants and shrubs in the playground.
- Avoid making marks on walls/doors by being careless with your hands/feet.
- Hang your coat and belongings up neatly.
- Ensure lunch boxes are stored correctly.

#### IN THE PLAYGROUND – (SEE APENDIX 3 FOR LUNCHTIME SUPERVISOR POLICY AND GUIDANCE)

- Follow the 'Golden Rules' and respect the adult decisions made by welfare staff
- Avoid 'rough play' or games where it is likely that an injury will occur.
- Be aware of others and speak to a member of staff if you see a child who appears unhappy, or you have heard/seen inappropriate behaviour.
- Never exclude another child from joining in with a game (this includes making it clear to another child through 'looks/facial expressions' as well as a direct refusal).
- Stop immediately when you hear the adult giving instructions.
- Inform an adult immediately if another child has hurt/upset you. Do not retaliate. Speak with your teacher if you feel your complaint was not treated seriously or if the child repeats the behaviour towards you.

#### WET PLAY

- Remain seated at your table when working on a wet play activity and ask an adult if you need to visit the toilet or leave your seat for another reason.
- Work with the people around you. Do not shout across the room or climb on or across any furniture.

#### BEFORE/AFTER SCHOOL

- All school rules must be followed for any before and after- school activity. Pupils will be excluded from activities if the '**golden rules**' are not followed when working with visitors to the school who are running such clubs/activities.
- Children should avoid entering the playground before 8:45am each morning.
- No footballs/sports equipment must be used in the playground before and after school.
- Once handed over to their parents, children must remain with them and not leave the premises without them.
- In KS2, if parents are late, pupils must stay close to the building and report and go to the office if parents are more than 10 minutes late.



## HOME-SCHOOL AGREEMENT

St Joseph the Worker is a Catholic school and has the life and teaching of Jesus Christ as its foundation.

Through the Catholic ethos of our school and through the celebration of feasts and the Church's seasons, the children come to know Jesus Christ as a person and friend who guides them through life.

Our mission is to provide a Catholic education with a curriculum that is broad and balanced with RE at its core.

We aim to achieve the highest possible standards and to provide for the special needs of our children. We strive also to help each person in the school community to grow in fullness of life and to fulfil their potential.

We recognise that each child is unique and each contribution to school life is valued and accepted.

We work with the parents and people of St Joseph the Worker parish to teach the Catholic Faith and the moral values of the Gospels. In this way, we serve them and through them the wider community.

All of us (home, school and parish) involved in the education of our children should aim to work together to achieve success for each individual child.

### **The school will strive to:**

Provide opportunities for spiritual growth through involvement in the spiritual life of the school; school Masses and assemblies, the Sacramental programme and general parish activities.

Provide a safe and stimulating school life which includes programmes of work based on the National Curriculum, opportunities for extra-curricular development and a spiritual and moral ethos that promotes Gospel values.

Contact parents if there is a problem with your child's attendance, punctuality or equipment/books.

Keep you informed about general school matters and about your child's progress through reports, Record of Achievement, parents' evening.

Meet the requirements of pupils with Special Needs as far as is practical.

Set and mark homework appropriate to your child's needs.

Keep parents informed about school activities through letters home, news sheet and notices about special events.

Challenge your child to strive for the highest standard of personal/social and intellectual development and aim for excellence in all they do.

Let parents know of any concerns we have about your child's work, progress or behaviour and insist that every pupil observes the Discipline and Anti-Bullying Policies.

Provide opportunities for you to be involved in the education of your child.



Make you feel welcome and part of the school.

Signed..... Date..... Headteacher

**We the Parents/Guardians will strive to:**

Support the Catholic values of the school community and support the schools policies for behaviour.

Encourage our child to be enthusiastic about learning and aim for the highest standard of personal, social and intellectual development.

See that our child goes to school regularly and on time. We understand that holidays should not be taken in term time.

Provide an explanation by letter or phone call when our child is absent.

See that our child is properly equipped for all lessons.

Support the school's policy on homework and give opportunities for home learning.

Take a full and active part in the Sacramental programme of Reconciliation and First Holy Communion and other liturgical celebrations.

Take an active interest in our child's, school life attend parents' evening and support the school in the development of our child.

Attend other activities the school provides for parents e.g. concerts.

Let the school know of any concerns or problems that might affect our child's work or behaviour.

Signed..... Date.....





**As a pupil I will try to:**

Attend school regularly and make sure I am on time.

Bring all the equipment needed each day.

Do classwork and homework as well as I can.

Wear school uniform and be tidy in appearance.

Respect others and be polite and helpful.

Take good care of the school building and equipment and also take care of my books.

Be a good member of the school community by keeping the school a safe and happy place.

Bring home letters from school.

Grow to love and know Jesus Christ who is a friend who guides us through life.

Child's signature .....

Date .....



## APPENDIX 3

### LUNCHTIME SUPERVISOR POLICY

This policy should be read in conjunction with the Behaviour and Discipline Policy.

The school has responsibility for the provision of school meals and the supervision of the pupils at lunchtime.

The school meals at St. Joseph the Worker RC Primary School are prepared on the premises by Dolce Meals Service, who has full responsibility for providing the meals.

The Headteacher is obliged to ensure there are satisfactory levels of supervision throughout the lunch break. We consider that the adults providing this supervision fulfil a vital role within the school and contribute positively to the care, guidance and support that our pupils receive. The Headteacher is responsible for the management, training and welfare of the supervisors in school.

### THE ROLE OF THE LUNCHTIME SUPERVISORS

The Lunchtime Supervisors are responsible for:

- supervising pupils on the school site as required by the Headteacher
- dealing with minor incidents and accidents
- First Aid (Emergency first aid training is received by lunchtime supervisors).
- organising activities for the pupils during wet lunch breaks
- overseeing pupils' care and welfare during the lunch break, especially in the playground
- undertaking training as required.

### GENERAL ORGANISATION

Each member of the Lunchtime Supervisory Team has a specific role to play within the general organisation and is given a schedule to follow. The tasks are timed and staff should keep to the schedule. The lunch break is divided into two, with staff supervising children while they are eating their lunch and afterwards when they are in the playground.

The range of tasks includes supervision of:

- Reception, Key Stage 1 and Key Stage 2 pupils eating packed lunches
- The hall, corridors and playgrounds
- a class/group of children during lunch break when wet
- first aid.

### GENERAL DUTIES

Each member of the Lunch Break Supervisory Team is responsible for:

- supervising children eating their lunch
- managing the children's behaviour, including orderly queuing



- monitoring the playground, cloakrooms and classrooms to make sure pupils are not in areas they should not be, for example toilets
- making sure all children observe the code of conduct
- dealing with children who break the rules, (in accordance with the School Behaviour Procedures)
- dealing with accidents
- ensuring classrooms and the Hall are cleared up after use
- Assisting younger children with their meals as necessary.

## GUIDELINES

### General advice for supervisors

- Move around the playground and interact with the children positively.
- Do not stand talking to other adults or spend a long time with one group of children.
- Do not let the children think they can misbehave because you are not watching them.
- Avoid shouting across the playground/Hall, instead approaching children causing concern and explaining why their behaviour is unacceptable.
- Follow the School Disciplinary Procedures.
- Aggressive or rough play is not permitted. Bullying or rudeness should be reported to the class teacher.
- Record all accidents in the Accident Book and seek help if the accident is a cause for concern.
- Read the Health and Safety Manual for advice.
- If a child accidentally bumps his/her head, the class teacher must be told. The child should be observed and must take an accident form home.

## PRESENTATION

- Maintain a positive approach with pupils.
- If pupils approach you, be friendly.
- Watch the games the children are playing, but do not get too absorbed.
- Do not let children spend all their time with you, as it can prevent them from mixing with other children.
- Avoid questions to pupils that could be interpreted as 'prying' into family matters.
- Pass all lunchtime issues to appropriate staff – not directly to parents.
- Adhere to all elements of the Staff Code of Conduct Policy to ensure confidentiality is maintained and that a professional approach is taken at all times.

## TREATMENT OF CHILDREN

- Treat the children fairly and equally, no matter who they are, or what you know about their previous behaviour.
- Treat each child with respect. Do not make degrading comments about them or use unkind labels to describe them.
- Never strike a child. Do not threaten them physically or invade their space so that they feel intimidated.

## SUPPORT FOR LUNCHTIME SUPERVISORS



In order for Lunchtime Supervisors to fulfil their vital role we believe it is crucial that they are valued, respected and well managed, and that they receive regular professional development opportunities. The children should also be aware that Lunchtime Supervisors have the same authority as the teachers and should be shown the same respect.

To enable the lunchtime supervisors to make a significant contribution the following occurs.

- All Lunchtime Supervisors are monitored by the Business Manager and Senior Leadership Team.
- All the lunchtime supervisors meet school staff to discuss any important issues, share information and concerns.
- Support is given by the Head teacher, Deputy Head teacher, Assistant Headteacher and Key Stage Leads, who determine the appropriate action after a serious misdemeanour. Help is also given if there is a serious accident.

#### IMPORTANT DOCUMENTATION

Lunchtime Supervisors should have read the following policies and document and be familiar with Lunchtime Procedures.

- Health & Safety Policy
- Staff Handbook
- Behaviour Policy
- Equal Opportunities Policy
- Child Protection Policy
- Use of Force and Constraint Policy



## LUNCHTIME PROCEDURES

### DINNER HALL

Children should be encouraged to eat sensibly and in an orderly fashion. They should not leave their seat until they have finished their meal and have been given permission to do so.

Children should not be shouting across the table or the dinner hall and should be encouraged to develop good table manners.

Slow/reluctant eaters should be supported and not rushed when they are eating. Any concerns about a child's eating habits should be shared with the class teacher.

There should be NO running in the hall at any times. If a child is seen running. They should be stopped QUIETLY and sent back to their starting position.

Avoid large cues of children waiting for dinner. Only call a class at a time, waiting until the final 2 children from the previous class have been served.

### MOVEMENT TO AND FROM THE PLAYGROUND

Children entering the playground must walk in single file. There should be no overtaking. If a child fails to comply with this rule, they must return and start again.

When re-entering school, the children should once more walk in a single file.

Children are only permitted to enter the school building at lunchtime to visit the toilet or if the lunchtime supervisor has been given permission from a class teacher.

### TOILET VISITS

Children should be allowed to go to the toilet at any point during the lunchtime period. Supervisors should ensure that large groups do not attend at the same time and be aware that the same children may be going to the toilet together on a regular basis.

Children ARE NOT permitted to go to the toilet on their way back to class. They must return to class and seek permission after the register has been taken.

### ARRANGEMENTS FOR THE END OF DUTY

Once all children have returned to class, the supervisors will award housepoints to three children who demonstrated good behaviour at lunchtime. Each member will receive 1 house point (silver) or 2 house points (gold). These house points will be recorded by the class teacher.

Lunchtime supervisors will once again judge the best class of the week to be awarded at whole school assembly.



Once children have returned to class, the following areas need to be checked:

- Playgrounds should be checked for litter/left items of clothing.
- The hall should be left tidy.
- Accident forms and first aid equipment should be returned
- All outer doors should be secured and staff should leave by the main entrance only.

## REWARDS AND SANCTIONS

All rewards and sanctions are to be given in line with those outlined in the discipline and behaviour policy. Lunchtime supervisors must follow the same guidance when issuing warnings and ensure that the same high standards of behaviour are followed during the lunch time period as at all other times. Key guidance from the policy which apply specifically to lunchtime supervisors includes:

- To be consistent in your approach to dealing with the children and specific incidents.
- To speak to children in a respectful manner and be a role model to them.
- To deal with incidents of behaviour which contravene the code, but to address only those children breaking the code without disturbing the play of others.
- To control the volume and use of your voice when gaining the attention of pupils and instead to strictly follow the guidance outlined in this policy in relation to the use of the whistle.
- To be consistent in the use of sanctions and rewards, ensuring that suitable warning is given to individual children and that they are very clear about which aspect of the behaviour code they have breached. Verbalise very high expectations of behaviour and ensure that pupils know what sanction will be given if behaviour does not improve.

## REWARDS

The most effective sanction, is the consistent use of rewards. Lunchtime supervisors can give House Points or Stickers for positive examples of behaviour, manners, positive attitude or acts of kindness shown to others. The award of house points will be monitored for consistency and should recognise those children who regularly follow the school rules.

## SANCTIONS

Sanctions must be administered carefully and consistently. Most sanctions can be avoided through close monitoring of play, or by lunchtime supervisors demonstrating games and involving themselves in activities. Often, a clear warning is enough to result in an improvement in attitude and behaviour. If not, the '3 strikes' rule should be applied.

In the first instance a verbal warning followed by an explanation of why the behaviour is unacceptable should take place. On the second transgression the child should again understand what was unacceptable about the behaviour and stand out for 5 minutes. The class teacher should be notified of this at the end of the session. If a child fails to demonstrate improved behaviour on 3 separate occasions in a lunch period, they are asked to stand out for 15 minutes and this is discussed with their teacher. If behaviour continues to be consistently poor they should be referred to the Deputy Headteacher or Assistant Headteacher.

Examples where a child has broken a 'Golden Rule' as outlined in appendix 1 of the behaviour policy, must result in an immediate referral to the class teacher being made.



Pupils who have received a referral must be isolated in the playground until the end of lunch, and must then be taken to their class teacher by the lunchtime supervisor who issued the referral.

The incident should clearly be logged on the child's index card held in the classroom. This includes the nature of the incidents and details of other children who have been involved.

#### CHILDREN WITH SOCIAL, EMOTIONAL, BEHAVIOURAL AND MEDICAL NEEDS

Class teachers should ensure that supervising staff are aware of children's individual needs. They should be made aware of individual strategies to ensure their SEN or medical needs are met and they are fully supported as outlined on their IEP's, IBP's or Playplans.

Staff will use BLANK Level Questioning when dealing with situations which arise in the classroom or playground to ensure children have a full understanding and can communicate their needs.