



ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM

POSITIVE BEHAVIOUR & DISCIPLINE POLICY

MISSION STATEMENT

Our school is proud to be part of the Roman Catholic Church in the parish of St Joseph's. Our mission is to serve God, uphold the worth and dignity of every person and enable them to develop their talents. Everything we do is rooted in the values of the Gospel, as we seek to deepen faith, strengthen hope and grow in love in a respectful, safe and happy environment.

GENERAL AIM

We expect high standards of behaviour from all pupils in our care. As a Catholic School with beliefs firmly rooted in the gospel values, we aim to develop positive behaviour in our children. We encourage responsible attitudes towards others and their surroundings.

SCHOOL RULES

Displayed in every classroom and around the school and discussed with children regularly:

1. Ready
2. Respectful
3. Safe

THE PRINCIPLES

We will:

- Promote self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect.
- Encourage high standards of behaviour and positive attitudes.
- Teach an understanding of what constitutes appropriate and acceptable conduct.
- Ensure fairness of treatment for all.
- Promote early intervention.
- Provide a safe environment free from disruption, violence, bullying of any form and harassment.
- Establish systems that deal effectively with unacceptable and inappropriate behaviour.
- Encourage a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policies and associated procedures.
- Teach children to take responsibility for their own actions.

How

- At St Joseph's, we have a positive approach to behaviour and always praise children who follow rules.
- Attention is always drawn to good behaviour which is then presented as a good example.
- All staff will be role models for good behaviour.
- Good behaviour will be encouraged and praised.
- At St Joseph's, we strive to provide an inclusive environment
- Expectations will be made clear through agreed class rules and code of conduct.

- Learning experiences will be provided and discussed in Religious Education, PSHE and any other relevant curriculum areas.
- Reward systems will be in place to encourage good behaviour and positive attitudes.

STRATEGIES TO SUPPORT INCLUSION

It is important that within our school community both adults and children value their own, as well as others, individuality, to ensure our continuing efforts of being fully inclusive. We understand that some children may need additional support with their behaviour, and we will readily work with them, their parents/carers and outside agencies to support these pupils. The Senior Leadership Team will ensure that where necessary, individual behaviour support plans are in place. If a child is showing some challenging behaviour, distraction techniques may be used to allow time for the child to calm and feel secure. The behaviour will be discussed with the child when they are calm. A consistent approach will be used across the school.

REWARD SYSTEMS

Our school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping children realise that good behaviour is valued. Integral to the systems of rewards is an emphasis on praise, both informal and formal to individuals and groups. At St Joseph's rewards include the following:

- Celebration Assembly
- Class Dojos
- Stickers and other tangible forms of encouragement
- Headteacher Awards
- Caritas Award
- Letters home
- Show work to other members of staff
- Responsibilities
- Mention on termly school newsletter
- Praise
- Individual class reward systems.

BEHAVIOUR AND SANCTIONS

Sanctions are needed for inappropriate behaviour. Behaviour and sanctions in school will be discussed with staff and supervisors on a regular basis.

In Key Stage One, visuals are used if required to support the children's understanding with consequences. In Key Stage Two, staff use verbal warnings when necessary. All members of staff use the restorative questions when dealing with inappropriate behaviour.

Other sanctions are available when dealing with inappropriate behaviour:

- Inappropriate behaviour is discussed with the child. Sanctions may be imposed by class teacher as deemed necessary, e.g. loss of playtime or part of play.
- Persistent inappropriate behaviour:
 - a) Parents informed and discussed with class teacher.
 - b) Behaviour discussed through line management; SLT, SENDCO and Headteacher as appropriate.
 - c) Outside agencies may be involved if necessary.

CARE AND CONTROL OF PUPILS

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. School staff are trained in de-escalation strategies, however, if these techniques do not work to calm a situation, staff trained in the 'Team Teach' approach may use strategies to move children to stop them from harming themselves or others. In such circumstances staff will follow the school's policy for dealing with such situations.

Any parent wishing to view this policy may do so on request.

N.B. Parents and Carers should be aware that, by law¹, teachers and any other staff authorised to have control or charge of pupils are authorised to intervene in the circumstances described above.

USE OF SMARTPHONES AND ELECTRONIC DEVICES

To ensure a safe, focused and respectful learning environment, the school has clear expectations regarding the possession and use of smartphones, smartwatches, tablets, and other electronic devices.

Bringing Devices to School

- Pupils are **strongly discouraged** from bringing smartphones or other electronic devices to school.
- If a device is brought in for Y5 and Y6 pupils (e.g. for safety when travelling), it must be **switched off** and **stored securely** in the school office. It is the pupil's responsibility to hand this device in at the start of the day.
- Devices may not be used on school premises, including during classroom time, assemblies, break and lunch periods, or school-led clubs.

Smartwatches / Wearable Technology

- Smartwatches that can send messages, make calls, or access the internet are treated the same as smartphones and must be switched off during the school day.
- Basic watches without communication or recording functions are permitted.

Prohibited Uses

The following are **not permitted** under any circumstances:

- Taking photos, audio recordings, or videos.
- Using devices to access social media, games, or the internet.
- Sharing or displaying inappropriate content.
- Using devices in a way that disrupts learning or the wellbeing of others.

Consequences for Misuse

If a pupil uses a device without permission:

- The device will be confiscated and stored safely in the school office.
 - Parents/carers will be required to collect the device in person.
 - Repeated misuse may result in further action in line with the school's behaviour procedures.
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School Responsibility

- The school cannot accept responsibility for loss, theft, or damage to personal devices brought onto school premises.

Exceptions

- Any use of devices for educational purposes will be directed and supervised by a member of staff.
- Pupils with specific medical or additional needs requiring the use of a device may be granted permission in consultation with parents/carers and the Senior Leadership Team, this will be considered on an individual basis.

Use of Artificial Intelligence (AI) and Altered Digital Content

Artificial Intelligence (AI) is becoming increasingly common in apps, websites and online games. AI can be a useful tool for learning and creativity, but it must always be used safely, responsibly and kindly.

Pupils should only use AI in school when directed and supervised by a member of staff.

Safe and Responsible Use

Pupils must not use AI, apps or other digital tools to:

- Create or change a photograph, video or recording of another pupil, member of staff or other person without permission.
- Make it look or sound as though someone has said or done something that they have not.
- Create pictures, videos, messages or recordings to upset, embarrass, frighten, tease or make fun of someone.
- Create or share unkind, offensive or inappropriate content.
- Pretend to be another pupil, member of staff or other person online.
- Use another person's name, photograph or voice to create content without permission.
- Use AI to complete schoolwork when a member of staff has not given permission to do so.

ROLES AND RESPONSIBILITIES

The governing body will establish, in consultation with other stakeholders, the policy for the promotion of good behaviour and keep it under regular review.

The Headteacher will be responsible for the school's policy and procedures and will delegate aspects of the day to day implementation and management to members of the Senior Leadership Team.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

The governing body, Headteacher and staff will ensure that there is no differential application of the policy and procedures on any grounds.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of school. They will be encouraged to work with the school in maintaining high standards of behaviour.

Pupils will be expected to take responsibility for their own behaviour on and off the school site and will be made fully aware of the school's policy, expectations and procedures. Pupils also have a responsibility to report incidents of disruption, violence, bullying and any form of harassment.

SERIOUS INCIDENTS

Serious inappropriate behaviour will be brought to the immediate attention of the Headteacher, Deputy or Assistant Headteacher. Serious incidents include racism, bullying, anti-social behaviour and violent behaviour. Parents will be informed immediately.

SERIOUS INAPPROPRIATE LUNCHTIME BEHAVIOUR

Will be reported immediately to Headteacher/SLT. A child may be excluded from the school premises at lunchtime if the Head considers this to be an appropriate sanction. Parents and Carers will be informed.

BULLYING

Any incident of bullying will be taken extremely seriously:

1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners will be encouraged to report bullying and when they do they will be listened to and taken seriously.
4. Any allegation of bullying will be investigated and followed up.
5. Any cyber bullying of staff or pupils, in or out of school, must be reported and then investigated rigorously, in conjunction with any relevant authority including the police if appropriate.
6. Any victim of bullying will be well protected immediately and in the future.
7. Any allegations of bullying will be reported to the headteacher and records will be kept.
8. PSHE and circle time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
9. We will use the school's discipline and rewards strategy to reinforce an ethos of anti-bullying.
10. The parents of all concerned will be informed and involved in any reported incident and they will be expected to support this school policy.

Staff Responsibilities re: Bullying

Where an incidence of bullying is either suspected or identified the class teacher(s) must be informed immediately. The teacher will make the initial decision whether to deal with the situation within the classroom, or to request that the Headteacher (or, in her absence, the Deputy or Assistant Head) to deal with it. The decision will be based upon the following criteria: -

- the severity of the offence or accusation
- any previous history
- the teacher's personal knowledge of the personalities involved
- the length of time required to resolve the problem
- whether pupils from more than one class are involved.

Preventative Measures re: Bullying

- The Catholic ethos of the school aims to reduce bullying.

- The topic is dealt with in assemblies, RE and PSHE/Circle Time.
- The school rules are displayed and discussed. Children are supported in adhering to it.
- Reward systems promote positive behaviour.
- There is careful supervision of pupils in the school and playground.
- Staff set a good example.

Giving Children a Plan to Deal with Bullying

At St Joseph's we tell the children that if they think they are being bullied, to NO-GO-TELL;

1. To look the bully in the eye and say, "No."
2. To get away as quickly as they can, 'GO'.
3. To tell an adult, 'TELL'.

RECORDING OF INCIDENTS

- An incident file will be used to record serious incidents. Headteacher and parents will be informed.
- Racial incidents will be recorded and kept by Headteacher. These will be reported to Governors at termly meetings.
- Exclusion reports will be kept by Headteacher and reported to Governors at termly meetings.

SUSPENSIONS

If a child is to be suspended, the following arrangements are to be made:

1-5 days – The parent is responsible for educating the child.

5+ days – After the 5th day of a fixed term suspension, the school attempt to find another school in the locality to teach the child for the remainder of the suspension.

5+ days – For a permanent suspension, Bury LA is responsible for educating the child from the 6th day of the suspension.

OTHER POLICIES

This policy has been written in conjunction with the school's Health & Safety policy, equality policies and managing aggression and violence policy.

OUTCOMES

St Joseph's has a warm, friendly, welcoming and safe ethos. It is a place where good behaviour is encouraged and bullying is not tolerated and where we treat others as they themselves would expect to be treated. Particular care is taken of vulnerable groups including those with special educational needs or disabilities; those going through a personal or family crisis; those suffering from a health problem; ethnic minority groups; children in care and those with caring responsibilities. We are committed to meeting the individual needs of each child. Under the 2010 Equality Act all protected characteristics will be recognised and acceptance taught as an embedded aspect in all areas: these will include disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

REVIEW

This policy will be reviewed in conjunction with the School Improvement Plan.

The Headteacher and staff will conduct regular reviews of the policy in school, and evaluate findings.

September 2027

This policy will be reviewed annually.