

ST. JOSEPH'S



CATHOLIC PRIMARY  
SCHOOL

St. Joseph's Catholic Primary School

## Behaviour Policy

September 2018

### School Mission Statement:

*"Learning and Growing Together in the Light of God's Love"*

*At St Joseph's Catholic Primary School...*

We cherish the uniqueness of all individuals.

We aim to create a learning climate which promotes the development of the whole child and engenders a love for learning and excellence, so that within the framework of a broad and balanced curriculum, all may realise their potential.

We proclaim the Gospel values in the ways in which we love ourselves and others.

Worship, prayer and our relationship with God are at the heart of school life.

**We embrace our role in the wider community and seek to bear witness to our Catholic Faith in all that we do.**

<b>Policy Category:</b>	Statutory	<b>Review Cycle:</b>	Annual
<b>Governor Co Monitoring:</b>	Learning and Well-being		
<b>Next Review Date:</b>	September 2019		

### Policy Formation:

The policy was formulated in September 2011 and is reviewed on an annual basis. It reflects current DfE guidance.

**Chair of Governor's Signature:**

**Date:**

## **Introduction**

At St. Joseph's School we expect that all children are well-behaved. This document is delivered within the context of the School's Mission Statement and Guiding Principles and draws on the DFE Guidance as to what is allowed in law. The policy is a statement of the aims and strategies for ensuring positive behaviour. It outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Joseph's Catholic Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community. Its fair and consistent implementation is the responsibility of all staff.

## **Aims and Objectives**

The aim of St Joseph's Catholic Primary School is for every member of the school community to feel valued and respected, and for all people to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure and to nurture good behaviour, self-discipline and respect.

The primary aim of the behaviour policy is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

St Joseph's Catholic Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. See our anti-bullying policy for further information.

## **Expectations**

At St. Joseph's Catholic Primary School we will:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other;
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place;
- recognise and reward good behaviour;
- provide encouragement and stimulation to all children;
- treat all children fairly and apply this policy in a consistent way;
- ensure that children are aware of the expected behaviour and that each class has its own classroom rules;
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## **A Positive Approach**

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of St Joseph's Catholic Primary School are that:

- behaviour can change and that every child can be successful;
- praising and a system of rewards are more likely to change behaviour than blaming and punishing;
- using a positive system of rewards will increase children's self-esteem and thus help them to achieve more;
- celebrating successes helps children to achieve more;
- being aware of each child's needs and their individual circumstances helps us to act in the fairest way; we always consider the safety of other children and minimise disruption while helping children acquire self-discipline;
- reinforcing good behaviour helps children feel good about themselves;
- children feel secure when they are aware of what is expected of them.
- where a child's behaviour may fall short of expectations, steps should be taken to encourage a more positive attitude.

## **Behaviour in School**

Staff are responsible for children's behaviour in the classrooms and generally around the school. The class teacher usually involves the children in drawing up a set of agreed class rules to ensure everyone is safe, happy and free to learn.

Certain aspects of behaviour are common to all classes:

- children are expected to show respect and courtesy in their dealings with each other and adults.
- politeness is to be encouraged at all times, e.g. addressing each other and adults by name, using 'please', 'thank you', holding doors open.
- children always walk inside the building and on the left hand side.
- calling out in class and interrupting others is discouraged
- children know that the classroom and the areas outside their classrooms are their responsibility and that they should be tidy and a good example to others.
- no child is to be in the building unsupervised.

When dealing with disputes and disagreements, staff should give each party the opportunity to explain the incident/argument from their view in order to establish the facts, reconcile the situation and impose suitable sanctions if necessary.

## **Behaviour on the Playground**

The playground code which guides the children's behaviour on the playground is as follows:

- Treat others kindly in what you **do** and **say**
- Be considerate, polite and gentle

- Think before you act
- Walk away from silly behaviour
- Respect the quiet areas
- Ask permission before going indoors
- Listen to and respect the adults and playground squad on duty
- Share the equipment and use it properly
- Tidy up after yourself
- Sort out arguments **straight away by talking** and ask an adult if you need help
- ***Rough play is not allowed***

## **Our Approach to Rewards**

### **We reward through praise:**

- Praise good behaviour as well as work.
- Show an appreciation of children's contributions.
- Praise those doing the right thing to provide an incentive for others to receive praise.

### **We reward to build success**

- Highlighting individual work or the learning process that has led to it (e.g. perseverance, resilience) when it is particularly good
- Use stickers and comments on work to encourage children to respond positively
- Showing work to other classes/adults;

### **We give rewards to congratulate**

- Certificates for specific achievements
- Reward of Housepoints
- Stickers and stamps;
- Special responsibility jobs;
- Special privileges (e.g. golden time);
- Class wide rewards for meeting targets;

## **Awards**

Headteacher awards are given to recognise and reward good work (the process as well as the outcome), positive learning, good behaviour and service to others. These awards are presented during weekly celebration assemblies on Fridays.

## **Our Approach to Sanctions**

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves.

We have a low incidence of poor behaviour at St. Joseph's. The underlying principle which guides our sanction system is based on the gospel values of reconciliation and forgiveness. A child is encouraged to recognise the negative effects their behaviour has had on their peers, the staff and the school as a whole.

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ sanctions to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, members of staff should follow these three over-riding rules:

1. Be calm: children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
2. Logical consequences: a logical consequence is a sanction that should fit the offence.
3. Fresh start: although persistent or serious misbehaviour needs recording, every child must feel that they have the opportunity to make a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. Sanctions should be meaningful and directly related to the incident. Sanctions might include:

- a reprimand
- removal from the playground
- removal of privileges/pleasure – e.g. missing football at lunchtime, missing an amount of playtime
- removal of choice – loss of freedom at playtime; time out with teacher on duty.
- daily/weekly reports to parents or a senior member of staff
- an act of community service – helping the school community by completing designated tasks around school
- a letter of apology
- removal from the classroom (the teacher may send their pupils to another class but a responsible child should accompany them and children should be made to catch up on any missed learning).

Teachers should avoid applying sanctions to the whole class for the misdemeanors of a group or individual.

Misbehaviour on the playground may therefore lead to a lack of freedom at future break times. The child should be led to understand that their behaviour has **spoilt the playground for others**. The child might be usefully engaged by helping around school or standing out of the games for an age appropriate length of time.

Misbehaviour in class should be recognised by the child as **'a waste of learning time'** for themselves and others, for which the child should compensate. This may lead to extra work being completed during their break or lunchtime or unfinished work being taken home. Writing out lines is not appropriate.

When adults are reprimanding children, they focus on the action rather than the child. E.g. 'Your behaviour was dangerous and somebody could have been hurt' rather than 'You are a dangerous child'. **Children should be encouraged to reflect on the choices they have made and how they could have made a better choice.**

Class teachers deal with minor incidents as soon as possible. More serious or persistent problems should be escalated to the deputy headteacher or headteacher.

Extremely poor behaviour must be reported to the headteacher or deputy headteacher immediately. Parents will be informed by phone or e-mail and a meeting with parents will be arranged.

For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from the classroom (internally) for an agreed period. [See also Exclusion below] Individual behaviour support plans may be drawn up for children as necessary.

### **Specific Misbehaviours**

**If a child swears** the member of staff dealing with the incident should ensure that

- The child apologises and states why it is unacceptable and then refers the matter to the classteacher.
- The class teacher informs the parent at the end of day with the child. The child repeats the words to his/her parents. (or via telephone, or contact book)

Sanction: the parent contact will usually be punishment enough. The incident should be logged in the classroom behaviour book. If a pattern of repeated swearing incidents is noted, this should be referred to the head teacher. **The use of racist language should always be reported to a member of the SLT.**

**If a child is found to be stealing** the matter is recorded and referred to the Headteacher or Deputy and the parents will be contacted.

**If a child carries out graffiti or destroys school property** the matter is recorded and referred to the Headteacher. The child will apologise to the caretaker for the damage and parents will be contacted.

**When a child has been violent or aggressive** the matter is recorded and referred to the Headteacher or Deputy. The parents will be contacted.

### **Exclusions**

In extreme cases, involving serious breaches of school discipline or where a child's behaviour is seriously harming the education or welfare of other members of the school community, the Headteacher will consider a fixed term or permanent exclusion. If a child is to be excluded the parents and Chair of Governors will be informed immediately and county protocols will be followed.

### **Communication with Parents**

We are committed to working with parents to secure good behaviour. Staff should use their discretion and professional judgement, when deciding whether incidents should be reported to parents. This will normally depend on the severity and frequency of the misbehaviour. Minor incidents and arguments which have been quickly resolved do not always need to be reported to parents. However, if a pattern is beginning to develop or a specific incident is serious enough it is important to alert parents straight away. Parents may be contacted by telephone, via the contact book or through meeting them at the end of the day. Normally the initial contact would be to invite them in to discuss the matter.

## **Roles and Responsibilities**

### **The Role of Governors**

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

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **The Role of the Headteacher**

It is the responsibility of the head teacher, assisted by the deputy, to implement the school's behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or extremely serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

### **The Role of the Teacher**

St Joseph's is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting except in emergencies.

Teachers contribute to the open door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

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

It is the responsibility of the class teacher to record incidents of poor behaviour in their class files.

### **The Role of Support Staff**

All school staff have a responsibility to uphold this behaviour policy.

Support staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. A senior supervisor liaises with senior managers over more serious incidents.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents or carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, 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 contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Regard to the Equality Act: This policy reflects the requirements of the Equality Act, in particular ensuring the protected characteristics are covered: gender, race, disability, religion or belief, and sexual orientation.