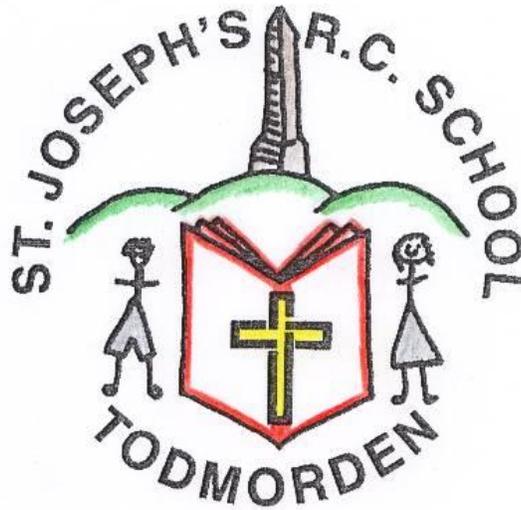


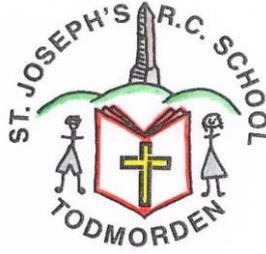
# St. Joseph's RC Primary School



## Behaviour Policy

Adopted March 2018

To be revised March 2019



## Our Mission Statement

We come together as Saint Joseph's family to  
learn, share our faith and do our best  
to follow in the footsteps of Jesus.

As a Catholic community we come together to celebrate our love of God and each other, by following Jesus' example of love, forgiveness and truth.

- We provide a safe and happy school recognising the achievements, talents and personal worth of every child.
- We nurture our children in the spirit of peace and reconciliation, encouraging the values of love, care and respect within all our relationships.
- We encourage our children to be responsible by caring for the world that God created and by being aware of those in need in the wider community.

### Introduction

We hold a firm belief that children both like, and deserve to have a happy, calm and orderly atmosphere. We believe that this must be a school where people care about each other and feel good about ourselves. This is hallmarked by good, positive, healthy relationships. Good behaviour both encourages this and comes out of this! To make this happen, we need to ensure that fairness is in place through the implementation of our Race, Gender and Equal Opportunities Policies. We need to ensure that children themselves understand the need for equality, justice and fairness and also need to ensure they fully understand and know the concept of right and wrong. In this sense, they need to know "where the boundaries lie" and "where the line is drawn" on unacceptable behaviour. However, we also firmly believe that the most powerful tool to achieve this is in the promotion, recognition and reward of good behaviour. Every child is God-made and God-given. We believe, therefore, in the inherent goodness of each child. No child is born "not good" but is made in the image of Christ. A multitude of things from Nurture to Nature, from experience to lack of it, impact upon the ability to sustain good behaviour all of the time. Indeed, we know nobody is perfect and consequently know that from time to time a child will slip up and demonstrate behaviour which is not so good. However, we equally believe in the concept of reconciliation. Whilst we may pull a child up for inappropriate behaviour sometimes – and when we do this it is because we care about them, we also believe

in showing a child a way forward and in ensuring they experience the Spirit of forgiveness. This is in the spirit of our School Mission Statement and is at the heart of our School's faith foundation.

### **Aims of the Behaviour Policy**

- To ensure that the way we behave and act is inspired by the teachings of Christ
- To create an environment which encourages, reinforces and rewards good behaviour.
- To create a calm atmosphere where people care for each other and treat each other with justice, equality and fairness, in the way they would like to be treated themselves
- To define acceptable standards of behaviour
- To maintain a school which children enjoy coming to in which they know they will be safe
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To maintain the optimum atmosphere for learning
- To keep this school a happy one

### **School Ethos Christ Our Role Model**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Children learn better not from what an adult tells them, but from what they see and know about that adult. Christ-like relationships with love, tolerance, forgiveness patience and understanding must be the things children learn from adults in this school

As adults we should aim to:

- Create a positive climate with realistic expectations
- Show interest in our children and afford them the time of day
- Show patience, empathy, care and love
- Set that example in our relationships with each other
- Emphasise the importance of being valued as an individual within the group;
- Promote honesty and courtesy, through example;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

## **A Climate for Behaviour**

When poor behaviour does occur, it is all too easy to point a finger of blame! Many instances of poor behaviour, whilst not acceptable, could be avoided by effective planning and excellent management of both learning and playtime situations. It stands to reason, that if children are bored, they are going to find something to occupy their minds -----! If low expectations are in place, they will live up to these as easily as high expectations, if good control is not in place, if lack of acknowledgement is not in place, if a child is met with stressed emotion ---- to name but some examples. Sometimes, it is not just about rewarding good behaviour or dealing with poor behaviour, it is about creating a suitable climate, controlling it effectively and showing certain attributes ourselves

## **School Rules**

Rules should be kept to a minimum! Rules should not be in place for rules sake, but should be agreed upon WITH children so that they know they are there to maintain a happy and safe environment for all. These are the rules our children have agreed upon with us:

We will:

1. Be proud, respectful, caring and thoughtful.
2. Be considerate, kind and polite.
3. Be attentive and work hard.
4. Walk around the school quietly.
5. Play sensibly and in a safe place.

## **Rewarding & Encouraging Good Behaviour**

This is placed first in our policy as this is where the greatest emphasis must be placed and enacted. Praise and reward are to be constantly used and given, verbally and by other means. Clear expectations of good behaviour are laid out and discussed e.g. in classroom codes of conduct. Anti-social behaviour is actively discouraged, and mutual respect promoted. Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health and citizenship education, Religious Education and collective worship. Sometimes self esteem is promoted through special groups e.g. social skills groups. Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused. Where appropriate, good behaviour is praised either privately or publicly. High standards of behaviour are set through the example of the adults and children in the school. Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so. Specific measures in place also include:

## **Awarding of Team Points**

Children are placed in one of four Houses and are awarded points for good manners, good behaviour, effort and courtesy. These must be used as a consistent system across the school and shared with the children

## **House Meetings**

- House points should be publicly shared and rewarded with applause and stickers in House meetings
- Accumulation of points leads up to a House winning the House Trophy (team effort)

## **Assembly**

- Public acknowledgement in assembly through the awarding of individual trophies/ awards
- Public acknowledgement and sharing of success and good behaviour with specific children and instances singled out
- Awarding of school House Point Trophy representing a whole school team effort to accumulate enough points for a house to win the trophy

## **On the Spot Reward**

- Use of stickers and house points by a teacher in class
- Use of stickers by mid day supervisors
- Spontaneous public praise

## **Informing Parents**

- Verbally and casually
- In writing, (not just reporting when behaviour is not good!)

## **Sending to The Headteacher**

- For added praise
- For a Headteacher's Award

## **Dealing with Poor Behaviour**

We want children to both know and to understand when they have done wrong and we are not happy with their behaviour. They also need to learn that there is usually a consequence that something happens if they have behaved inappropriately. In essence: -

- Minor Problems will be dealt with by the Class Teacher, with the support of the paired class teacher if necessary;

- More serious offences by the Senior Leadership Team;
- Most serious offences will be brought to the attention of the Headteacher.

We want parents to be involved in helping their child to behave well. The behaviour in this school is a result of that partnership. Parents have the responsibility in ensuring that the Behaviour Policy is supported and that it is reinforced at home.

A series of sanctions are in place which must be consistently applied across the school. These will be appropriately applied with a suitable sanction at each level. “The punishment must always fit the crime” and any sanction must be in proportion to the offence(s).

### **Behaviour & Special Needs**

We acknowledge that sometimes, disruption and also patterns of behaviour may not be strictly a “poor behavioural issue”. A child within the autistic spectrum, by example, may show greater frustration and be more prone to emotional outburst in some cases. In considering how this policy is applied, each professional in the school should always have high expectations for every child and should also strive to ensure good behaviour is within at least acceptable norms. This is because we want every child to become a happy and productive member of society who is well equipped to fit in with society in later years. However, it is accepted that if a child has SEN needs, then their individual needs will be considered alongside this policy and where necessary advice from the SENCO or the Headteacher may be sought. Other policy documents – such as the Accessibility Policy and Plan, the SEN Policy and Equality Policy may also be considered. However, without exception, we will expect safe behaviour and good behaviour – not just for the sake of an individual child, but also for the sake of those for whom their behaviour might impact (by example by way of harming others or disrupting learning).

#### **Level 1 exemplar offences**

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| • Wandering about                | • Pushing and shoving in the line |
| • Calling out                    | • Irritating other children       |
| • Interrupting the teacher       | • Interrupting other children     |
| • Talking at inappropriate times |                                   |

#### **Suitable courses of action**

- |  |   |
|--|---|
| • Speak to child   | • Change seating arrangement                  |
| • Eye contact  | • Sent to play elsewhere or with someone else |
| • Reminders  | • Asked to apologise for behaviour            |
| • Give child choices e.g. Either stop talking or sit somewhere |   |

#### **Level 2 Exemplar Offences**

- |                             |                        |
|-----------------------------|------------------------|
| • Not responding to teacher | • Disruptive behaviour |
|-----------------------------|------------------------|

- Deliberately causing a disturbance
- General refusal to do anything e.g.
  - Carelessness
  - Dawdling
  - Cheeky, off-hand comments
- Minor challenges to authority
- Annoying other people
- Silly or irritating name calling
- Mild, one-off swearing behaviour

**Suitable courses of action**

- Separate child from scene or other children involved
- Key Stage Leader or Assistant Head involvement
- Informal contact with the parents by class teacher
- Exclusion for a period from a lesson
- Send to paired classroom
- Write a letter of apology or apologise verbally
- Complete unfinished work in own time e.g. playtime
- Possible temporary withdrawal of a privilege e.g. netball practice

**Level 3 Exemplar Offences**

- Deliberately throwing objects with the intention of breaking them
- Harming someone
- Deliberately damaging school or personal property
- Leaving class without permission
- Repeated refusal to do set tasks
- Continued and serious cheeky responses
- Serious challenges to authority
- Harmful or offensive name calling, including racial remarks
- More serious or repeated swearing
- Verbal abuse of a child
- One-off bullying or manipulative behaviour

**Suitable courses of action**

- Referral to paired class, SLT or Headteacher
- Formal letter to or contact with the parents
- Head or Assistant begins to keep a record of incidents
- Possible involvement of Parents
- In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the LEA
- Possible exclusion from classroom for a period of time
- Possibility of parent involvement in school e.g. working with their child
- Possible lunchtime exclusion for a specified period of time
- Possible placing on SEN register at School Action or School Action Plus for emotional and behavioural difficulties
- Consider putting in place an Individual Behaviour Plan

**Level 4 Exemplar Offences**

- Repeatedly leaving the classroom without permission
- Fighting and intentional physical harm to other children including sustained or violent assault
- Throwing large, dangerous objects

- Serious challenges to authority

#### **Suitable courses of action**

- Immediate removal of offender from scene
- Immediate involvement of Headteacher (or Assistant if Head is not available)
- Headteacher keeps a record of incidents
- Telephone parents and meet with them as soon as possible
- Possible lunchtime exclusion
- Possible fixed term exclusion

#### **Level 5 Exemplar Offences**

- Leaving school grounds (or attempting to) without permission
- Verbal abuse of any staff
- Vandalism
- Stealing
- Persistent bullying, including racial harassment.
- Extremely dangerous or violent behaviour
- Very serious challenges to authority
- Repeatedly leaving school grounds (or attempting to) without permission
- Physical abuse of any staff member

#### **Suitable courses of action**

- Immediate removal of offender from scene
- Immediate involvement of Headteacher (or Assistant if Head is not available)
- Headteacher keeps a record of incidents
- Referral/ notification to local authority
- Fixed term/ permanent exclusion
- For repeated stage 5 behaviour, permanent exclusion may be considered
- Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.

Parallel procedures to the above apply for official out of school activities and extra curricular activities

Permanent removal of a pupil is rarely used by Governors. Normally, this would follow a history of poor behaviour, extremely violent behaviour and failure to respond to other sanctions or support strategies.

#### **Finally**

**No matter what the offence, this school firmly promotes reconciliation. A child must always be able to enjoy and experience forgiveness and renewed friendship. If a sanction**

**has to be used, then the person responsible for issuing it must ensure that this is done in an appropriate manner and without “personalisation involved”. We may not love the behaviour – but we will not stop loving the child.**