

# Behaviour Policy



The Governing Body of St Joseph's Catholic Primary School approved this policy in June 2017.

It will be reviewed in June 2020.

Signed by Chair of Governors: \_\_\_\_\_

Date: 4<sup>th</sup> July 2017

Signed by Executive Headteacher: \_\_\_\_\_

Date: 4<sup>th</sup> July 2017

**Our Mission Statement:  
'Through Christ we achieve our Personal Best'**

**Statement of aims**

As a school St Joseph's is proud of its ethos and its aim is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect.

At St Joseph's we aim to lead our children in developing behaviour for life. We will do this with a positive, Christian approach, remembering that we all make mistakes and need to come back to God.

We aim to promote an environment where everyone feels happy, safe and secure.

**Expectations**

**Our core values:**

- We are united in faith and love.
- We always strive to do our Personal Best.
- We are respectful.

**At St Joseph's we will:**

- As adults treat each other with respect at all times, reflecting gospel values, therefore providing a positive role model for children and each other.
- Support the way in which all members of the school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Treat all children fairly and apply this policy in a consistent way.
- Provide encouragement and stimulation to all pupils.
- Bullying is not accepted at St Joseph's in any form (see anti-bullying policy).
- Ensure that all children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and a positive attitude as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## Approaches

An effective Behaviour Policy is one that is positive and seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and setting expectations of good behaviour.

At St Joseph's we use the 'Restorative Justice' approach to behaviour. This:

- Focuses on what has happened and any harm caused
- Encourages and enables you to understand the impact of your actions
- Encourages you to take responsibility for your actions
- *Addresses the needs and feelings of the child/children affected*
- *Repairs situations where harm has been caused to through communication (restorative conversation,) mediation, awareness of feelings - empathy and resolution*

To do this we use the following questions:

## Restorative Questions

To respond to challenging behavior...

- > What happened?
- > What were you thinking at the time?
- > What have you thought about since?
- > Who has been affected by what you have done?
  - > In what way?
- > What do you think you need to do to make things right?

To help those harmed by other's actions...

- > What did you think when you realized what had happened?
- > What impact has this incident had on you and others?
- > What has been the hardest thing for you?
- > What do you think needs to happen to make things right?

**To achieve a positive approach to behaviour we believe:**

- Children should treat each other the way they want to be treated.
- Behaviour can change and that every child can be successful.
- Celebrating success helps children to achieve more.
- Reinforcing good behaviour helps our children to feel good about themselves.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Praising and a system of rewards is more likely to change behaviour than blaming or punishment.

### **At St Joseph's the basic School Rules are:**

- We listen carefully.
- We always try our personal best.
- We put our hands up to speak.
- We respect each other.
- We walk around our classroom and school.

These rules are adapted by each Key Stage to reflect the age appropriate expectations.

In Early Years Foundation Stage, these are simplified to be:

- Kind hands,
- Kind feet,
- Kind words,
- Good sharing,
- 'Have a go'.

### **Rewards and Sanctions Overview**

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Children at St Joseph's are taught to expect fair and consistently applied rewards/sanctions for appropriate and inappropriate behaviour. All systems are flexible to take into account individual circumstances. The emphasis of the School Behaviour Policy is on Reward and Praise which should be used, wherever possible, for both work and behaviour. Once allocated, *rewards cannot be removed*.

All class teachers in Key Stage 1 and 2 operate a stepped approach to Sanctions (see below) which is on display in the classroom and followed rigorously. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards/sanctions. *It is important to remember, when dealing with poor behaviour, that it is separated from the child.* It is the behaviour, not the child we are attempting to change. **It is expected that all adults will use the policy to help deal with poor behaviour shown by children.** It is also expected that staff deal with situations and children on an individual basis, and *take into account any possible special needs that a child may have.*

## Early Years & Foundation Stage and Key Stage 1



### **Rewards are:**

- All children start off on the happy face.
- When children are enrolled, they are allocated a House and can earn House Points for good behaviour.
- Children can earn stickers.

### **Behaviour Reminders are:**

- If a child does something wrong and needs to be reminded of this, their name is placed next to the worried face (middle one).
- If they continue the negative action, then their name is placed next to the unhappy face.
- If the negative action still continues, then the child will be asked to go to the time out table.

A child can, at any time, return to the happy face if their behaviour improves.

## Key Stage 2 Reflect Chart

1. **Verbal Warning** – I have been spoken to about my behaviour



2. **Warning Box** – I have been spoken to for a SECOND time and my name has been written in the Warning Box.



3. **Time Out** – I have been spoken to for a THIRD time and I now have to sit at the Time Out table and think about my behaviour. What I have done will be written in the Behaviour Book.



4. **Buddy Class** – I am finding it difficult to do the right thing and now have to go to a Buddy Class. *Note: Buddy Classes are as follows; 1&2, 3&4, 5&6. A child should be taken to a Buddy Class by a member of staff.*



5. **Phase Leaders** – I will speak to the Phase Leaders about my behaviour by the next break time or at the end of the day (EYFS: PP, Y1-3: EB, Y4-6 AE).



6. **Final Actions** – I am finding it very difficult to do the right thing. My behaviour will be recorded in the SLT Behaviour Log and now have to visit Mrs Wyatt or Mr Stacey. They may decide to do one of the following:



1. Send me to lunch time reflection



2. Exclude me internally for 1 day in another class (after informing my parents)



3. Allocate a 1-day fix-term exclusion and inform the LA.

### **Other sanctions that can be used:**

1. Time out in another class
2. Miss playtime
3. Parent consultation arranged regarding behaviour
4. Send for Deputy Head/Head Teacher
5. Report book
6. Possible withdrawal from trip (at EHT or HoS discretion)

If class rules or school rules are broken, the following further sanctions may be taken by class teachers:

- Loss of playtime
- Ask children to sit out activities/events
- Withdrawal from trips (with permission from the Head Teacher/Deputy Head)

### **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

### **Rewards may involve:**

- Verbal praise
- Verbal praise to parents about their child
- House points
- Smiley faces
- Stickers and stamps
- Table points
- Class wise rewards e.g. marbles in a jar, building up to e.g. a popcorn party
- House points – whichever House has the most points at the end of the week is awarded extra play; at the end of the term, a Reward Afternoon. Special privileges (e.g. free time)
- Special responsibility jobs

### **Sanctions**

Despite positive responses as a means to encourage good behaviour at St Joseph's, it may be necessary at times to employ a number of sanctions that enforce and back up the School Rules, to ensure a safe and positive learning environment.

### **When dealing with all forms of inappropriate behaviour, staff should follow these three 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 i.e. "I am asking you to stop pushing".
2. **Logical consequences:** Ensure that you remind the pupil about the rule they are breaking i.e. "You know we do not allow running in school as it can lead to accidents". A logical consequence is a sanction that should fit the offence. It generally has two steps. The first is to stop the misbehaviour. The second step is to provide an action that recalls the children to the rules, reinstates the links and teaches alternative behaviour.

3. **Fresh start:** Although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start. This is the reconciliatory approach.

It is imperative that any sanction is applied fairly and consistently and consequences fully explained.

Extremely poor behaviour must be reported to the Headteacher or Deputy Head immediately. A letter will be sent home or a phone call made to parents. For continual unacceptable behaviour or in the case of 'serious verbal or physical violence' the child may be excluded from school. This could take the form of a fixed term exclusion or on rare occasions a permanent exclusion. Only the Headteacher (or acting Headteacher has the right to exclude a child from school).

### **Playground Behaviour**

There is a clear set of **Playground Rules** visible in the playground. They are:

- We respect each other
- We play safely
- We follow instructions
- We line up sensibly

Staff should refer to these rules when dealing with any issues. It is expected that supervising staff will be able to deal appropriately, fairly and consistently with issues arising in the playground. However, where necessary, supervising staff should feedback directly to a pupil's class teacher.

#### **The following steps should be followed:**

- A first step would be to issue a warning to a pupil who is breaking a playground rule.
- If the pupil continues to ignore the warning, then the next step is for them to go to the Heart of the School for 2-5 minutes. The child should then return to the playground.
- If the pupil continues to behave in an unacceptable way, they should be taken to the 'Reflection Room' by a member of staff, where they have to sit quietly and write on a reflection sheet. Any child who is sent to the 'Reflection' is recorded in the Playground Behaviour Log.
- The 'Reflection Room' is only to be used for dealing with incidents that have arisen in the playground.
- If the need arises (for a serious issue), The Head/Deputy Head Teacher should be sent for to come to the playground.
- A child can be sent immediately to the Reflection Room for a serious or ongoing issue.

#### **Playground Rewards include:**

- Stickers
- Choice of equipment
- Choice of indoor activities (e.g. Nintendo's)

## **Roles**

Pupil Voice is made up of representatives from all classes Year 2 to Year 6. They also play a major part in deciding on activities that spread a positive message across the school. This includes asking for suggestions for games, activities and events.

Peer Mediators are pupils who are trained by the Learning Mentor to take responsibility at playtimes to supervise equipment and games, to support children who need encouragement to play and remind pupils across the school of the Playground Rules and what is acceptable.

House Captains are elected by their peers from those willing to stand in Year 6. Like the School Council, they have a role of responsibility, communicate children's voice to adults and are role models for all children.

## **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 explain the school's "Behaviour Rules" on the school website, and we expect parents to read these and support them. We regularly inform parents through the school Newsletter of improvements to playtimes and opportunities for them to join in at lunchtimes.

The Governing Body of St Joseph's expects parents to behave in a reasonable and civilised manner towards all school staff, as per the St Joseph's Home/School Agreement '*Make sure that we model respect by always approaching teachers and staff politely*'. Incidents of verbal or physical aggression to staff by parents/guardians/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 via the school office. 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.

## **The Role of Non-teaching Staff:**

All school staff (including volunteers) have a responsibility to uphold the Behaviour Policy.

Non-teaching 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 contact with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime where necessary.

### **The Role of the Class Teacher:**

St Joseph's Primary School 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 at St Joseph's Primary School 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.

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 with in an atmosphere of trust and mutual respect.

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

### **Role of the Governors:**

The Governing Body has the responsibility for setting down general guidelines on standards of discipline and behaviour and for 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.

### **Role of the Headteacher:**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 welfare and health and safety 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 very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.