St. Joseph's Catholic Primary School

Behaviour Policy

1. Principles

1.1. This policy is based on our school mission:

'to live, learn and love in a caring Catholic community.'

1.2. St Joseph's and the wider CAST community seek to be a living example of the Gospels in action, based on the firm foundations of Christian love with Jesus at the centre.

1.3. We endeavour to foster the development of the whole person, having regard for individuals physical, moral, educational and spiritual formation.

1.4. We aim to be flexible in meeting the educational needs of individual pupils, fully recognising the worth of each child, to display patience with development at all levels; to give encouragement and to celebrate achievement; to share anxieties and to resolve conflict through the Gospel values of forgiveness and reconciliation.

1.5. At St Joseph's we work in close partnership with parents. Each parent signs a Home School Agreement for each of their children. This sets out what the school community will offer and in turn what the parent and child will contribute.

2. Purpose

2.1. As a staff we strive to make forgiveness and compassion the hallmarks of our dealings with children, particularly in matters of discipline. Children need to experience love and forgiveness if they are ever to come to know how much God loves and cares for them.

2.2. We need at all times to preserve the good order essential to teaching and learning by establishing a common known policy in the school. We create and maintain a stable and effective learning environment for all children.

3. Behaviour for learning

3.1. In fostering positive behaviour in the school, warm and positive communication is central. The school ensures that an environment of positive behaviour supports the children in making the correct choices in terms of attitude and behaviour. Good behaviour and high self-esteem are built by creating success, and then noticing it.

3.2. Staff teach explicit behaviours by:

- Providing a well ordered, calm and purposeful environment.
- Modelling, recognising and praising good behaviour at all times.
- Promoting increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- Providing a challenging, creative, interesting and relevant curriculum designed to engage and enable all pupils.
- Agreeing class rules and expectations at the beginning of each new academic year.

- Providing regular opportunities for pupils to discuss appropriate behaviour through discussion and circle time.
- Implementing additional targets and incentive schemes as appropriate to individual classes.
- A PSHE curriculum that allows regular opportunities across the school for work on relationships, feelings, child protection issues and bullying.
- Explicit teaching of our expectations for good behaviour.
- We reinforce the positive ethos of praise, trust and shared responsibility

4. Strategy

4.1. Children and staff have been central in developing a whole school statement of expectations, acceptable and unacceptable behaviour which forms part of this document. Expectations and Acceptable behaviour clouds are displayed in all classrooms. (See Appendix 4)

4.2. Rewards and sanctions must be applied consistently and fairly by all staff.

4.3. Good behaviour has to be modelled by all staff in their interaction with each other and all pupils.

4.4. The school has six Golden rules that help make expectations for behaviour explicit:

- Do be kind and helpful – Don't hurt peoples' feelings
- Do be gentle – Don't hurt anyone
- Do listen – Don't interrupt
- Do work hard – Don't waste your or other peoples' time
- Do be honest – Don't cover up the truth.
- Do look after property – Don't waste or damage things

4.5. There are six Learning Values. The learning values are rooted in Gospel and British Values:

- Respect
- Reflective
- Resilience
- Collaboration
- Aiming High
- Questioning

4.6. Strategies need to be developed at four levels:

- **Individual**
- **Classroom** – each class is to have a system whereby all children will be rewarded for good behaviour or good work.
- **Whole school** – all staff in the school will use an agreed progressive system of sanctions.
- **Playground** – all staff will use an agreed system of behaviour management.

5. Rewards

5.1. Each class is to have a system in place whereby the whole class can be rewarded for good behaviour or good work; this may be extra playtime, extra choosing time or a class 'treat'. Class reward systems should be regularly reviewed and adapted to ensure a positive impact on pupils' behaviour and motivation.

5.2. The use of the Zone Board to structure behaviour management within the class. Every child is identified by name and begins each day on green. Positive behaviour choices can be rewarded by achieving 'Silver' or 'Gold' on the zone board. Silver is rewarded with a silver sticker and Gold with a gold sticker. Children who receive a golden sticker are entered into the half term raffle. (See Appendix 6)

5.3. At the end of each day, teachers will acknowledge all those pupils who have stayed on green by feeding this into the class reward system. It is important to raise the profile of 'staying green' as positive, reflecting expected behaviour.

5.4. The following practical strategies are used in school to encourage and reward positive behaviour:

- Class Charter, drawn up by the pupils and adults within that learning space, displayed in all classrooms.
- The consistent use of the Zone Board to structure behaviour management within the class.
- The giving of responsibility
- Promotion of the Golden rules
- Promotion of the Learning Values
- Dojos are used within the classroom to commend learning behaviours and other priorities for class improvement. E.g. Having your book bag everyday.
- Displays of work
- Regular positive recognition of children's everyday acts of consideration
- Encouraging children to be as fully involved in school activities as possible
- Highlighting achievements publicly - in assemblies, drawing attention to parents and other children
- Star of the Week
- Praise and rewards: certificates, 'Star of the Week' cups and stickers.
- Celebration of achievements at assemblies.
- Staff to have positive expectations of their ability to influence children's behaviour.
- There will be a calm and controlled movement around the school at all times: allowing each other space and common courtesies at doorways.
- Staff are aware that children need limits and they are prepared to set them.
- Key year groups, notably Years 5 and 6, will be given lunchtime and playtime responsibilities of both a social and physical nature with the aim of further developing their sense of community spirit and maturity.
- Postcards are sent home from class teachers to reward particular effort and achievement within academic and/ or social situations.

- The Headteacher will send 'a letter of commendation' when children have received three of more award certificates.

6. Sanctions

6.1. At all times adults are encouraged to explain to children how their behaviour falls short of the school's expectation and standards. Children are encouraged to consider and discuss how they can improve their behaviour. Safety issues are paramount.

6.2. To ensure consistency for all children, class staff use a progressive system of sanctions which is structured through the Zone Board.:

1. Verbal warning
2. Time out (Moved to orange on the Zone Board/work missed to be completed at a break time)
3. Go to another class (Moved to red on the Zone Board/with work)
4. Sent to Headteacher
5. Consult parents

6.3. The sanctions are progressive; but are not carried over. E.g. If a child fails to behave after a verbal warning, they would be sent out of the class. If they continued to misbehave, whilst outside the classroom, they would be sent to another class. However, if a child misbehaved in the morning and got to number 3 but then chose to behave and was sent back to class where they worked appropriately, misdemeanours later in the day would start from 1 again.

6.4. Class staff should speak to parents if pupils were frequently getting to 2 or 3 of the sanctions. The sanctions will be displayed in all classrooms.

6.5. In Primary Sports lessons, the sanctions differ slightly to be appropriate to the lesson:

- Verbal warning
- Time out (sit out of the coaching session)
- Go to another class (accompanied by another child)
- Sent to Headteacher
- Consult parents

6.6. It is also recognised that there may be some occasions when it is necessary to bring a matter directly to the attention of senior staff, by-passing the staged progressive approach detailed above.

7. The House Point System

7.1. We operate a house point system whereby each child is allocated to a house and can earn points for their house in PE lessons and through their good conduct around the school. These points are displayed in the form of a chart in each classroom and totalled each week. The

result is shared with the children in Friday's Prayer and Praise and the wider community. An ongoing total is displayed in the school entrance.

7.2. House points can be awarded by any adult in the school in response to pupils demonstrating the Golden Rules, Teamwork, qualities of citizenship, manners around the school and good conduct.

8. General

8.1. As a general guiding principle, praise should be public and punishment should be private, however, 'behaviour incidents' are by their nature social and negotiation, accepting responsibility and reconciliation are corporate acts.

8.2. Consistency and routine are the hallmarks of a calm and ordered environment. Expectations for the school day are included in Appendix 1.

9. Break times and lunch time

9.1. Behaviour management should follow the principles of this policy.

9.2. Please see Appendix 2 for detailed procedures for lunch time.

At any stage it is recognised that it may be necessary for anyone on duty to call for Headteacher or Senior Teacher.

10. Conflict Resolution

10.1. We try to help children sort out their own problems. They are encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or aggressive behaviour. Please refer to Appendix 3 on how adults support children to achieve this.

11. After School Clubs

11.1. Unsuitable behaviour at after school clubs may result in children being temporarily or permanently excluded from an after school club.

11.2. This policy will be used for the children who attend the Before and After School paid provision.

12. Management of Serious Incidents

12.1. If a serious incident occurs, staff must remain calm and purposeful. Other children and adults must be removed from possible danger in an orderly fashion and the perpetrator given an opportunity to calm down and change their behaviour.

12.2. Running after, or following, a child is not encouraged, whilst moving attention away from the child and observing from a distance is a much more effective approach. Angry or agitated children will feel under less threat, and are therefore less likely to commit further damage. When the child is sufficiently calm an approach may be made.

12.3. In extreme cases exclusion from school may be necessary. This is a serious and formal procedure and fully involves parents. The Local Authority has formal procedures in place if exclusion of a pupil from school is being considered and it is our school policy to follow these.

13. Bullying

13.1. At St Joseph's we work hard to keep our school a safe place to be. We follow Devon's advice on the recognition of bullying.

13.2. Bullying is: any deliberate and/or persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as name calling and children excluding others from games or activities.

13.3. Bullying is not tolerated in our school. Through the positive ethos that is generated within the school community, it is hoped that normal childlike disagreements are managed effectively and considerately by both children and adults alike. However, repeated concerns and issues will be given serious attention, involving staff and parents.

13.4. Instances of bullying will be recorded in CPOMs and /or Bullying Incident Log which will monitored by senior staff**.**

14. Guidelines

14.1. We seek at all times to encourage good behaviour and take a positive approach but staff need clear guidelines on how to deal with the situation when a problem arises. The Tiers and Consequences sheet for Unacceptable Behaviour is a reference for staff to support consistent management. Appendix 5.

14.2. If a pupil with Special Educational Needs and/or Disability (SEND) requires individualised, explicit behaviour support we have a variety of strategies that may be put in place.

- PEP (Personal Education Plan that must be in place for all Looked After Children)
- A 'My Plan'
- Individual Behaviour Care Plan (BCP)
- Statement of Special Educational Need or EHCP
- Multi-Agency work
- THRIVE action plan.

In these situations, the school may decide that strict enforcement of the school's behaviour policy is inappropriate and other arrangements will be made. When other arrangements are made these will be communicated to all staff and other agencies working in the school by the class teacher.

EQUALITY AND DIVERSITY
This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.

Appendix 1

Routines for the school day

Before School

- The school gates will open at 8. 35 am
- After 8.45 am children arriving at school will make their way straight into class.
- We are trying to build the children's independence and encourage them to take their own coats off and look after their own book bags etc.
- Morning work will be provided for the children to engage in learning at the very start of the day ensuring an efficient and purposeful transition into the school day.
- Class teachers are responsible for the supervision of children from 8.45 am onwards. Before that time the supervision of children is the responsibility of their parents/ carers.

Playtime

- During playtime no child will be permitted to be in an unsupervised area of the school for any reason beyond going to the toilet.
- All staff should be on the playground before the bell is rung at the end of play.
- At the end of playtime the bell will be rung. All children are expected to stand still and be quiet.
- The adult on duty will call a class at a time to go back into class. (Children will not line up.)
- Classes should return to class one at a time. Walking and quiet.

Lunchtime

- All appropriate staff should be on the playground promptly.
- At the end of lunchtime, the bell will be rung.
- The adult on duty will call a class at a time to go back into class. (Children will not line up.)
- Classes should return to class one at a time. Walking and quiet.

End of the School day

- At the end of the school day, children are expected to leave the school promptly.
- Reception, Y1 and Y2 parents collect their child from the classroom door.
- For Y3 upwards, class teachers will accompany their class onto the playground at the end of the day to allow for informal feedback between school and parents.
- If children are attending after-school or organised extra-curricular activities, they must leave the premises as soon as the activity is completed in accordance with pre-set arrangements.
- KS1 children will not be allowed to walk home unsupervised.
- KS2 will be allowed to walk home as long as that is normal practice for the child.

APPENDIX 2

Lunch Time Behaviour Management

All behaviour management in the school must be in keeping with the school policy:

- To have a positive and consistent approach
- Co-operation over confrontation
- Compassion and forgiveness in abundance
- Warm, positive communication
- Dealing with unacceptable behaviour in a quiet and private, rather than public, way

Rewards

- House Points may be awarded for good conduct during play/ lunch times.
- Stickers will be used to acknowledge good choices in the dining hall and on the playground.
- Children may be nominated for a 'Playtime' certificate'.

Sanctions

Whilst we expect most children to follow the rewards system and enjoy the whole process, there are some individuals who will require strategies to learn to develop more positive behaviour habits. Sanctions are intended to help this small group and are designed to give children every possible chance to reflect and turn their behaviour around. Staff should try to offer strategies to these children to help them develop a more positive approach.

A 3 steps sanctions procedure is in place across the school.

Step 1 **Gentle reminder** stating inappropriate behaviour
Step 2 **Yellow card** given as a warning (Five minutes standing off/ to the side of the playground)
Step 3 **Red card** (sent to the Headteacher or Senior Teacher)

Staff are encouraged to move clearly and consistently through the steps in order to avoid escalation. This allows children time to take responsibility and reflect on and change their behaviour, and is a very effective behaviour management tool. Staff will detail any incidents on CPOMS which have resulted in a red card. This allows behaviours and actions to be tracked. The class teacher will endeavour to inform parents if their child receives a red card.

General sanctions guidelines

- The aim of sanctions is to discourage future misbehaviour
- Sanctions that are unfair, inconsistent or really unpleasant are counter-productive
- The effectiveness of sanctions comes through their being imposed following a warning
- Staff responses need to be appropriate to the level of seriousness of the rule being broken, rather than to their own tolerance levels
- Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect
- Staff must be clear that it is the behaviour they do not like, and not the child, thus enhancing the likelihood that the child will want to cooperate in future
- The severity of the sanction should always be kept to a minimum
- The real power of sanctions is the pupil having a clear picture of the dependable and inevitable progression through the hierarchy
- As a general rule, complaints about behaviour should be made in private and staff should avoid public rebukes if at all possible; telling someone off in public can leave everybody feeling told off and can have a desensitising effect.

Whilst we aim to do everything possible to eliminate undesirable behaviour we do so with the understanding that there may be many complex underlying reasons for this behaviour and that each and every case is individual,

which means we must adopt a flexible approach. There will be times when a child has a particular behavioural need and individual strategies may be in place.

Ultimately, a member of the Leadership Team is always available to support and work with lunchtime staff.

DO

- ✓ Build environment that enhances responsibility and cooperation
- ✓ Encourage, give positive feedback
- ✓ Separate behaviour from person
- ✓ Use "I" statements rather than "You" ("I feel upset" rather than "You have upset me")
- ✓ Approach child side on, not face to face
- ✓ Give a choice, rather than threat or demand
- ✓ Allow take up time (waiting, hand on hip, just doesn't work!)
- ✓ Reprimand privately, not publicly
- ✓ Avoid holding grudges/personality clashes
- ✓ Re-establish relationship after correction
- ✓ Replace "Don't" with "Do"
- ✓ Use assertion – not hostile – tone of voice
- ✓ Acknowledge and praise good behaviour
- ✓ Focus on primary behaviour – avoid argument
- ✓ Actively promote, teach and support positive behaviour
- ✓ Pass a problem on to someone else if you don't feel in control

DON'T

X Humiliate

X Use sarcasm

X Turn a blind eye

X Use unjust consequences

X Use unkind words

X Pass the buck!

X Allow feelings to get in the way

X Respond to secondary behaviour

X Struggle on in a situation you are finding difficult to manage – pass it!

APPENDIX 3

CONFLICT RESOLUTION

CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES

Children should be encouraged to take some responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for ensuring children can carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. In turn, adults should also be prepared to provide a platform through which children may respond, and to listen to their explanations.

Preferred three step conflict resolution strategy:

The adult is the referee, not part of the discussion, and is responsible for ensuring rules are followed.

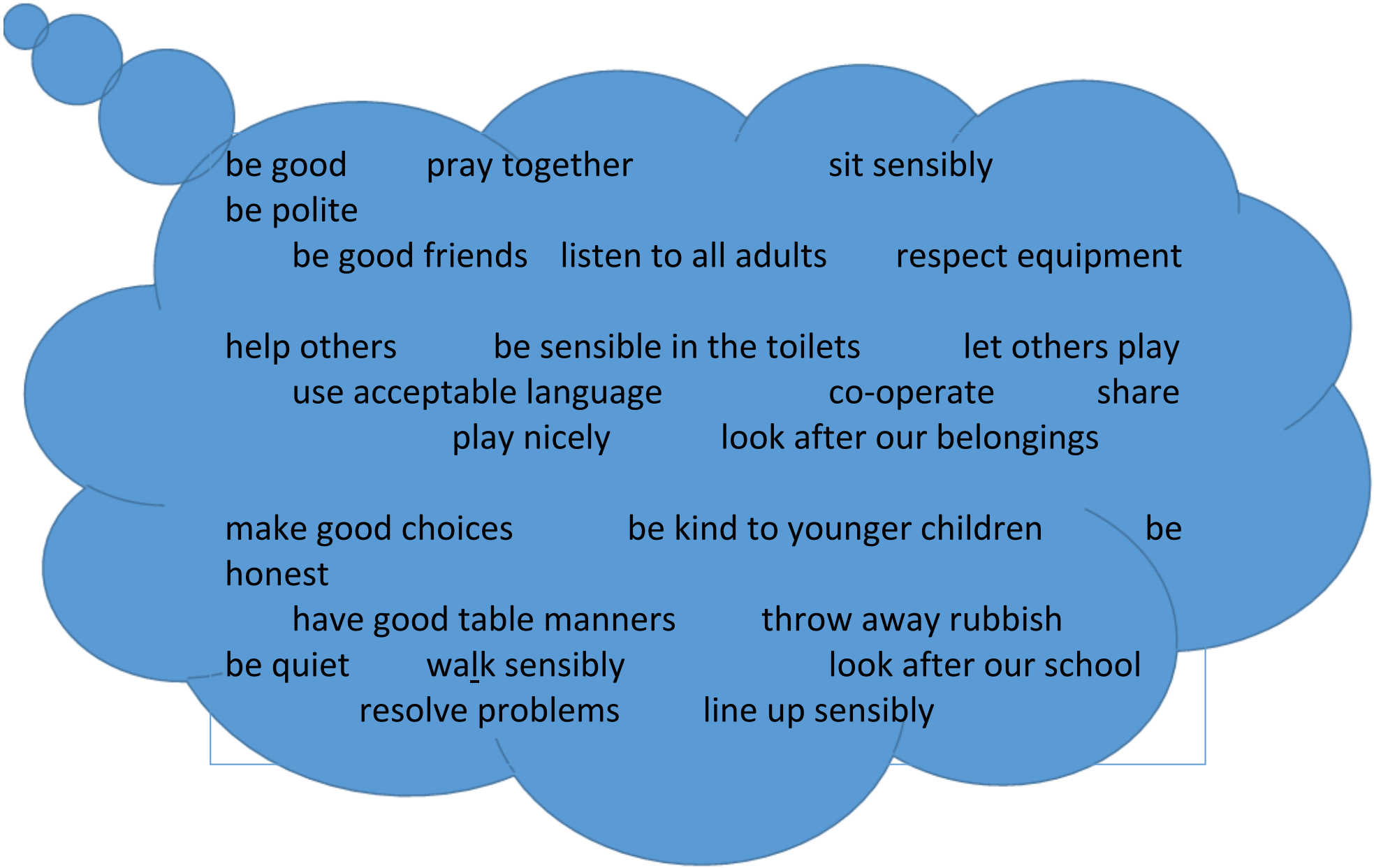
Each child has a turn to say:

1	2	3
What the other child has done to upset them	How they feel about it	How they would like them to behave in future

- The others listen with no interruptions
- They are encouraged to maintain eye contact
- No-one is allowed to interrupt or argue
- Continue taking turns until each has finished

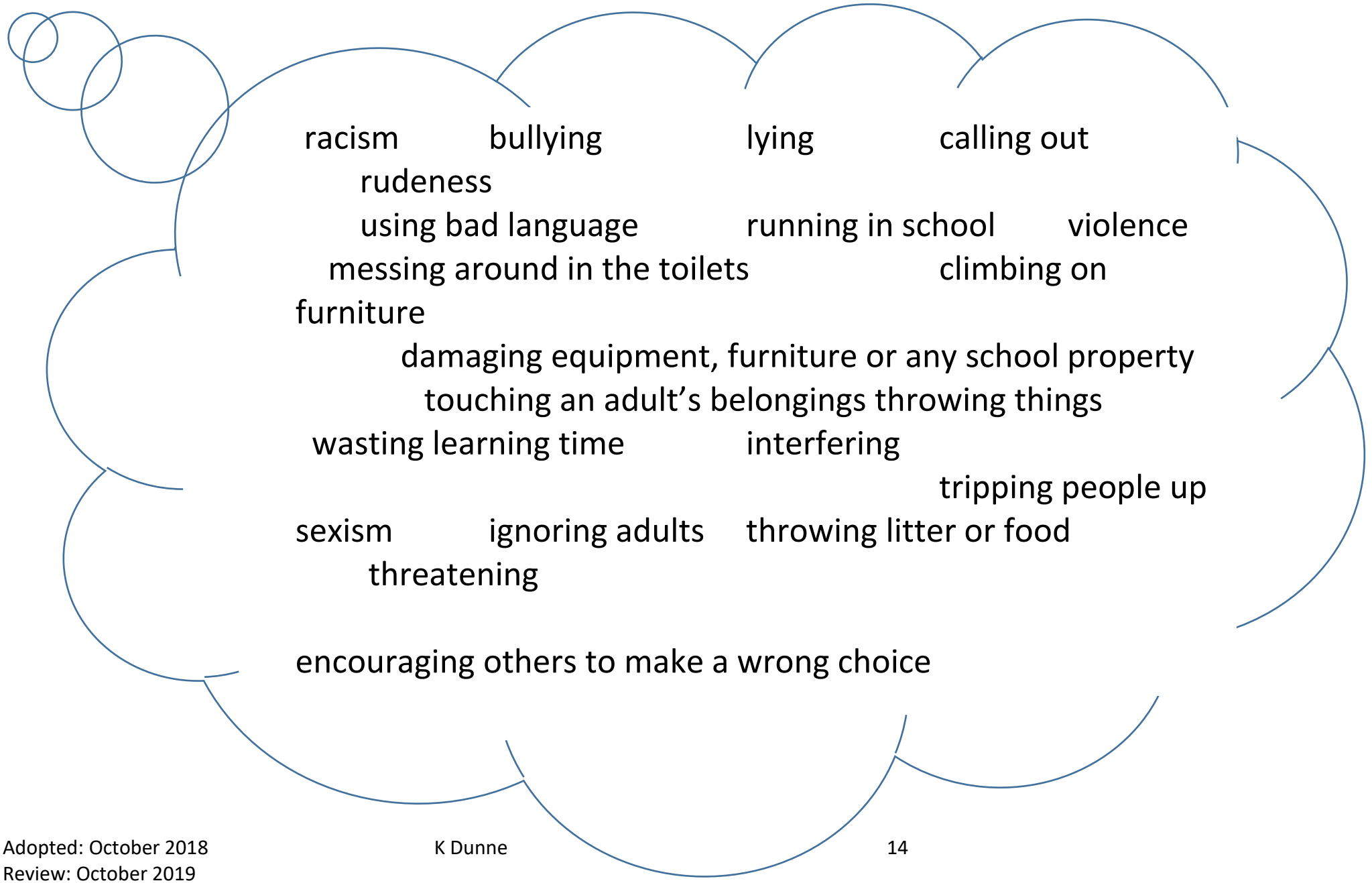
If the children cannot resolve conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action, although this should always be re-checked with all concerned so that children understand justification for this action.

In our school we are aiming to:



So that our school is a happy learning place




racism
bullying
lying
calling out
rudeness
using bad language
running in school
violence
messing around in the toilets
climbing on furniture
damaging equipment, furniture or any school property
touching an adult's belongings throwing things
wasting learning time
interfering
tripping people up
sexism
ignoring adults
throwing litter or food
threatening
encouraging others to make a wrong choice

UNACCEPTABLE BEHAVIOUR – TIERS AND CONSEQUENCES **APPENDIX 5**

Tier 1	Tier 2	Tier 3	Tier 4
Behaviour This is not an exhaustive list. It has come from children and staff's contributions.			
Could Include…. • Running in the building • Talking when they are supposed to be quiet • Distracting behaviour • Sitting inappropriately • Wandering around the classroom • Scooters on the playground • Eating in the corridor • Not wearing correct uniform • Not being punctual after breaks • Being in the classroom at break time without permission • Being in prohibited areas • Name calling • Disobedience • Shouting out during lessons • Mistreating Resources • By standing	***Could Include….*** • Swearing • Throwing food • Damaging property • Defiance / answering back • Invading privacy (toilets) • Repeated name calling • Deliberately provoking others • Hurting others intentionally • Storming out of class • Lying	***Could Include….*** • Seriously damaging school property • Continued defiance (refusing to do as asked) • Racist remarks • Bullying (STOP – Several • Times On Purpose)	***Could Include….*** • Injuring staff or pupils • Significant and deliberate damage to property • Swearing directly at an adult • Threatening Behaviour • Stealing • Persistent disruptive behaviour
Consequences			
Could Include…. • Move down the zone board with subsequent sanction • Letter for parents about uniform / punctuality	***Could Include….*** • Move down the zone board with subsequent sanction. • Phone call / text to parents from class teacher • Working in isolation within class • Sent to another class to work could Include….	***Could Include….*** • Phone call to parents from • Senior Leadership Team • Lunchtime Isolation from • peers • Period of internal exclusion	***Could Include….*** • Period of internal / external exclusion • Dealt with by Headteacher

The Zone Board

APPENDIX 6

	Receive a gold sticker and entry in the end of term raffle.
	Receive a silver sticker.
	This is what is expected of you. **All pupils who stay on green will add to the class reward daily.**
	Warning: Time out. (You may miss 5 minutes of break time or be moved. Work missed to be completed at a break time)
	Unacceptable: Moved to another class. (You may miss some break time/ lunch time. Work missed to be completed at a break time)