

St Joseph's Catholic
Primary School

Behaviour Policy



*Learn together
and grow in God's love.'*

January 2019

To be reviewed January 2021

Behaviour and Discipline Policy

Mission Statement

At St Joseph's School, we believe that in sharing and celebrating the beliefs and gospel values of our richly diverse school community, we will strive to create an environment where each individual is valued and motivated to achieve their full potential, as a confident, happy and creative learner who is able to make a skilled contribution to our global society.

What place our school will be:

- All individuals are treated fairly.
- Everyone is treated with respect.
- Every member of the school community behaves in a considerate way towards others.
- Children are helped to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

General Principles

The team at St Joseph's School believe that effective learning takes place when: good behaviour is consistently and positively encouraged and valued.

Each child is aware of the highest expectations by adults of their achievement and behaviour.

Our Policy aims to present a system of rewards, sanctions and strategies for developing children's self-esteem that are linked to an agreed Code of Conduct. These systems are consistently applied throughout the school.

1. Aims and expectations

It is our primary aim that every member of the St Joseph's Catholic school community feels valued and respected, and that each person is treated fairly and well. The school values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2. Expectations of the School

The school expects adults to:

- Organise and plan exciting lessons with work pitched to the needs of the children.
- Be positive towards all pupils within the classroom and within the school.
- Provide children with opportunities to continually show their best.
- Ensure the environment nurtures children and allows them to express themselves in a supportive way.
- Make children feel they are a valuable member of the class.
- Build positive relationships with all children.
- Provide resources to support a range of learning styles.
- Set an example of showing other staff and pupils respect, courtesy and fairness.
- Listen to the voice of the pupil to ensure all children are heard.
- Be fair and consistent with all decisions made.
- Create the culture of every child having a 'fresh start' every day.
- Keep clear records of each child's work and attainment to ensure they make progress.
- Provide an environment that fosters independence.
- Use classrooms to celebrate children's work by displaying examples of their work.

3. Expectations of Pupils at the School

- Attend school every day and arrive on time.
- Participate in all learning within the school day.
- Show respect to all peers.
- Show respect to all adults.
- Ensure behaviour is following the high expectations set within the classroom and within the wider school environment.
- Be a good friend.

4. Celebration of good conduct and good work

Children respond positively when they are motivated to do so:

Ways of Motivating Positive Behaviour:

We praise and reward children for good behaviour in a variety of ways:

Daily:

- Verbal praise in class and in the playground.
- Give pupils reward stickers.
- Written comments in record books commenting on good work or attainment.
- A good assessment for effort/attainment.

- House Points are awarded for rewards for behaviour and effort. These are given at any time throughout the school day. Children will receive no more than 5 points at any one time.
- Green cards awarded for exceptional work.

Weekly

- A written comment at the end of an assignment or unit or work.
- Displaying pupils' work in classrooms.
- Opportunity to be chosen for Rainbow Assembly.
- During the weekly Rainbow Assembly the house with the most house points will be announced. These scores will be collated towards the end of term tally.

Exceptional Achievements

- Gold Cards (Awarded for an exceptional piece of work or behaviour or is awarded because a pupil has received 3 green cards in one week).
- Inviting senior staff to visit the group.
- Recognition in assemblies or School to parents' newsletters.
- Through progress check commendations and yearly assessments.
- Termly reward for the house that receives the most house points over the term.

The school acknowledges all the efforts and achievements of children, both in and out of school. The school collates information regarding pupil achievement out of school, for example, music or swimming certificates. These will be presented during whole school assemblies when appropriate.

5. Behaviour Management within the classroom

Classroom Management is an important part of promoting good behaviour. All teachers promote an environment that is stimulating to pupils and encourages them to learn and achieve their full potential.

In addition to the school rules, each class has its own classroom code. The class take ownership of this and are decided on at the start of each academic year. Each class member signs the rules to show they agree to support them. These are then displayed in the classroom for the year and used as a reference point when necessary. These rules will be discussed during whole class circle time.

Teachers manage children's behaviour as part of their Quality First Teaching.

Teachers will:

Scan the classroom periodically.

Circulate around the room periodically; sometimes asking a pupil about their work uncovers a difficulty they would not have drawn to your attention.

Make eye contact when addressing the class as a whole, make eye contact with individuals, especially with any who may not be following class rules. This may be enough to indicate to your pupil your awareness of their need to re-involve themselves in the lesson without having to make it public or interrupt the flow of the lesson.

Target your questions directing questions around the class helps maintain pupil involvement or signals to some they had better get re-involved in the lesson.

Use proximity while you may normally stand at the front of the classroom, how and where you move to can be an effective signal of your monitoring. By moving towards two pupils talking, you can indicate your awareness minimising the disruption to the lesson, you may also stand near a group to sustain their working.

Give academic help advice and guidance to pupils to enable and encourage them to make progress is powerful in pre-empting misbehaviour.

Change activities or pace as a result of your monitoring you may feel the lesson is proceeding too slowly or too fast or another activity is needed.

6. Sanctions and procedures

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

If a child is disruptive in class, the teacher reprimands him or her. If a child does not follow the class rules and repeatedly disrupts their own learning or the learning of others then the child is locally isolated from the rest of the class until s/he calms down and is in a position to work sensibly again with others.

Red dots are issued to remind children that there are consequences to not listening or working and as an opportunity for them to reflect on their behaviour and make the appropriate changes to ensure they are following the class and school rules.

Red dots are displayed within the classroom. In KS1 the pupils have a fresh start in the afternoon and any red dots from the morning are wiped off the board.

A Red card is issued after a child receives three red dots or will be issued immediately if a child's behaviour is seriously unacceptable. The red card is the behaviour log and must be completed by the member of staff when an incident happens. If a child is issued with a red card they take the red card to a member of SLT. As a consequence to receiving a red card, the child will miss part of their next play completing the reconciliation form. This provides the child with an opportunity to reflect on their behaviour and think about how they will continue to grow and learn in God's love.

Parents are sent a text to inform them their child has received a red card. On occasions parents will be phoned instead. This is dependent on the situation and a member of SLT will make this decision.

If a child is intentionally unkind, threatens, hurts or bullies another pupil, the class teacher records the incident and a red card is issued and the parents are informed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child so that every child in the class is able to learn effectively. Behaviour that is outside the school rules prevents other children from learning.

Red Dot Behaviour	Instant Red Card Behaviour
Interrupting	Swearing and use of inappropriate language
Ignoring instructions	Deliberately harming another child
Talking with other pupils	Damage to property
Disruptive behaviour	Leaving class without permission
Preventing other children from working	Rudeness to adults
Making silly noises	Play Fighting
Wandering around	Fighting
Encouraging others to do the wrong thing	Refusing to complete work
	Racist Language
	Unkind / Unchristian words

7. Additional Monitoring

If a child's behaviour continues to be a concern and they are not responding to the current system detailed in the behaviour policy then additional monitoring will need to be carried out. The class teacher will share their concerns with the school SENCO. Parents are informed and invited in to meet to discuss the child's needs. Parents are an integral part of reviewing their child's behaviour.

A child can be given a Behaviour Chart (called a 'Good Choices' chart). Their behaviour is monitored throughout a whole class day. Copies of this chart are sent home at the

end of the week for parents to see. This monitoring continues for an agreed period of time (usually a half term) and then a meeting to review the progress will be arranged with the class teacher, a member of SLT and parents.

8. Escalation of support if concerns are still present

In some exceptional cases a pupil may still not be responding to the rewards and sanctions within the school policy. When this happens the school will want to gain some external advice and support from interventions within the Royal Borough of Greenwich. The SENCO will make an outside referral to either of the services available in the Royal Borough of Greenwich.:

- Waterside Outreach Service.
- Royal Greenwich Inclusion Team: Pastoral Support Plan (PSP).

9. Exclusions

Three red cards in a day will result in the child being excluded internally or externally or if a child's behaviour is a very high level of concern. Each situation is reviewed on an individual basis and the decision will be made by the head or deputy.

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed days. The head teacher 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 head teacher may permanently exclude a child. Sometimes it is necessary for the Head Teacher to exclude a child from school, initially for between 1 and 5 days. Sadly each incident is unique but as a guide a child may be excluded for:

- Physical assault of a member of staff.
- Physical assault of another child.
- Racist or sexist abuse.
- Behaviour that endangers the health or safety of another individual.
- Vandalism in school.
- Serious or persistent theft.
- Bullying.
- Disrespect of the Catholic ethos of the school

Pupils and parents should be aware that the Headteacher has a legal responsibility to deal with certain unsocial behaviour even if occurs off the school premises and outside school hours. A good example of this is inappropriate behaviour on social media which may include cyber-bullying.

Exclusions may be internal, in school or at home. In all cases of exclusion parents will be contacted via a phone call the same day and asked to come in and meet with a

member of SLT by the end of that school day. A formal letter explaining the reason for the exclusion will be provided and also details of the length of time of the exclusion. Pupils will be given work to complete during the period of exclusion. Parents are expected to support the school's decision.

When a pupil returns back to school from an external exclusion they are expected to attend a 'return to school' meeting before the start of the school day. The head teacher or deputy head teacher will lead the meeting. The focus will be to remind the pupil about the behaviour expectations and discuss any provisions put in place to ensure this behaviour is not repeated.

If it is felt necessary, a home school contract may be created to support good conduct. This will have clear targets and be signed by the school, pupil and parent. The targets will be reviewed after a set period of time to monitor improvements in behaviour.

10. Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE publication Guidance 'Use of reasonable force in schools' (2013).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or about to cause serious damage to school property that will put others at risk. The actions that we take are in line with government guidelines on the positive handling of children.

11. Anti-bullying

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, action is taken to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the school's Anti-bullying Policy on the school website.

12. The role of parents

- Getting their child(ren) to school on time.
- Informing the school on the day of absence or if their child is late.
- Ensuring your child has adequate sleep, as the school day can be very tiring.

- Being aware of school policies and to try and support all staff in their efforts to create a caring community.
- Reading all letters/messages that are sent home. (There are copies available at the office).
- Responsibility for the behaviour of any other children brought into school.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions to encourage children to make good choices parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially make an appointment with the class teacher. If the concern remains, they should make an appointment with the head teacher. If they still have concerns they may contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented in line with the school's complaints policy.

13. The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy. Governors have been consulted on the policy and are fully supportive of the approaches outlined. They will use this policy to support their investigations of any complaints and whether the policy has been implemented appropriately.

Lunchtime Good Behaviour Policy

This policy for Midday Break gives guidelines:

- 1) For expected behaviour from children during lunchtime.
- 2) For staff responsibilities and action.

Most children respond well to encouragement and praise. This approach is to be used as much as possible in inappropriate situations.

Midday Meals Supervisors (MMS) can assist greatly leading by example. Good relationships with children include:

- Engage with the children.
- Talk to them calmly and respectfully at all times.
- Get to know their names, likes and hobbies etc.
- Act as a good role model for pupil's behaviour.
- Adults should be moving around the playground, watching behaviours and attitudes. Prevention is much better than having to deal with incidents. Avoid conversations with other adults.
- Training has been provided in running organised activities and MMS are expected to be proactive in encouraging the children to be physically active (as part of our Healthy Living ethos).
- Encourage the children to make sensible use of the equipment which has been provided.
- Provide clear and consistent boundaries, including presenting green and house-points. With the advice of the senior MMS, issue red cards where necessary.
- Make full use of the lunchtime reward stickers and cards that have been provided (they relate particularly to dining room behaviour).

Expectations of good behaviour at lunchtime:

- Walk out to the playground at the start of lunch always waiting for an adult to lead the class out.
- Ask an adult if the toilet is needed so they know you have left the playground.
- Line up quietly for lunch.
- Eat lunch sat at the table.
- Talk in a quiet voice in the dinner hall.
- Eat with a knife and fork.
- Be kind to others out in the playground.
- Keep hands and feet to themselves.
- Show respect to all adults.
- Respect all property.
- Obey all reasonable adult requests.
- Be truthful.

Appendix 1

Pupil self-reflection form

Name: _____

Class: _____ Date: _____



What did I do wrong?

What I should have done?

What should I do next time?

In the future I will learn and grow in God's love by...
