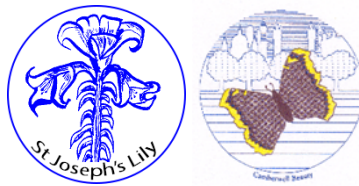


# St. Joseph's Camberwell Catholic Schools' Federation



## Positive Behaviour POLICY

Approved by:	Full Governing Body
Last reviewed on:	May 2022
Next review due by:	May 2023
Signed Executive Headteacher	
Signed Chair of Governors	



## Introduction

We aim to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect.

The Federation is proud to be an inclusive school that meets the needs of a range of children – this includes those with complex family backgrounds as well as those with a range of special educational needs. We understand that many children need to help to manage and articulate their emotions and need additional support to conform to our behaviour expectations and we seek to support them achieve those aims.

However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning, so this policy is designed to reflect the work we do, ensuring all our children can have the very best of starts in life.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore improve their behaviour. However, clear and consistent sanctions will also be enforced, as appropriate.

This policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Equality Statement
- SEND Policy
- Teaching Learning & Assessment
- Policy for Dealing with Unacceptable Behaviour by Parents and Visitors on School Premises

In reviewing and implementing this policy, the guidance contained in the Department for Education (DfE) document [‘Behaviour and Discipline in Schools. Advice for Headteachers and school staff \(January 2016\)’](#) has been used to review and implement this Behaviour Policy.

## Aims

- To create a safe and secure environment that promotes effective learning.
- To promote positive relationships between pupils, staff and our community.
- To encourage and support children to become well rounded, self-disciplined respectful, moral and caring individuals.
- To provide both challenge and support to achieve the highest standards.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.

## School Rules

We want our learners to:

- \* **Be ready**
- \* **Be respectful**
- \* **Be safe**

### **Be ready** to learn

- Be in the right place at the right time
- Paying attention when adults are talking
- On time and in the correct uniform

### **Be respectful** of each other

- We treat others and speak to others in the way that we like to be treated and spoken to.



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- We say 'please' and 'thank you' to each other.
- Listen to others.
- We respect and look after each other's belongings and take care of our school.
- When a grown-up asks us to do something, we do it.

### **Be safe and feel safe**

- Physically peaceful at all times
- We do not bring things into school that are dangerous and not needed for our work, play or at lunchtime.
- We keep our school a 'fight-free' zone.

### **Roles and Responsibilities**

#### **The Governing Body will:**

- Approve the statement of Behaviour Principles to guide the design and review of the Behaviour Policy
- Carry out its statutory duty relating to exclusions and disciplinary issues
- Review the effectiveness of the policy, following feedback from the school

#### **The Executive Headteacher and Senior Leadership Team will:**

- The Executive headteacher and other members of the SLT support the staff by implementing the policy, by setting the standard of behaviour, and by supporting staff in their implementation of the policy.
- Implement the behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy support staff when dealing with challenging behaviour and the law Be a positive role model
- Ensure the health and safety and welfare of all children taking the limitations of the government guidance and our best endeavours to respond to it in all faith and due diligence even though the science around the virus is not 100% established.
- Praise and encourage positive behaviour including rewards and celebration assemblies – where appropriate
- Ensure the promotion of the Rules and Values in and around school. Ensure appropriate use of sanctions
- Work closely with parents/carers of children displaying challenging behaviours.
- The Executive headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive headteacher may permanently exclude a child. The governing body and local authority will be informed where a child is permanently excluded or given a fixed term exclusion of more than 5 days.

#### **All Staff will:**

- It is the responsibility of class teachers to ensure that our school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our schools' have high expectations of the children with regard to 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 classroom rule consistently, treating all children in their classes with respect and understanding.
- All staff, teachers and support staff, are responsible for maintaining good order at all times; ensuring that all pupils act in a reasonable, responsible manner, showing respect for self and others.
- Promote the school rules and Core values in and around the school
- Praise and reward positive behaviour, including stickers, Recognition Boards, Golden book- as appropriate and review and adapt to respond to pupil need
- Plan and deliver effective lessons taking account of children's starting points
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop their interpersonal skills
- Be positive role model
- Inform parents/carers about the welfare and behaviour of their children by telephone/face to face
- Follow the behaviour policy **consistently** and report negative behaviour following the correct procedure



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- Work in partnership with the senior leadership team to ensure all agreed strategies and actions are carried out including the use of individual Behaviour plans.

### Parents/Carers will:

Our schools' collaborates with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and, where we have concerns about their child's welfare or behaviour, to cooperate with our school through a constructive dialogue, as set out in the home-school agreement and our behaviour policy.

- Support their child in adhering to the Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### Children will:

- Follow the school rules
- Uphold the school values
- Be responsible for their own actions and their impact on others
- Learn to work cooperatively
- Accept sanctions and be willing to be reflective to change behaviours

### Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour, which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting and early warning signs for behaviour and safety to members of the Senior Leadership team so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Senior Leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour.

Where appropriate parents will be signposted to additional support where this is needed.

### Our Reward System

The aim of our reward system is to create and maintain a well-motivated and positive atmosphere where children learn that teachers and other adults at both schools consistently recognise good behaviour. Positive recognition encourages children to continue appropriate behaviour and giving attention to good behaviour reinforces expectations – children need to be told they are doing the right thing and be praised and rewarded for it.

EYFS & KS1 Rewards		
Reward	Reason	Frequency
Verbal recognition /Praise	Good work, behaviour, moving around the school safely, helping others	Daily
Stickers	Good work, behaviour, Lunchtime	Daily
Special Responsibility in class	Being responsible, respectful, helpful	Daily/ Weekly/Termly
Class DoJo	Good work Good attitudes to learning Kindness Helping others	Collected Daily
Golden Book- Certificate	Following school rules Good work	Daily / Presented at Celebration Assembly on Friday



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Golden Play	Wonderful behaviour ALL week	Friday afternoon
Ex. Headteacher's stickers	Good work, behaviour,	Daily
Ex. Headteacher's Golden Award	Good work, behaviour, attitude	Weekly Celebration Assembly
Other Class incentives	Table points/ Raffle tickets/ Stickers Position of responsibility	Daily
Termly Trip	Celebrate pupils showing consistently good behaviour No incidents/records of poor behaviour for the term	termly

KS2 Rewards		
Reward	Reason	Frequency
Verbal recognition /Praise	Good work, behaviour, moving around the school safely, helping others	Daily
Stickers	Good work, Lunchtime, Kindness Helping others	Collected Daily
Class DoJo	Good work Good attitudes to learning Kindness Helping others Following school rules	Daily
Golden Book	Good work, behaviour	Weekly
House Points	Good work Good attitudes to learning Kindness Helping others Following school rules	Daily
School Lottery Tickets	Following school rules Good work Good attitudes to learning Kindness Helping others	Daily/ End of week draw Weekly Celebration Assembly
Golden Play	Wonderful behaviour ALL week	Friday afternoon
Ex. Headteacher's stickers	Good work, behaviour	Daily
Ex. Headteacher's Golden Award	Good work, behaviour, attitude	Weekly Celebration Assembly
Other Class incentives	Raffle tickets/ Stickers/ Certificates Position of responsibility Dojo points	Daily
Termly Trip	Celebrate pupils showing consistently good behaviour No incidents/records of poor behaviour for the term	termly



**Sanctions**

The Education and Inspections Act 2006. Section 91 states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special needs or disability they may have.

It is an expectation that low-level disruption (for example; persistent chattering, fiddling with pens or pencils, rocking on chairs, etc.) will be dealt in class by the class teacher/TA.

EYFS / KS1 Stepped Sanctions		
	Behaviour	
<b>1. Reminder</b>	<ul style="list-style-type: none"> <li>Repeatedly ignoring/not following the Core Values</li> <li>Continue to ignore instructions</li> <li>Continues despite previous consequences</li> </ul>	<p>Remind child of the rules (<b>be ready, be respectful, be safe</b>)</p> <p>Highlight the positive behaviour of a close peer.- Naming those who are doing the right thing.</p> <p>Use non-verbal strategies, such as gesturing to encourage the correct behaviour</p>
<b>2. First Warning</b> Pupils name moved on class chart/	<ul style="list-style-type: none"> <li>Talking at the wrong time</li> <li>Making silly noises</li> <li>Not working/participating in a group</li> <li>Interfering with other's learning</li> <li>Not being in the right place at the right time</li> <li>Interrupting</li> </ul>	<p>Explain that you have spoken to the child once about breaking the rules. Remind them of expectations and warn that a third occurrence will mean you will speak to them for a few minutes after the lesson/at playtime /during lunchtime depending on situation.</p> <p>Point out how they are not following the rules and explicitly state what following the rule looks like:</p> <p>Example – 'I notice that you're running. You are breaking our school rule of being safe. Please walk as that is safe for everyone. Thank you.'</p>
<b>3. Second Warning</b> Teacher or other adult to speak to pupil Pupil to go to thinking chair/spot within the classroom	<p><b>Breaking the rules by:</b></p> <ul style="list-style-type: none"> <li>Unkindness</li> <li>Name calling/swearing/Using inappropriate language</li> <li>Misusing property</li> <li>Answering back or speaking rudely to an adult</li> <li>Hurting others or being spiteful</li> <li>Goading/winding others up</li> <li>Stealing from others</li> <li>Not telling the truth</li> <li>Ignoring any adult's instructions</li> <li>Behaving in a dangerous way that could cause harm to others, deliberately or otherwise</li> </ul>	<p><b>Explain they have still chosen not to keep the rules so they must now speak to you for a few minutes (go to thinking area within the classroom) as per warning in step 2.</b></p> <p>Explicitly model expectations again and remind of previous successes.</p> <p>Warn that if they break the rules again then they will need to miss playtime.</p> <p>Example- 'I have noticed you are still not ready to do your work. You are breaking the school rule of being ready. You have been warned so now need to but have now chosen to catch up with your work / speak to me at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you'</p>
<b>4. Third Warning</b> Pupil to miss 10min of playtime record on CPOMS	<p><b>Repeating the same behaviours:</b></p> <ul style="list-style-type: none"> <li>Unkindness</li> <li>Name calling/swearing/Using inappropriate language</li> <li>Misusing property</li> <li>Answering back or speaking rudely to an adult</li> <li>Hurting others or being spiteful</li> <li>Goading/winding others up</li> <li>Stealing from others</li> <li>Not telling the truth</li> <li>Ignoring any adult's instructions</li> <li>Behaving in a dangerous way that could cause harm to others, deliberately or otherwise</li> </ul>	<p>Explain they have still broken rules so now they must miss some of playtime</p> <p>Warn that if you continue to break the rules they will have to go to another classroom so that they can reflect on their choices and the rest of the class can work with disruption.</p> <p>Example – You are continue to break the school rule of being respectful. You need to think about the choice you have made at playtime when I will speak to you and you can catch up on your work.'</p> <p><b>Do not enter into a discussion, but give the child time to change their behaviour ignore instant reactions.</b></p>
<b>5. Time Out</b> Pupil to be taken to another class for thinking time or/ to complete work record on CPOMS (Report to SLT/HOS)  Removal from class/playground	<ul style="list-style-type: none"> <li>Repeating stage 4 behaviour</li> <li>Physical / threatening aggression</li> <li>Severely disrupting lessons/ bullying/swearing to insult/ fighting/disrespecting adults</li> </ul>	<p>Explain they have continued to choose to break the rules as they need to think about their behaviour choices in another classroom. Explain the expectations of behaviour and remind of previous successes.</p> <p>Example – 'You have been given clear warnings in this classroom but have chosen to ignore them so now you have lost your right to be here and must think about your behaviour in another room for the rest of this session/next session as appropriate. I will speak to you afterwards about your choices.'</p> <p>Warn that any breaking of rules in alternative classroom/sent inside if lunchtime will mean a detention at the next opportunity/ or sending to senior member of staff depending on situation</p>
<b>6. Detention with EHT</b> record on CPOMS Invite parents to a meeting / monitor behaviour for next three weeks	<ul style="list-style-type: none"> <li>Repeating stage 5 behaviour</li> <li>Physical / threatening aggression</li> </ul>	<p>Explain that they must now spend time reflecting on their behaviour during a detention or with a senior member of staff and must think about how they have affected others and how they can start to put things right.</p> <p><b>Parents will be called.</b></p> <p><b>May have an internal or external exclusion.</b></p>



**KS2 Stepped Sanctions**

Please note: In the majority of cases all steps should be followed – However depending on the situation/severity of rule breaking some steps may be missed out.

All incidents of **PHYSICAL VIOLENCE** will instantly move to step 6

	Behaviour	
<b>1. Reminder</b>	<ul style="list-style-type: none"> <li>Repeatedly ignoring/not following the Core Values</li> <li>Continue to ignore instructions</li> <li>Continues despite previous consequences</li> </ul>	<p>Remind child of the rules (<b>be ready, be respectful, be safe</b>)</p> <p>Point out how they are not following the rules and explicitly state what following the rule looks like:</p> <p>Example- 'I notice that you're running. You are breaking our school rule of being safe. Please walk as that is safe for everyone. Thank you.'</p>
<b>2. First Warning</b>	<ul style="list-style-type: none"> <li>Talking at the wrong time</li> <li>Making silly noises</li> <li>Not working/participating in a group</li> <li>Interfering with other's learning</li> <li>Not being in the right place at the right time</li> <li>Interrupting</li> </ul>	<p>Explain that you have spoken to the child once about breaking the rules.</p> <p>Remind them of expectations and warn that a third occurrence will mean you will speak with them for a few minutes after the lesson/ at playtime/ during lunchtime depending on situation.</p>
<b>3. Second Warning</b> Teacher or other adult to speak to pupil Pupil to go to thinking spot to reflect on behaviour –this maybe outside the classroom due to space	<p><b>Breaking the rules by:</b></p> <ul style="list-style-type: none"> <li>Unkindness</li> <li>Name calling/swearing/Using inappropriate language</li> <li>Misusing property</li> <li>Answering back or speaking rudely to an adult</li> <li>Hurting others or being spiteful</li> <li>Goadng/winding others up</li> <li>Stealing from others</li> <li>Not telling the truth</li> <li>Ignoring any adult's instructions</li> <li>Behaving in a dangerous way that could cause harm to others, deliberately or otherwise</li> </ul>	<p><b>Explain they have still chosen not to keep the rules so they must now speak to you for a few minutes (go to thinking spot) as per warning in step 2.</b></p> <p>Explicitly model expectations again and remind of previous success.</p> <p>Warn that if they break the rules again then they will need to miss all playtime.</p> <p>Example – 'I have noticed you are still not ready to do your work. You are breaking the school rule of being ready. You have been warned so now need to but have chosen to catch up with your work/speak to me 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.'</p>
<b>4. Third Warning</b> Pupil to miss part of playtime Teacher to call parent and record on CPOMS	<p><b>This is serious</b></p> <p><b>Deliberately repeating stage 3 behaviours</b></p> <ul style="list-style-type: none"> <li>Unkindness</li> <li>Name calling/swearing/Using inappropriate language</li> <li>Misusing property</li> <li>Answering back or speaking rudely to an adult</li> <li>Hurting others or being spiteful</li> <li>Goadng/winding others up</li> <li>Stealing from others</li> <li>Not telling the truth</li> <li>Ignoring any adult's instructions</li> <li>Behaving in a dangerous way that could cause harm to others, deliberately or otherwise</li> </ul>	<p>Explain that have still broken the rule so now they must miss part of their playtime.</p> <p>Do not get into a discussion with the child.</p>
<b>5. Time out /detention</b> <b>(Reported to the SLT/ HoS record on CPOMS</b>  Pupil to be taken to partner class for thinking time or to complete work Seen by teacher on duty during lunchtime	<p><b>This is very serious.</b></p> <p>You will have to work for the whole session in another class.</p> <p>The HoS and parents will be informed.</p> <ul style="list-style-type: none"> <li>Repeating stage 4 behaviour within the same week</li> <li>Posting threatening/abusive comments online or cyber bullying</li> <li>Physical / threatening aggression</li> <li>Severely disrupting lessons/ bullying/swearing to insult/ fighting/disrespecting adults</li> </ul>	<p>Explain that have continued to choose to break the rules so now they need to think about their behaviour choices in another classroom/during their playtime.</p> <p>Warn that any breaking of rules in alternative classroom / sent inside if lunchtime –this will mean a detention at the next opportunity/ or sending to teacher on duty /senior member of staff depending on the situation.</p> <p>Do not get into a discussion with the child.</p> <p>(someone will need to call for the teacher on duty to come down)</p>
<b>6. Detention with EHT</b> record on CPOMS Invite parents to be meeting / monitor behaviour for next three weeks.	<p><b>This is extremely serious.</b></p> <p>It will likely lead to an internal or external exclusion. Repeating step 5 behaviour within a half term</p> <ul style="list-style-type: none"> <li>Planned</li> <li>Posting threatening/abusive comments online or cyber bullying</li> <li>Physical / threatening aggression</li> <li>Severely disrupting lessons/ bullying/swearing to insult/ fighting/disrespecting adults</li> </ul>	<p>Explain that they must now spend time reflecting on their behaviour during a detention or with a senior member of staff and must think about how they have affected others and how they can start to put things right.</p> <p><b>Parents will be called.</b></p>



## **Additional Support for Persistent Challenging Behaviour**

The vast majority of children respond positively to the rewards and sanctions system in school and behaviour remains positive. However, the school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. We recognise that sanctions alone may not lead to an improvement in a child's behaviour. At all stages of our Rag system, we will direct support to children, parents and staff as appropriate to help improve the child's behaviour. This may be through pastoral support plans, school learning mentor support, a home/school action plan, buddying system, monitoring system in the playground or by other means which will support the child's return to an acceptable level of behaviour.

Escalation of sanctions without corresponding support is usually ineffective. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Support Strategies may include:

- Seek advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify and support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create and review it on a regular basis.

## **Special Education Needs**

Pupils who have been identified as having a Special Education Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed and shared with the pupil and parents. The SENDCo will ensure that targets for all children including those with an Educational Health and Care Plan (EHCP) are reviewed and any outside agencies are fully involved as necessary.

### **Escalation to Senior Leadership Team:**

Where issues escalate, or are persistent, referral should be made to the respective Key stage Leader, then the Head of School and, as a final resort to the Executive headteacher.

## **Exclusions**

In exceptional circumstances, where a child is not responding to the additional support offered and escalated sanctions and all appropriate advice has been sought from relevant professionals, then a fixed term exclusion may be enforced. However, a single incident of such severity that health and safety of pupils or staff is at risk, may also generate an immediate fixed term exclusion. In exceptional circumstances where multiple fixed term exclusions have been issued or a single act of behaviour is of the severest nature then a permanent exclusion would be considered by the Executive headteacher seeking advice from the Local Authority Inclusion team.

However, where a child is at risk of permanent exclusion, the school will work with all stakeholders to seek to minimize this risk.

## **Playtime and Lunchtime Arrangements**

Playground activities are designed to involve children fully. The role of the adults on duty before and after school, at morning playtime and lunchtime is to supervise and guide, ensuring that games are played fairly and everyone is given their turn.

The school has invested in a range of equipment for playground activities. These activities are organised by children with guidance and intervention by the staff.

All members of staff encourage children who appear isolated to participate in peer group activities and to feel welcome. Children are encouraged to welcome newcomers into games and activities.





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We aim to ensure that intervention should take place before confrontation occurs. This requires vigilance on the part of staff to ensure that possible conflict is identified before it escalates. Staff monitor behaviour in the playground and should be aware of early signs of conflict.

Immediate action is intended to divert children from conflict. We do this by:

- Listening to both sides
- Reminding children about the playground rules
- Engaging participants in discussion and how the problem may be resolved, ensuring that children listen to each other.
- Remaining objective and polite to all children.
- Encouraging participants to compromise.
- Suggesting alternative activities, groupings or partnerships.

Staff who supervise playtimes and lunchtimes work in partnership with teaching staff and ensure that good behaviour is celebrated and poor behaviour is identified and reported.

- If it has moved beyond a second warning; if physical aggression has taken place, then it is reported to a member of the Senior Leadership Team immediately.
- During the lunchtime, staff may ask children to take time out by standing by the wall or walking round with the staff member as most appropriate to address any incidents not requiring immediate support from the teacher on duty.
- During indoor play, children would be asked to take timeout within the classroom as most appropriate.
- Poor behaviour is communicated verbally to the relevant class teacher and also recorder on **CPOMS** to avoid unnecessary disruption to the start of the afternoon.

### **IMPORTANT**

- ❖ A child should not be left in a classroom at any time unsupervised.
- ❖ All children should be challenged as to why they are in the school building at break times and not allow children to wander in and out of school unsupervised.

### **Behaviour in the Dining Hall**

#### **In everything we say and do we follow the teaching of Jesus**

1. We line up quietly.
2. We come in for lunch when called.
3. We walk carefully and sensibly through the hall.
4. We speak quietly to those around us.
5. We stay in our seats when eating.
6. We keep our tables and the floor clean.
7. We are polite to everyone.
8. We use good table manners.
9. We don't waste food.
10. We only eat our own food.

### **Bullying**

Bullying takes many forms and may include intimidation, being 'sent to Coventry' and, in some case physical aggression and violence. We encourage children to tell a teacher or another member of staff as soon as possible if they are being bullied or they know someone who is.

This aspect of behaviour is covered fully in our Anti-Bullying Policy.

### **Detention**

Under the Education and Inspections Act (2006) headteachers have the right to detain pupils at the end of a school day or during the lunch period for disciplinary purposes. There are certain conditions that must be satisfied, which are:



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- That parents and pupils know that the school's behaviour policy for pupils makes detention one of the sanctions the headteacher and authorised members of staff may use.
- The detention must be imposed by the headteacher or by a member of staff authorised by the headteacher.
- The detention must be reasonable and proportionate to the offence and comply with any requirements laid down in the school's behaviour policy for pupils.
- Staff supervising detention may consider the time to be directed time.
- Detentions may not be imposed on weekends preceding or following the half term break.
- Detentions outside school sessions are not applicable for pupils who have reached the age of 18.
- During lunchtime detentions, pupil should be allowed time to sit to eat, to drink and go to the toilet.

Under the Education Act 2011 schools no longer have to give 24 hours' notice to parents about a detention, but every effort should be made to give parents as much notice as possible. A notice to parents should inform them that their child had been given a detention, why the detention was given and details of the detention arrangements. Parents objecting to a detention may present the relevant facts for the headteacher to take into account, such as a prior dental appointment.

The headteacher should also take into account the particular circumstances of a pupil who has been given a detention. Issues to consider include:

- The age of the pupil.
- Any special educational needs the pupil may have.
- Any relevant religious requirements.
- Whether the pupil has known caring responsibilities that make the detention unreasonable.
- The length and safety of the route between school and home.
- Parents' ability to make alternative arrangements for collecting their child from school.
- Where arrangements have to be made for the pupil to travel home, whether suitable alternative arrangements can reasonably be made by the parent.

### **Behaviour Incident Reporting**

Incident logs are not for low-level disruption unless it is on-going. All serious behaviour incidents should be logged as soon as possible (lunchtime/end of the day) using CPOMS (Child Protection Online Management System). All incidents should include the action (s) already taken by the class team.

Incidents **Must** be reported verbally where immediate action may be required. If witness statements are needed, these can be completed separately and uploaded to CPOMS by the end of the day.

### **Protecting Children from, Physical Harm and the Use of Reasonable Force**

In exceptionally rare circumstances where a child's behaviour is putting themselves or others at risk of bodily harm then it may be necessary for an adult to physically intervene, after all other available methods have been employed then physical intervention, where it is deemed safe to do so.

In some exceptional circumstances, where a child's behaviour is putting themselves or others at risk of bodily harm, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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



## Other physical contact with pupils

It is **not** illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed child;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching; and
- To give first aid.

Both schools follow this guidance for the protection, safety and wellbeing of both pupils and staff.

## Power to Discipline beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. All noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Executive headteacher or Head of School in her absence who will follow-up the incident in-line with procedures agreed within this policy.

The teacher may discipline a pupil for:

Any misbehaviour when the child 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

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

If teachers witness bad behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. No punishments should be imposed before discussion with the Executive headteacher, Head of School or member of the Leadership Team.

The Executive headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of public, the police will always be informed. In addition staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the safeguarding policy.

## Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will **not** be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE guidance: [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018](#)



## *St. Joseph's Camberwell Catholic Schools' Federation*

The law allows school staff to confiscate, retain or dispose of pupils' property as a disciplinary penalty, providing it is reasonable in the circumstances.

The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day but this may vary depending on the age of the child.

However, in the exceptional circumstances that a child brings prohibited items to school, staff have the power to search to confiscate such items.

Prohibited items listed in law are as follows:

- Knives or weapons
- alcohol
- Illegal drug, stolen items
- Tobacco and cigarette papers, fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property
- Any item banned by the school rules which has been identified by the school as an item that may be searched for, example, mobile phones

### **Malicious allegations**

Allegations of abuse will be taken seriously and acted upon in a fair and consistent way as set out in our Child Protection and Safeguarding Policy. Where allegations have been proven to be malicious the Executive headteacher in consultation with the governing body will enforce appropriate sanctions as appropriate to the context.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

### **Training**

All new staff are provided with training on the schools behaviour policy and procedures as part of their induction process.

Behaviour management will also form part of all staff members CPDF.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Executive headteacher and full governing body every year. At each review, the policy will be approved by the Executive headteacher.