

St Joseph's Catholic School Behaviour Policy



Mission Statement

At St Joseph's we welcome all as members of our school family. We learn and care for each other as brothers and sisters; enriched by the teachings of Jesus.

We encourage Creativity; valuing our unique talents and skills as gifts from God.
Working alongside pupils and parents/carers, we can all succeed and realise great things.

Serving the communities within the Parish of St Joseph's and St John the Baptist and beyond, we reach out to all.
We respect each other, our different cultures and faiths celebrating our richness and diversity.

Through worship and prayer we show our love; striving to achieve our very best.

This policy should be read in conjunction with the following policies:

Playground, Anti- Bullying, Exclusions, Use of Force, Child Protection and Restraint Policy.

**Section 576 of the Education Act 1996 defines 'parent' as:*

•All natural parents, whether they are married or not

•Any person who, although not a natural parent, has parental responsibility for a child or young person

•Any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of what their relationship is).

Introduction

Parents* are reminded that in choosing St Joseph's Catholic Primary School for their children, they will adhere to our policies, procedures and vision. At St Joseph's we believe that in order to create a positive atmosphere and to promote good behaviour, we need to consider the whole child. In order to achieve this we are committed to delivering an exciting and challenging curriculum and use a Behaviour Policy that supports pupils and staff with a clear set of rules and systems. We believe that a spirit of love and understanding handed down from Christ creates a community in which we share mutual respect and support.

We aim:

- ✓ To create an environment which encourages and reinforces good behaviour
- ✓ To encourage consistency of response to both positive and negative behaviour
- ✓ To promote self-esteem and self-discipline
- ✓ To ensure that the school's expectations and strategies are widely known and understood
- ✓ To promote an environment where all strive for excellence
- ✓ To reward children for positive behaviour

Our policy is underpinned by the following principles:

Our agreement must be simple and clear

- While there are reasons for poor behaviour there are no excuses. We feel that rules should be applied consistently **but we recognise that some behaviour is the result of emotional and academic needs. We make every attempt to look beyond the behaviour and meet these needs.**
- Our policy and agreement should be displayed clearly and shared with all members of the school community.
- All members of the school community have rights and responsibilities. We all have a right to an orderly school where pupils and adults are well behaved and we must all take responsibility for our roles.
- The policy is intended to strengthen working relationships between pupils, adults in school, parents/carers and outside agencies.

Rights and Responsibilities:

Our whole school Golden Agreement	
RIGHTS	RESPONSIBILITIES
I have the right to be safe	I have the responsibility to be kind and gentle
I have the right to be heard	I have the responsibility to listen to others
I have the right to work in a pleasant environment	I have the responsibility to look after the school environment
I have the right to be treated fairly	I have the responsibility to treat others fairly
I have the right to learn	I have the responsibility to work to the best of my abilities

Learning for Positive Behaviour

At St Joseph's we celebrate good behaviour as the norm, recognising and rewarding pupils who uphold our "golden rules". We therefore base our systems on looking for and rewarding good behaviour.

School Systems for Promoting Positive Behaviour:

The systems we use are:

- Golden Time – individual rewards for work/behaviour (weekly)
- Whole school system based on house points
- Child of Week – Public celebration of an individual's success
- Head Teacher's Award – Individual rewards for exceptional achievement or effort
- Attendance Certificates – Termly awards for full attendance and targeted improvements in attendance
- Colour coding system for years R – year 6.
- Kindness Catcher awards.
- **Cloud 9 - steps up a ladder, earned when children go above and beyond.**

(For more detailed information on each of these rewards see **Appendices**).

Minimising Poor Behaviour

Children do not like poor behaviour and in order to minimise poor behaviour we are guided by the following principles.

- Good planning for work and behaviour pays dividends!
- Reacting emotionally to situations does not help
- Distracting and defusing a situation is safer for children and adults
- Clear expectations of work and behaviour give pupils clear aims and boundaries
- Good communication with parents/carers ensures a more settled child

Classroom Expectations

At the beginning of each academic year, each class jointly draws up a list of 'Classroom Expectations' which all children agree to follow throughout the year. Children may need to revisit these throughout the year, as a reminder of what is expected.

Unacceptable behaviour

- Lack of respect.
- Violence.
- Threatening behaviour.
- Deliberate disobedience.
- Discrimination.
- Deliberate vandalism of school property.
- Any form of abuse – physical, verbal, racist or sexist.
- Fighting
- Swearing

- Deliberate provocation e.g. tripping, name calling etc.
- Behaviour that may cause any sort of injury whether intended or not
- Defiance, non-compliance with an adult's reasonable request
- Going into areas that are out of bounds
- Unsporting behaviour e.g. booing, sulking
- Wilful destruction of the natural environment.

Consequences for poor behaviour

There are set procedures for dealing with misbehaviour. These are as follows; any of these can be used as appropriate.

Level 1

- Positive behaviour reinforcement, indicating children who are behaving correctly.
- Appropriate ignoring
- Giving verbal warnings
- Child's name and eye contact.
- Quiet talk.

Level 2

- Loss of 5 minutes Golden Time
- Giving non- verbal warnings (loss of Golden Time or tally marks)
- Moving child to another area in the classroom.
- Verbal apology

Level 3

- Loss of 10 minutes Golden Time

Other consequences may include:

- Time out.
- Restricting playtimes.
- Sending child to another teacher
- Involving parents informally (if appropriate).
- Apology (if necessary this may be written).
- Written note in class incident book (this might also be done at level 1 or 2)

Level 4

- Loss of Golden Time
- Sending to Deputy or member of the SLT, consequences may include.
- Report on CPOMs with child and any witnesses
- Involving parents (by asking the teacher to talk to the parent) or
- Member of the SLT talking to parent directly

Level 5 (For persistent unacceptable behaviour)

- Sending to Headteacher, consequences may include
- Report on CPOMs with child and any witnesses
- Formal letter to parent (possibly requesting meeting).
- Meeting with parent

Each incident is treated in a fresh light.

Any of these strategies can be used regarding behaviour around the school.

Our system of using praise and when necessary reprimands, sanctions and reports, works for the majority of children for most of the time, helping them to develop good attitudes and to keep to acceptable standards of behaviour.

For persistent behaviour concerns the Senior Learning Team (SLT) will use Behaviour Plans (**see Appendix C**). These have been designed to strategically plan interventions and support pupils whose behaviour affects their learning, and the learning of others.

Please note that no pupil should be started on a behaviour plan without consent of the Headteacher (or the Deputy in the Head teacher's absence). Parents must be informed when a child is put on a behaviour plan.

Serious or persistent unacceptable behaviour- Level 6

Level 6 (Used only in exceptional circumstances, when all other procedures have been followed or in instances of serious misbehaviour)

- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

If for any reason a child has not been able to respond when we put these policies into practice, we do have to use sanctions such as in-school exclusion, or the ultimate sanction of excluding a child from school for a period of time. We see this as very much a last resort, used rarely.

A child could be excluded if their behaviour is such that it significantly threatens the safety of others, is causing a serious disruption to school life, is a serious case of disobedience to a responsible adult in school or has been continuing over an extended period with no sign of improvement at all. In most cases, parents and children will be warned in advance that exclusion from school could be a possibility for them. The purpose of exclusion is to bring home to the child the serious nature of its misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school; to give them time to reflect and calm down. Excluded children would always be given work to do at home.

See appendix D

Recording of Incidents

MDSAs record any incidents of concern occurring during playtime or lunchtime in the office incident book. All teachers have an incident book in class recording minor issues arising during lesson time. Where there is found to be a pattern or persistent poor behaviour, staff are expected to record these on our online support system (Cpoms). A record is kept of pupils being reported to the SLT for more serious or persistent poor behaviour.

Serious incidents including absconding from school premises and extreme, malicious, unprovoked violence towards people are recorded on Cpoms; as are internal exclusions including lunchtime exclusions. External exclusions will be recorded on SIMs and reported in line with our Exclusion policy.

All incidents concerning our vulnerable pupils are reported on CPOMS

Use of Force and Restraint

Staff at St Joseph's will always use a wide range of strategies to defuse any difficult behaviour. Restraint will only be ever used as a last resort after all other strategies have been exhausted and a pupil is in immediate danger of harming themselves, another pupil or adult or damaging valuable property. In any such circumstances LA guidelines will be followed and incidents will be fully recorded in the serious incident log.

Support Available for Pupils:

Staff at St Joseph's aim to support pupils as much as possible in their academic, social and emotional needs. At times class teachers will look beyond the classroom and seek advice from the Inclusion Manager and/or Head Teacher to find additional sources of support. These sources may include: Learning Mentor, nurture groups, counselling, BILT (Behaviour Support Service), CAMHS (Child and Adolescent Mental Health Services.) and other agencies. Class teachers should discuss any concerns with the Inclusion Manager in the first instance, who will refer the child on their behalf. Mrs Pippa Davies is the Inclusion Manager. **The Inclusion Team consists of Mrs Davies, Miss Hill, Mrs Arnold, Mrs Messenger and Miss Morrison.**

Support Available for Staff:

All staff no matter how experienced or inexperienced may need support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution.

Liaison between home and school

Home to school liaison and good relationships between teachers and parents is always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may have and in letting them know at an early stage rather than allow more serious problems to arise. Teachers have the right to have another adult present. A written account **may** be kept of any incident at Level 4, depending on the seriousness of the incident.

When we contact parents we do this so that teachers and parents can share ideas about the most effective ways of helping that particular child, most problems are easily resolved this way. If we have needed to discuss unacceptable behaviour with parents, we make sure that we give them positive feedback when there are improvements.

There are sometimes periods of a child's life when his/her behaviour is adversely affected by circumstances beyond his/her control; for instance, the death of a close relative or a problem in the family. It is always helpful to us to know so that we can deal sensitively with children who may be under stress.

We ask parents not to intervene with another parent's child and not to reprimand someone else's child directly but to see us first if they have concerns. Parents have a right to expect that their children will be disciplined appropriately and fairly in school by someone whose job it is to do so.

Similarly we ask children and parents not to pursue problems in school that may have arisen in the community outside school, as we feel this puts unfair pressure on the children.

If we do hear that children have been involved in any kinds of issues on the way home or if we receive complaints about them outside of school time we will let parents know, particularly if their relationships or behaviour with other children at St Joseph's are likely to be affected. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school if the parents feel this would be helpful. By listening to each other and working together we create a caring, supportive school.

Additional points

- It is particularly important to administer sanctions fairly and to ensure that particular groups of children are not inadvertently discriminated against.
- It is vital that all of our procedures are understood by all adults in the school, by children and by parents. The behaviour policy is put on the school website and is communicated to children at the beginning of each year.

Information for Community Involvement:

This policy was written in consultation with all adults working in the school. It was shared with and approved by governors and is shared with pupils in an age appropriate manner at the start of each school year.

Monitoring of policy:

This policy will be reviewed annually to clarify points, make small changes and make new staff aware of policy and practice. Small reviews may be undertaken throughout the school year but must happen through structured consultation.

Appendix A**Golden Time**

Golden Time is used as part of our positive behaviour policy and rewards individual good behaviour not academic work. There should be a Golden Time chart prominently displayed in each classroom.

Golden Time takes place in every class on a weekly basis. Foundation stage, KS1 may wish to plan for an addition midweek mini Golden Time if required.

All pupils start with 45 minutes and lose minutes for minor misdemeanours; 45 minutes divided into 5 minute slots. Pupils can earn minutes back but this is not an automatic right. Teachers should endeavour to ensure that no pupils lose more than 20 minutes Golden Time in one session. This is up to the class teacher who will decide on the best strategy for pupils at that time. Whatever strategy is decided, it will be applied consistently, fairly and transparently.

Pupils, who lose Golden Time minutes as part of breaking our Golden Agreement will sit with the class with an egg timer. They may not engage in any activities until their time is up and should be entirely ignored by their peers and largely ignored by adults.

Golden Time Activities:

There will be a termly Golden Time schedule where children can choose an activity for a fixed period of half a term. These activities will be split into KS1 with Early Years and KS2. Whatever the activity, Golden Time should be fun, special and an opportunity for adults to interact in an informal and relaxed way with the children in their group. If a child loses Golden Time regularly for the same misdemeanours alternative interventions are required.

Appendix B**Head Teacher's Awards**

Individual awards given as and when pupils are sent to the Head Teacher. They are awarded for exceptional achievement or effort in work and behaviour. The award is a special sticker that pupil's stick onto their work. When they receive three HT stickers, they are awarded with a certificate in Celebration Assembly.

Child of the Week

This is weekly award for individual pupils. A pupil from each class is nominated and the award is presented in a whole school assembly. Their picture is displayed in the entrance hall for the remainder of the week.

Whole School System of house points

Table points will be awarded to whole tables of pupils or individuals on a table who:

- Try really hard on a particular task
- Listen well
- Concentrate on their task
- Tidy up quickly
- Help another child or adult
- Work well in a pair/group
- Being polite and helpful around the school

The points can in fact be awarded for anything an adult wishes to reward and are a positive reinforcement of desired learning and social behaviour. The points are recorded on a weekly basis on a wall chart. At the end of each week year six children who are team captains collect up the house points and read the result in our celebration assembly. The points will be recorded on a display in the hall. At the end of each term the winning house will receive a reward. The children may choose what reward this may be.

Attendance Certificates

This is a termly reward for 100% attendance & significantly improved attendance and punctuality.

Cloud 9

Each child has the opportunity to reach cloud 9 through doing something "above and beyond". This might be: extra homework, attending optional booster classes, doing a kindness for someone, representing the school in their own time etc. On reaching Cloud 9, the child will be awarded with a certificate and a badge.

Appendix C

Behaviour Plan / Contract (see attached)

This plan should:

- Be used when learning needs have been met
- Be used to proactively plan for positive behaviour interventions
- Build on a pupil's success and talents
- Be seen as a medium level of intervention and used as a level before a referral to BILT.
- Have achievable targets and a review date which is a maximum of 6 weeks after it is written
- Be written to include the pupil, parents/carers, class teacher, TA, Learning Mentor
- Be kept in a Behaviour folder in the HT office
- Be shared with relevant staff

Appendix D

Procedures for dealing with the most serious behaviours:

Malicious, unprovoked, deliberate and persistent unacceptable poor behaviour is considered serious; particularly if there is deliberate harm caused to another child or adult.

Such behaviour is reported immediately to the Head. In deciding whether behaviour warrants reporting to the Head or Deputy Head, staff will take into account the age and particular needs of the perpetrator.

In-School Procedures

- Always listen carefully to the child/ren - report all serious incidents immediately to the Headteacher/Deputy Headteacher.
- Staff will record (on Cpoms) an account of the incident from the perspective of the child/ren concerned along with any action taken
- Appropriate sanctions are used eg missing play, writing an apology, making reparation.
- The details of the incident will remain confidential to the school and the parents unless further disciplinary action is necessary (i.e. in the event of exclusion).

Involving parents in procedures

- For instances of very serious behaviours, for example, a serious fight or bullying, serious racist or prejudiced name calling incident, parents will be contacted immediately and invited to come to school.
- Should a child be involved in several serious incidents in any one term, the Head will ask to meet the child's parent/s in order to discuss further actions. At this meeting, which will be minuted, the Head will advise the child's parent/s that should such serious incidents of anti-social behaviour continue then exclusion procedures may be implemented.
- In the rare event of an extremely serious incident e.g. physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff, exclusion procedures will be immediately implemented. In the first instance a child will be excluded in line with legal requirements.

At St Joseph's, we oppose all forms of racism and racist behaviour **and cultural disrespect**. Whatever their origin or religion, gender or culture we hope that all children will feel welcome in our school and learn to accept each other.