

St. Joseph's R.C. Primary School

Behaviour Policy



Policy Completed By: SMT

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ST. JOSEPH'S SCHOOL BEHAVIOUR POLICY

Expectations of behaviour within our school stem from our Christian values and principles of love, care and respect for one another. 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 behaviour management. 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 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, respectful and 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 goods 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 and running in certain areas of the playground puts yourself and others in harm.

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 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.
- To educate children upon what constitutes appropriate behaviour in different contexts.
- To establish a secure and predictable learning environment within the classroom.
- 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 specific behavioural 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 promote children's positive behaviour and to address issues of misbehaviour.
- To be particularly vigilant during computing lessons to ensure appropriate, effective and safe pupil use. (Refer also the Online 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 computing 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 contexts.
- 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 behaviour policy.
- To contact the school in an appropriate manner, as soon as possible should a problem arise.
- Act as role models for their children.
- To 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 implement the rules of the playground fairly and consistently
- To encourage groups of children to engage in purposeful, enjoyable 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 class during their allocated arrival period
- 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, only lunchtime. Trainers must be changed at the end of the lunch break.
- Fruit may be eaten during morning (+afternoon) 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 online safety rules which are displayed in all classrooms.
- No child should be in the school during playtime unsupervised.
- 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, hair colours or products 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 a Monday.

CLASSROOM EXPECTATIONS

- The children's responsibilities, school rules (including online 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, looks and listens.
- If the class is asked a question, put your hand up to answer.
- Positive and appropriate body language displayed always to illustrate a positive attitude towards learning.
- 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 ensuring there are consistent routines for organising resources so surfaces can be thoroughly cleaned. Take responsibility for classroom materials and equipment.

WAYS TO ENCOURAGE GOOD BEHAVIOUR

- ✓ Ensure the children understand what is expected of them.
- ✓ Re-enforce behavioural expectations consistently
- ✓ 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 PGLs.
- ✓ Children may be sent to the head teacher, deputy or assistant head teacher, for or behaviour worthy of praise. The head teacher, deputy and assistant head teacher award personalised stickers in these circumstances.
- ✓ Examples of excellent work or individual success can be displayed on class displays or the school website.
- ✓ 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 and incremental 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 by arrangement at ~~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/assistant 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 within 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.

APPENDIX TWO – COVID-19

In light of the Government Guidance upon reducing the potential spread of the COVID-19 virus in schools *Guidance for schools: coronavirus (COVID-19)*, St Joseph's will be implementing a number of measures, including behavioural expectations of children, to reduce the potential spread of the Coronavirus. All of these measures reflect Government guidance and are informed by a risk assessment of the school undertaken by the SLT.

1) Attendance

- Attendance is restricted to the following groups of children:
 - Vulnerable children
 - The children of critical workers who are unable to be cared for at home

2) Cleaning and Hygiene

- Regular hand washing: The children will be encouraged to wash or sanitise their hand thoroughly throughout the school day including: upon arrival at school; before/after breaks and lunch times and before dismissals.
- Each classroom will contain hand sanitiser, soap and have access to warm water
- Each classroom will be issued with tissues and will implement the 'catch it, kill it, bin it' approach.
- Each will be issued with antibacterial cleaning wipes and sprays, stored in a locked cupboard, for teachers and support staff to wipe down hard surfaces as needed
- All frequently touched surfaces, e.g. door handles and toilets will be cleaned thoroughly throughout the school day by the St Joseph's premises team

3) Movement around the school

- The children will only move around the school in their 'teaching groups'
- When moving around the school the children will be encouraged to maintain a safe distance between themselves and others
- The children will be encouraged not to touch surfaces unnecessarily when moving around the school
- Play times, lunch times, arrivals and dismissals have been staggered to that only one group of children will be using a corridor at any one time

4) Group size

- The children will be placed into 'teaching bubbles' of no more than 20 pupils
- The pupils will not interact with staff or pupils from other 'bubbles' over the course of the school day

5) In the Classroom

- Teachers will implement measures to encourage social distancing as much as possible within the classroom although the children cannot be expected to remain at a distance of 2 metres at all times. These measures include: seating plans, placing children as far apart as reasonably possible; adjusting teaching styles so that children and staff do not come within a close proximity of each other; avoiding calling children to the front of the class or unnecessary movement within the classroom and using resources that can be cleaned and wiped down easily
- Each child will have their own individual equipment to use over the course of the school day and will not share equipment with others

6) Break Times and Lunch Times

- The playground will be divided into three separate zones. Playtimes across the school have been staggered so that at any one time only one teaching group will occupy a playground zone under adult supervision who will encourage appropriate social distancing
- During playtimes and lunchtimes equipment will be set out in each playground zone to encourage the pupils to maintain appropriate social distancing
- All equipment will be thoroughly cleaned between use by different groups
- Lunch times have been staggered so that children will only eat lunch with their teaching group
- Throughout lunchtime the dining room will be cleaned thoroughly
- School staff have been asked not to congregate in communal areas such as the staff room but to take breaks and lunch within the classrooms they are working

7) The Start and End of the School Day

- From 5th January September there will be a staggered 'drop off period' at the start of the school day: The pupil entrance will be open from 8:30am-9:00am; Parents of children in different year groups have been allocated specific 'drop off time slots'. The children will then make their way straight to class to avoid them congregating in the playground. Parents have been reminded not to congregate around the pupil entrance at this time and to respect social distancing
- During dismissals the school will implement a strict one way system to guide parents movements through the school in order to support social distancing measures
- Dismissals have been staggered to prevent the mass congregation of children, staff and parents:

8) Communication

- This information has been communicated to parents through letters, phone call and signage around the school site.
- This information will be communicated with all teachers via phone call from the SMT and via email
- This information will be shared with support staff by teachers

- The SMT will lead an ‘assembly’ with each teaching group in order to share this information with the children

9) Information to Share with Children

- Show love, care and respect for others
- Keep your distance between you and other bubbles
- Wash your hands
- ‘Catch it, Bin it Kill it!’
- Follow the rules and routines
- If you feel unwell, tell an adult

10) Sanctions

- These rules and expectations will typically be enforced in line with the school’s behaviour policy
- There are sanctions that will not be implemented in light of the COVID-19 specific measures:
 - Children will not be sent to other teachers/classrooms or out of the classroom
 - Behaviour discussion will take place on a 1-1 basis in the offices of the SLT

11) Principles for Staff

- Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible
- If you can work from, work from home
- Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- Use the ‘catch it, bin it, kill it’ approach
- Avoid touching your mouth, nose and eyes
- Clean frequently touched surfaces often using standard products, such as detergents and bleach
- Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary
- Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating your classrooms displays with posters
- Prevent your class from sharing equipment and resources (like stationery).
- Keep your classroom door and windows open if possible for air flow
- Limit the number of children from your class using the toilet at any one time and always send them to the toilet accompanied by an adult

- Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms
- Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take