



St Joan of Arc School
Growing together

Policy

Behaviour

2022-25

Mission Statement

The Members of the Community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be good behaviour and unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards/sanctions and restorative justice procedures
- Focus on mediation and agreement rather than punishment. Forge a mentality where offenders accept responsibility for harm and make restitution

CHRISTIAN VALUES	LOVE	SERVICE	RESPECT	COURAGE
ETHOS	Be kind, loving and well mannered	Be generous, helpful and thoughtful of others	Look after yourself, each other and the school	Be honest and brave

2. Christian Values

At St Joan of Arc School, we set a very high priority on 'good behaviour'. Since we are a Roman Catholic School, our view of good behaviour comes from Gospel values with an emphasis on the 4 Christian values embodied by St. Joan of Arc – Love, Service, Respect & Courage. These are the school rules.

The 4 Christian values are the school's aspirations, inspired by the example of St Joan of Arc. From these values, our ethos is clear – reflected in the actions we as a school strive to achieve when working and learning in our school environment.

Our Christian values and ethos are the 4 school 'rules'. They are the basis from which any rule in the school is formed. E.g. wearing the correct school uniform relates to respect. Treating each other as we would like to be treated relates to respect and love. Following your class rules relates to respect and service. Being proactive and positive, standing up to bullying behaviour relates to courage.

Since all rules can be traced back to at least one of the Christian Values, the behaviour policy will use them as the bedrock of its contents.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Behaviour in Schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Definitions

What is good behaviour?

Good behaviour as we understand it at St Joan of Arc, is acting in accordance with the Christian values of the school. Each value is accompanied by an ethos that each individual in our school is expected to adhere to and is set out in the 'Home-School Agreement' which every caregiver/teacher/pupil signs.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor and rude attitude
- Incorrect uniform being worn

Serious misbehaviour is defined as actions or interaction that disrupts or distracts the flow of the learning processes that may cause harm to themselves or others physically, mentally and/or emotionally.

Examples of serious misbehaviour:

- Repeated breaches of the school rules
- Making unkind remarks
- Answering back, rudeness
- Foul language and swearing
- Damaging property, including defacing property
- Stealing, including hiding another person's property
- Biting, spitting, hitting and kicking
- Aggression to adults
- Racist or derogatory comments that cause offence: (racist/discriminatory/bigoted comments will be recorded)
- Fighting or encouraging others to fight
- Forming gangs for the purpose of intimidating others
- Putting themselves, other children or adults at risk
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of bullying

NB this list is not exhaustive

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore deliberately hurtful, repeated often over a period of time and is difficult to defend against.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy: <https://www.st-joanofarc.islington.sch.uk/wp-content/uploads/POLICY-BULLYING-2021-24.pdf>

Sexual Harassment

Sexual harassment is defined as unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes; online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Possession of prohibited items

These can include:

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

NB this list is not exhaustive

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of 'Christian Values'
- Reviewing this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.
- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of 'Christian Values' The headteacher will also approve this policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 The staff

Staff are responsible for:

- Implementing the behaviour policy consistently (restorative justice system).
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils; this could be in the form of an EHCP, a tailored behaviour plan or a SEN review
- Recording behaviour incidents using the CPOMS system
- The senior leadership team will support staff in responding to behaviour incidents

5.4 The parents/caregivers

Parents/caregivers are expected to:

- Support their child in adhering to the pupil home-school agreement (appendix 1) as well as 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

6. Home-school agreement

This is a simple form of agreement that every parent/caregiver reads and signs when their child joins the school. Children of junior age are required to sign it as well and renew the signing every year. The agreement also sets out what the school undertakes to do for the children and what parents/caregivers undertake to do. Parents keep a copy and the school keeps a copy for each child.

7. Rewards

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges
- House points
- Certificates
- Free choice/Golden Time

NB this list is not exhaustive

To encourage good behaviour through the Christian Values, Phase 3 pupils are issued with a Christian Values Chart. For living the ethos of these values, they can be rewarded for each act they commit. At the end of each half term, those pupils who have met the threshold of values will receive a special treat or trip.

8. Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Time out for restoration process
- Sending the pupil out of the class for reflection
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan

Pupils in the infant classes will follow a traffic light system. Pupils will be issued house points for positive behaviour. House points totals are calculated weekly in the school culminating in a winning house for that week.

9. Restorative Justice System:

This approach to behaviour management focuses on the offender accepting responsibility for their behaviour and critiquing it; recognising the impact on others and actions that can be taken to restore relationships.

The steps and script below are used by all staff at school to ensure consistency and transparency for the pupils.

Quietly comment	<p>If a pupil makes a poor choice, first quietly comment. <i>'Are you ok? Do you know what you've got to do? Do you have all the equipment you need? Please do what you are supposed to do'</i></p> <p>Identify and publicly celebrate someone who is doing the right thing. <i>'Pat, you are focused on your task, well done.'</i></p>
Reminder	<p>Remind the child of the 4 Christian values that good behaviour we expect is based upon (LSRC) Deliver this privately where ever possible</p> <p><i>'I'm just reminding you of our school rules. Love, service, respect courage. Our school believes in those rules.'</i></p>
Warning	<p>Deliver a clear warning making the child aware of their behaviour and outlining the consequence should the negative behaviour continue. Deliver this privately where ever possible</p>

	<i>'This is your warning. Your constant shouting out is disruptive. If you keep doing it, it is certain you will be missing some of your playtime.'</i>
Time out	<p>If the child's negative behaviour persists, the child will be detained at playtime. EYFS 5 mins KS1 7 mins KS2 10 mins Use the 30 second script:</p> <p>Deliver this privately where ever possible</p> <p><i>'I have noticed you are having trouble getting focusing on your maths work. It was our rule about respect that you broke. You have chosen to miss some of your play. Do you remember last week when you were really helpful in science giving out the mirrors? I need to see that person today. Thanks for listening.'</i></p> <p>Limit formal one-to-one interventions for poor behaviour in class to 30 seconds. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away. The child may attempt to hook you back; if you react to confront secondary behaviour you pass over control to the child. For some children, a confrontation is exactly what they want. Walk away and write down what just happened, so that you can speak to the child about it when they are calm.</p>
Calming down	The child may need a few minutes to calm down, breathe and look at the situation from a different perspective. This could be in the class or out of class if necessary.
Restore	<p>During the time out, use the repair script. The child will serve their time out. Log on and update cpoms.</p> <ol style="list-style-type: none"> 1. <i>"What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.</i> 2. <i>"What were you thinking at the time?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.</i> 3. <i>"Who has been affected?"</i> 4. <i>"How have they been affected?" It is important that the child considers others and the impact of their behaviour.</i> 5. <i>"What do you think about what happened now?"</i> 6. <i>"What should we do to put things right?" This may not always be an apology as a forced apology is worthless.</i> 7. <i>"How can we do things differently in the future?"</i>
Detention	<p>If after using the script, the pupil continues to make poor choices, they will receive a formal detention (full lunchtime)</p> <p>Detentions will be on allocated days of the week. Pupils in detention will participate in a restorative behaviour activity (appendix 2) their caregivers will be notified. (appendix 3)</p>

If a pupil has 3 restorative chats in one day, this will incur a detention. If a pupil incurs 3 detentions in a term, caregivers will be called in and arrangements will be made for the class teacher, Phase Manager, parents/caregivers and pupil to meet and discuss additional plans and measures regarding their behaviour for the future.

If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Removal from an excursion/trip
- Support programme from outside agencies
- A pastoral support programme
- Exclusion from class
- Exclusion from school (LA guidelines to be followed)

Any serious misbehaviour (Section 4), may result in immediate action mentioned above.

10. SEN / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for every pupil and recognise that some children may need different strategies, rewards and sanctions; these will be discussed with the class team, SENCO and SLT, so that all pupils are catered for and have a system to follow which is motivational, realistic and achievable.

11. Training

Our staff are provided with training on managing behaviour as part of their continued professional development. This may include behavioural training related to pupils with SEN, ASC

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board biennially.

References:

https://www.youtube.com/watch?v=Yupf_NVOUBA

Paul Dix (the last 10mins)

<https://www.weareteachers.com/restorative-justice/>

RJ article

<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

RJ guide

<https://www.noblesvilleschools.org/cms/lib/IN01906676/Centricity/Domain/780/The%2030%20Second%20Intervention.pdf>

30 second intervention theory

Appendix:

1 HS agreement

2 Restorative behaviour template for detention

3 Detention slip/text template for parents/caregivers

CHRISTIAN VALUES	LOVE	SERVICE	RESPECT	COURAGE
ETHOS	Be kind, loving and well mannered	Be generous, helpful and thoughtful of others	Look after yourself, each other and the school	Be honest and brave

“The members of the community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.”

The school will:

1. Promote Christian values and understanding.
2. Encourage each pupil to develop their full potential.
3. Provide the highest standard of teaching possible.
4. Provide a broad and balanced curriculum for all pupils.
5. Foster the security, safety and well being of all pupils.
6. Communicate with parents fully and frankly about their child's progress.

I/We will:

1. Provide opportunities for prayer and worship.
2. Support, encourage and take an interest in my/our child's learning.
3. Ensure my/our child attends regularly and punctually, wears the school uniform and is equipped for school.
4. Support my/our child with homework.
5. Work with the school to promote good behaviour and adhere/support the behaviour policy
6. Inform the school of changes or concerns that may affect my/our child's life at school.

I will:

1. Show a respectful attitude to prayer.
2. Always try my best.
3. Respect everyone; their rights, belongings and feelings.
4. Listen to teachers and follow their instructions.
5. Do homework as well as I can and on time.
6. Wear the school uniform neatly and appropriately.
7. Put into action the Christian values of the school as stated in the behaviour policy.

Date _____

Class teacher's signature _____

Parent/Guardian signature _____

Pupil's signature _____

Class _____



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This Home School Agreement was drawn up by The Governing Body following consultation with all members of our school community; parents, staff, year 6 pupils and the Parish Priests of our three feeder parishes.

Please sign two copies, retain one copy for your own records and return the other to the school. It will be filed with your child's records.

Home - School Agreement

Building a partnership based on respect.

Pupil's name

St, Joan of Arc Roman Catholic Primary School
Northolme Road Highbury Park London N5 2UX
Tel 020 7226 3920 Fax 020 7704 9220

Restorative Justice

CHRISTIAN VALUES	LOVE	SERVICE	RESPECT	COURAGE
ETHOS	Be kind, loving and well mannered	Be generous, helpful and thoughtful of others	Look after yourself, each other and the school	Be honest and brave

1. *What happened?*

2. *What were you thinking at the time?*

3. *Who has been affected?*

4. *How have they been affected? (This is very important to reflect on.)*

5. *What do you think about what happened now?*

6. *What should we do to put things right?*

7. *How can we do things differently in the future?*

Restorative Justice

Name: _____

Class: _____ Date: _____

What happened

What were you thinking?

Who has been affected and how?

What can you do to put things right?

Learner Signature _____

Date _____

SJA DETENTION NOTICE

Date _____

Dear parent/caregiver.

This note is to inform you that your child, _____,
has received 3 time-outs today and as a result will receive a formal detention. This detention will be held
at school either on Wednesday or Friday from 12.40pm — 1.20pm.

It is our intention to restore relationships and guide pupils to reflect on their behaviour and thus the
restorative process will be conducted during the detention.

Please sign below to indicate you have received the above information.

Signed _____

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The Governing Body

It was last reviewed in

November 2022

It will next be reviewed in

November 2025



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