

St. Joseph's R.C. Primary School

Behaviour Policy



Policy Completed By: SMT

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ST. JOSEPH'S SCHOOL BEHAVIOUR POLICY

Discipline within our school stems from our Christian values and principles of love, care and respect for each other. Our Mission Statement underpins our School Behaviour Policy –

MISSION STATEMENT

At St. Joseph's Roman Catholic School, we aim to grow and learn together within a loving and caring environment which reflects the Gospel values. We encourage all our children to reach their full potential in all aspects of their education.

The Gospel values are at the centre of our daily lives. They guide both our behaviour and approach to ill-discipline. Good behaviour is achieved through self discipline and understanding of others, our policy encourages children to treat others with respect.

The purpose of the policy is to provide a clear code of conduct for all adults and children at St. Joseph's and is to be implemented regardless of sex, race or social background.

AIMS AND VALUES

As well as our general aims stated in policy documents, we believe it is important to –

- Foster positive caring attitudes to one another and the environment.
- Acknowledge that every person is an individual whose talents should be valued and developed.
- Support each person who needs help and encouragement, raising the self esteem of all.
- To listen carefully to the views and opinions of others.
- Take action when an injury or injustice has occurred to a child by another. Provide support and comfort. Provide time and space for an individual to reflect upon his/her actions and where relevant to make reparation.
- That staff and pupils respond to one another in a polite, thoughtful manner.
- That we fulfil our responsibilities as pupils, teachers, mealtime supervisors, teaching assistants , with regard to –
 - punctuality
 - promoting the learning and harmonious atmosphere of the school
 - taking responsibility for the building and its equipment.
 - co-operating with other school members.

We believe that emphasising positive behaviour in school will marginalise poor behaviour.

A well managed orderly environment will encourage children to fulfil the gospel values in their own behaviour.

CODE OF CONDUCT

CHILDREN'S RESPONSIBILITIES

- To inform their teacher if other children behave inappropriately towards them.
- To solve problems by talking to other children.
- To be considerate towards others, try to understand other people's point of view.
- To develop positive attitudes, in words, thoughts and actions
- To respect everyone, including yourself.
- To work to the best of your abilities and support others in doing the same.
- To remember good manners, be kind, polite and considerate to all.
- To wear our school uniform with pride - **keep their hands out of their pockets and tuck in their shirts.**
- To respect the school's and other children's property.
- To walk quietly within the school building, keeping to the left.
- To be responsible in looking after the school and classroom environment.
- Prefects and school councillors have specific responsibility to support others and display good models of behaviour.
- To recognise that fulfilling our responsibilities enables us to be proud of our school.
- To follow our agreed classroom rules.
- To fulfil our mission, outlined within our Mission Statement.
- **Speak to adults appropriately for example 'Yes Miss/Mr.....'**
- **Be polite and considerate when passing adults and other children in school**
- **Interact sensibly in the playground with one another – shouting at one another is not allowable, screaming and squealing is inappropriate.**

STAFF RESPONSIBILITIES

The first step to promoting good behaviour and preventing misbehaviour is to ensure that the children are actively involved in engaging, motivating, stimulating and appropriately challenging activities. Teachers must also ensure that they themselves are organised and adequately prepared appropriately for each lesson so that children are not left waiting and possibly have the opportunity to misbehave.

- To treat all children fairly and with respect.
- **Monitor to ensure that children fulfil their responsibilities.**
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe, bright and pleasant environment that is purposeful and well-organised.
- To follow policy and use rules and sanctions and reward systems clearly and consistently.
- To be a good role model.
- To form good relationships with parents, so children see that the key adults have a common aim.
- To recognise that each child is an individual and be aware of their special needs.
- To make children aware of the Gospel values in their everyday lives.
- To recognise the good in each child.

- Ensure that children are appropriately supervised when moving around the school, to minimise the potential for all aspects of poor behaviour.
- To work together as a team to support children's positive behaviour.
- To be particularly vigilant during ICT lessons to ensure appropriate, effective and safe pupil use. (Refer also the E-Safety Policy)
- To support one another as a cooperative staff team.

SUPERVISION

All pupils should be supervised and closely monitored throughout the course of the school day. We must ensure that all staff focus on our pupils, so that we are able to respond to actions and interactions quickly and appropriately.

Groups of children should be supervised when moving around the school to attend music, PE, intervention and SEN groups and lessons in the computer suite.

At break time/lunch time, children should be supervised to the exit point or the dinner hall.

At the end of each day, children should be supervised to and from cloakrooms and dismissed in line with agreed policy.

When moving to different parts of the building as a class, children should file past their class teacher when possible and be directed to wait at appropriate points.

Children should be supervised if kept in class during break-times as a sanction, if completing a job for the teacher or accessing a pupil support ICT program, e.g. Lexia.

PARENTS RESPONSIBILITIES

- To make children aware of appropriate behaviour in different situations.
- To encourage independence and self discipline.
- To show an interest in all the child does in school.
- To foster good relationships with the school.
- To form good relationships with the teachers so children see that the key adults have a common aim.
- To be aware of the school rules and expectations.
- To support the school in the implementation of the policy.
- To contact the school in an appropriate manner, as soon as possible should a problem arise.
- Act as role models for their children.
- **Support the school policies regarding uniform and presentation.**

MEALTIME SUPERVISORS RESPONSIBILITIES

- To keep all areas of the playground and mealtime areas monitored according to the agreed rota.
- To encourage groups of children to engage in purposeful activities.
- To be aware of children on their own, encourage groups to involve them.
- To intervene as soon as possible when play is inappropriate.
- To respond to problem situations as early as possible.
- To be positive with responses to the children.
- To be fair in judgement, listen to concerns.
- To have an agreed area for 'Thinking Time'.

- To record incidents factually in incident book (headteacher's office).
- To inform class teacher/senior staff of any serious situations.
- To record injuries factually in accident book.
- To observe carefully, children at play and guide them when necessary.

SCHOOL RULES

Children must be in the playground before 8.55.am when the whistle blows for the start of each day.

Stand still when the whistle blows after each playtime. Walk quietly and smartly to your line when directed.

Use your own cloakroom and peg. Follow school procedures for using cloakrooms.

Always walk in single file on the stairs and corridors. Keep to the left.

Walk quietly inside the school building.

Remember good manners, be kind, polite and considerate to all – e.g. hold doors open for adults and each other, allow others to go first.

Trainers may not be worn during morning break.

Trainers must be changed at the end of the lunch break.

Fruit may be eaten during morning break.

During wet play use games, ask permission to leave the classroom.

Pupils are not to use scissors, the computer or any other technological equipment during wet play or unsupervised during play times.

Pupils are to follow the internet safety rules which are displayed in all classrooms.

No child should be in the school during playtime without permission. Coats and jackets are to be collected on the way to the playground in cold weather.

Wear school uniform with pride. Remember, jewellery is not permitted. Shaved patterned haircuts or hair colours are not permitted. Girls with long hair must have it tied back.

Have respect for another's property.

Bring your reading folder and water bottle to school each day.

Bring P.E. Kit to school on appropriate days, as directed by your teacher.

Be prepared for each lesson. Mark personal equipment with your own name.

CLASSROOM EXPECTATIONS

The children's responsibilities, school rules (including internet safety see appendix 2) and classroom expectations will be discussed by teachers and their class each year.

A list of agreed class rules will be displayed. These will have been agreed as guidelines to promote a happy, hardworking and relaxed atmosphere in the class.

Remain silent during the register.

When the teacher talks to the whole class, everyone is silent and listens.

If the class is asked a question, put your hand up to answer.

Work sensibly with classmates.

If you arrive late, explain your lateness to your teacher, you may be expected to make up the time you miss.

Eating, drinking and chewing are not allowed in the classroom.

Keep your classroom tidy. Take responsibility for classroom materials and equipment.

WAYS TO ENCOURAGE GOOD BEHAVIOUR

Ensure the children understand what is expected of them.

Structure classroom expectations which make explicit rules, expectations, rewards and sanctions.

Encourage children's responsibility, independence and motivation.

Ensure children are appropriately challenged and motivated in the curriculum tasks they are set.

Praise – always look out for and praise good conduct and good work.

Ensure praise is deserved. We will aim always to recognise achievement.

Pass on to children favourable comments from other adults.

Rewards – commendation or merit stickers can be placed on work or given to children for any work or behaviour worthy of praise. Stickers are distributed by Key Stage Co-ordinators

Children may be sent to the head teacher or assistant head teacher, for or behaviour worthy of praise. The head teacher and assistant head teacher award personalised stickers in these circumstances.

Each class shares examples of work in a 'Good Work Assembly'.
Parents may be informed of a child's achievements.

SANCTIONS

Children are made aware that they are responsible for their actions.

Poor behaviour is dealt with consistently throughout the school.

Sanctions are progressive as follows: –

An initial disapproving look or gesture.

A verbal reprimand.

A verbal warning.

Loss of privilege, playtime or lunchtime, always under supervision.

(e.g. missing five minutes of break, under supervision of class teacher or teaching assistant)

Loss of responsibility (prefects, monitors)

Remove child/children

- within class or **work at an individual table**
- within key stage
- to another key stage

Behaviour discussion with the Head/Deputy Head/Assistant Head – (referrals take place Tuesday/Thursday lunchtime)

Incident recorded in individual pupil record sheet

Referral to Head teacher/Deputy Headteacher (**behaviour discussion and/or checking in**)

Discussion and regular contact with parents (Behaviour Book if required)

Fixed term exclusion.

Permanent exclusion.

If there is a regular behavioural problem, it will be dealt with in line with Appendix one. Serious incidents of unacceptable behaviour may be referred directly to the head or deputy head teacher. It will be important to involve parents at an early stage. It may be necessary to involve outside agencies such as the Educational Psychologist, CAMHS or the behaviour support team if there are underlying issues resulting in misbehaviour.

In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self esteem within a child.

Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the School Policy on exclusion.

Promoting Positive Learning Behaviours

At St Joseph's we actively support our children to develop positive learning behaviours within our school and within each classroom. We expect the children to fulfil their potential (ref. Mission Statement) and to support one another as effective learners. Our school staff, where and when possible, are expected to model these learning behaviours.

Our school routines and structures are in place to support positive learning and classroom environments.

Pupils are expected to display the following within their learning behaviours;

- Engagement in whole class and group activities.
- Positive contribution to whole class and group activities appropriate to individual ability.
- Effective collaboration with one another in group activities, respecting the views, opinions and contributions of classmates.
- Positive body language throughout the course of each session and each day, actively contributing to the learning process
- Responsibility for equipment and preparation for lessons, including homework, appropriate for the children's age and understanding
- Modelling of appropriate behaviours and high expectations within class and groups – developing an open and analytical mind
- Displaying positive attitudes to opportunities and new experiences.
- Celebrating successes, developing personal pride in achievements and outcomes.
- Being inspirational and well as be inspired.
- An understanding of, and active contribution to, school routines and the impact of these on the learning environment.
- Contribution to and understanding of the purpose of assembly and collective worship.
- Maintaining and spreading the ethos and attitudes of school, outside the classroom and outside school.

UNACCEPTABLE BEHAVIOUR/BULLYING

Please see Anti- Bullying Policy for more information

All children have the right to attend school and learn in an environment free from violence, bullying and harassment. Vandalism, rudeness to adults and bad language are not permitted.

Bullying is 'wilful, conscious desire to hurt, threaten or frighten someone else by a pupil who has some sort of power over the victim'.

Such deliberately hurtful behaviour can take many forms –

- Physical hitting
- Kicking
- Taking belongings
- Verbal name calling or insulting
- Racist remarks
- Excluding peers from social groups
- Story spreading
- Cyber Bullying (see Anti- Bullying Policy)

All the above incidents will be treated as serious misbehaviour and recorded in the incident book.

Repeated occurrences will lead to clear consequences, including action at the end of the hierarchical order of sanctions.

Children are encouraged to talk to adults if they witness or experience bullying.

APPENDIX ONE – BEHAVIOUR POLICY

In cases of unacceptably poor behaviour in the classroom, the following options can be considered.

1. Keeping the child back for 5 minutes at the end of the teaching session either at morning break or lunchtime ensuring children are appropriately supervised.
2. If deemed necessary, record details of the child's unacceptable behaviour on individual pupil record sheet.
3. Referral to behavioural discussion groups on Tuesday or Thursday with the Head teacher or Deputy Head teacher. Consider whether the timing is appropriate and the age of the child.
4. **Providing a pupil with an individual table within the classroom**

In discussion with parents, the Head teacher/Deputy Head teacher may -

- instigate a behaviour book on a daily or weekly basis (followed up and continued by class teacher)
- record details on the child's individual record sheet
- enlist parental support and appropriate home sanction
- meetings with parents/class teacher and Head teacher (if deemed necessary)
- the Head teacher may deem some situations merit exclusion. At this point, a Behavioural Support Plan would be drawn up with help from the Behaviour Support Unit.

Finally, we would expect that staff in the course of deciding what is appropriate, recognise that for some children poor behaviour is an expression of frustration or simply that their home lives may be difficult and that they are struggling to cope. In these exceptional cases we would actively seek to encourage good behaviour and comment when it occurs. Teachers we know do this naturally and it is an integral part of school life for all children.

Sanctions for poor behaviour we would hope to avoid would include

- sending children into the corridor unsupervised
- the withdrawal from particular lessons whether these are PE, Art, school trips (unless of course there are Health and Safety issues)
- blanket punishments for the whole class when a small minority are misbehaving
- the withdrawal of access to certain parts of the playground, sports area, adventure playground, etc.

Generally, we are seeking to challenge and where necessary change behaviour. Sanctions must be appropriate and are a part of the process.