

St. Joseph's School Behaviour Policy

The expectations of behaviour within our school are informed by 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. Behaviour which contributes to the loving and caring environment of the school is achieved through self-discipline, compassion and the understanding of why these behaviours are important to the creation of a positive learning environment for all. Further, our policy encourages children to treat others with respect as taught by Jesus in his Gospels.

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. Further, this behaviour policy recognises the importance of fundamental British values and their influence on our understanding of appropriate behaviour through tenets such as respect for others, tolerance between different cultural traditions and the importance of identifying and combatting discrimination.

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:
 - 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 and encouraging positive behaviour in school will marginalise poor behaviour., while a well-managed orderly environment will encourage children to fulfil the Gospel values in their own behaviour.

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.

Affirming Positive Behaviours

- 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.

Code of Conduct

Children's Responsibilities

- To follow the school rules and understand their rationale, as explained in the School Context Behaviours Documentation (Appendix 1)
- To inform their teacher if other children behave inappropriately towards them.
- To solve problems by communicating with 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, exhibiting positive body language at all times – hands should not be in pockets, uniform should be smart and tidy at all times.
- To respect the school's and other children's property.
- 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.....'

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 communicate the school rules and their rationale, as explained in the School Context Behaviours Documentation (Appendix 1)
- To consistently apply and positively reinforce the School Context Behaviours (Appendix 1) and the Behaviour Flow Chart (Appendix 2) with all pupils within St. Joseph's.
- To treat all children fairly and with respect.
- To establish a secure, predictable learning environment within the classroom through consistent routines and expectations.
- To educate children upon what constitutes appropriate behaviour in different contexts.
- 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 learning 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), and other lessons where children may potentially be at a higher than usual risk of harm e.g., PE, DT.
- 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.

Support Staff and Mealtimes/ Mid-day Supervisors Responsibilities

- To keep all areas of the playground and mealtimes 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

School Rules are outlined within the School Context Expectations (Appendix 1) Document, whereby all expectations for conduct within the school and their rationale are detailed. This document is designed to set a clear set of expectations for different contexts across the school environment, allowing all interactions with this document to be consistent.

It should be noted that this document is not exhaustive, and staff, particularly class teachers, may have additional behavioural and organisational rules and expectations within their own class context. Where this occurs, it is the responsibility of the class teacher and support staff within the class to ensure that these are communicated effectively.

Sanctions

Children are made aware that they are responsible for their actions, poor behaviour is dealt with consistently throughout the school following the Behaviour Flowchart (Appendix 2)

If there is a regular behavioural problem, it will be dealt with in line with Behaviour Flowchart (Appendix 2). It may be necessary to involve outside agencies in consultation with SLT and/ or the SENDCO, such as the Educational Psychologist, CAMHS or the behaviour support team if there are underlying issues resulting in misbehaviour.

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

It should be noted that serious incidents of unacceptable behaviour may be referred directly to the head or deputy/assistant head teacher. It will be important to involve parents of all of those involved promptly.

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

Sanctions for poor behaviour we would hope to avoid would include

- Sending children into the corridor unsupervised
- 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
- Withdrawal of access to certain parts of the playground, sports area, adventure playground, etc.

Unacceptable Behaviours - Bullying

Please see Anti-Bullying Policy for more information.

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

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

Such deliberately hurtful behaviour can take many forms, including, though not limited to,

- Violent behaviour e.g., hitting, kicking.
- Taking belongings
- Verbal name calling or insulting
- Racist remarks
- Excluding peers from social groups
- Circulating malicious rumours/ stories/ comments.
- 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 1 - School Context Expectations

School Playground - Arrival

Expected Behaviour	Rationale
Greet friends calmly and politely, talking with a sensible volume.	To create a calm, welcoming atmosphere in the morning in preparation for lessons.
To be responsible for all equipment e.g. bags, water bottles, coats etc.	To ensure children are organised and ready for a prompt start e.g. whistle, to keep playground safe and uncluttered.
To walk considerately around the playground when moving.	To ensure the safety of all children, particularly the younger pupils, due to the volume of children in the space.
To not use the playground equipment.	On arrival, children should be preparing for the school day and learning ahead, requiring a calm approach.
On hearing the whistle for the start of the day, children to be still and silent.	Allows a prompt and organised start to the day, ensuring all children can hear instructions given.
To actively contribute to the cleanliness and tidiness of the school environment by tidying where required.	To ensure a clean, safe and positive school environment.

School Context Expectations

School Playground – Lining Up

Expected Behaviour	Rationale
Movement to the line to be purposeful but considerate of others, showing good manners to others.	To ensure all children and adults can move safely and efficiently.
To face forward in the line, listening attentively to instructions.	To be informed of the necessary instructions given.
To be silent when lining up and moving in the line	To create a purposeful and calm atmosphere and enable instructions to be heard, avoid disruption.
To remain in the expected line order e.g. alphabetical.	To allow for consistency of approach.
To move purposefully when travelling in the line.	To ensure prompt and efficient movement to destination
To remain in the line unless permission has been asked.	To allow adult to always know children's whereabouts.
To follow instructions carefully, particularly when using "bus stops" along route through school.	To allow adults to monitor children's behaviour throughout school.

School Context Expectations

Cloakrooms

Expected Behaviour	Rationale
To move calmly and purposefully within the cloakroom areas.	To ensure safety of all children and ensure that children can efficiently organise belongings.
To only communicate where necessary, and to do so in polite and helpful manner.	To ensure all children are treated with respect and helped where necessary to organise themselves.
To always ensure belongings are stored in a neat and orderly fashion.	To ensure corridors are clear and safe, that belongings are undamaged, to create a tidy school environment.
To follow the classroom routines.	To ensure all children understand and can interact with the routines without worry.
To be actively helpful and considerate to others.	To create a loving and caring environment within the school.
Where cloakroom spaces have lids, to use these quietly and avoid slamming.	To contribute to the calm, purposeful atmosphere of the school.
To actively contribute to the cleanliness and tidiness of the school environment by tidying where required.	To ensure a clean, safe and positive school environment.

School Context Expectations

Corridors

Expected Behaviour	Rationale
To move calmly and purposefully.	To ensure personal safety and the safety of others, to contribute to the calm atmosphere of the school.
To always walk on the left side of the corridor/ walkway.	To ensure personal safety and the safety of others.
To offer adults or younger pupils the opportunity to move ahead of you at a staircase or crossing.	To contribute positively to the loving and caring environment of the school.
To be silent when moving through the corridors.	To avoid disruption to other pupils or adults throughout the school.
To move as quietly throughout the school as possible.	To contribute to the calm atmosphere of the school.
To hold the bannisters on staircases using one hand.	To ensure safe movement along these areas.
To move up and down the stairs one step at a time.	To ensure safe movement along these areas.

To follow instructions carefully,
particularly when using “bus stops”
along route through school.

To allow adults to monitor children’s
behaviour throughout school.

To actively contribute to the cleanliness
and tidiness of the school environment
by tidying where required.

To ensure a clean, safe and positive
school environment.

School Context Expectations

Classroom - Transitions

Expected Behaviour	Rationale
To move calmly and purposefully.	To ensure personal safety and the safety of others, to contribute to the calm atmosphere of the school.
To offer adults or other pupils the opportunity to move ahead of you at a crossing point.	To contribute positively to the loving and caring environment of the school.
To move as quietly throughout the classroom as possible.	To contribute positively to the loving and caring environment of the classroom.
To be silent when moving through the classroom.	To avoid disruption to other pupils or adults within the classroom.
To move directly to the instructed area/ group/ seat when given that instruction.	To ensure a prompt start to the required task or movement, maximising the use of available learning time.
To actively consider the safety and wellbeing of others around you.	To contribute positively to the safety of adults and children in the classroom.
To always ensure chairs are tucked in following a transition.	To ensure safe movement along these areas.

School Context Expectations

Classroom – Teacher Instruction

Expected Behaviour	Rationale
To show appropriate learning body language e.g., eye contact with adult, actively listening and quiet.	To ensure understanding of task and learning for self and others.
To raise hand when asked to contribute or when ready to ask a question.	To allow instruction to be organised and all children are able to contribute fairly.
To be responsible for equipment when using this during learning time.	To ensure a neat and tidy classroom, while having all required elements for learning.
To be silent when moving through the classroom.	To avoid disruption to other pupils or adults within the classroom.

School Context Expectations

Classroom – Guided/ Independent Practice

Expected Behaviour	Rationale
To show appropriate learning body language e.g., eye contact with adult, actively listening and quiet.	To ensure understanding of task and learning for self and others.
To raise hand when asked to contribute or when ready to ask a question.	To allow instruction to be organised and all children are able to contribute fairly.
To be responsible for equipment when using this during learning time.	To ensure a neat and tidy classroom, while having all required elements for learning.
To be engaged with task	To ensure learning is as effective as possible.

School Context Expectations

Classroom – Group Practice

Expected Behaviour	Rationale
To show appropriate learning body language e.g., eye contact with adult, actively listening and quiet.	To ensure understanding of task and learning for self and others.
To raise hand when asked to contribute or when ready to ask a question.	To allow instruction to be organised and all children are able to contribute fairly.
To be responsible for equipment when using this during learning time.	To ensure a neat and tidy classroom, while having all required elements for learning.
To be engaged with task	To ensure learning is as effective as possible.
To actively listen to others in the group by showing positive body language and gestures.	To ensure all voices within the group are heard and understood.
To communicate thoughtfully and calmly the group, using appropriate tone and volume.	To allow all children within the group and class to communicate effectively in a calm environment.
To organise and share out resources calmly, politely and fairly.	To ensure all children have the equipment required to complete their task.

School Context Expectations

Bathrooms

Expected Behaviour	Rationale
To enter, use and exit the bathrooms sensibly and calmly.	To ensure a calm and quiet atmosphere within the school, creating a positive learning environment.
To be mindful of the privacy of all others using the bathrooms.	To ensure all children feel comfortable and secure within the school.
To be silent except where communication is required in the case of being kind or helpful.	To ensure all children feel comfortable and secure within the school.
To actively maintain the cleanliness and tidiness of the bathrooms.	To ensure learning is as effective as possible.
To always ensure high-standards of hygiene are maintained through hand-washing routines.	To ensure the health of all children and adults within the school.

School Context Expectations

Playground – Fixed Apparatus

Expected Behaviour	Rationale
To use all equipment in a safe and responsible manner.	To ensure personal safety and the safety of others.
To share equipment kindly with all other pupils.	To ensure all children have the opportunity to use the equipment within the school.
To follow the rotas which organise the equipment where this applies.	To ensure all children have the opportunity to use the equipment within the school.
KS2 only are allowed to use high monkey bars and shuffle bar equipment.	To ensure all children in EYFS + KS1 use equipment which is safe and designed for them.

School Context Expectations

Playground – Playtime resources

Expected Behaviour	Rationale
To use all equipment in a safe and responsible manner.	To ensure personal safety and the safety of others.
To share equipment kindly with all other pupils.	To ensure all children have the opportunity to use the equipment within the school.
To follow the rotas which organise the equipment where this applies.	To ensure all children have the opportunity to use the equipment within the school.
To actively look after and maintain the equipment and resources being used.	To ensure equipment is looked after and can continue to be used.
To actively contribute to the cleanliness and tidiness of the playground environment by tidying where required.	To ensure a clean, safe and positive school playground.

School Context Expectations

Playground – Playground Area

Expected Behaviour	Rationale
To move around the space in a considerate, responsible and safe manner.	To ensure personal safety and the safety of others.
To run on the running track or Astro-turf where a game requires this.	To ensure personal safety and the safety of others.
To use an appropriate volume to communicate with others, avoiding screaming and yelling.	To ensure all children not in the playground can still enjoy a comfortable learning environment.
To actively look after and maintain the equipment and resources being used.	To ensure equipment is looked after and can continue to be used.
To actively contribute to the cleanliness and tidiness of the playground environment by tidying where required.	To ensure a clean, safe and positive school playground.
To help any other children with an injury by helping them to an adult or the first aid station.	To contribute to the caring and loving environment of the school.
To resolve conflicts or disagreement in a calm, thoughtful manner.	To contribute to the caring and loving environment of the school.
Where necessary, bring concerns to the attention of the adults on duty in the playground.	To ensure that any concerns are dealt with in a timely fashion.

School Context Expectations

Dining Hall

Expected Behaviour	Rationale
To move around the space in a calm, considerate but purposeful manner.	To ensure personal safety and the safety of others and ensure a quiet environment for lunch.
To use good manners during all interactions with staff and other pupils.	To contribute to the caring and loving environment of the school.
To sit at the next available space and organise all trays, cups and cutlery sensibly.	To ensure efficient use of the dining room space.
To eat dinner in silence, except where being kind, helpful or requesting help means communication is required.	To ensure time in the playground is maximised and a calm atmosphere for dinner is created and maintained.
To actively contribute to the cleanliness and tidiness of the dinner hall.	To ensure a clean, safe and positive dinner hall.
To clear and stack trays calmly and carefully.	To ensure the dining hall is clean and tidy at all times.
To follow the movement routines of the dinner hall sensibly and calmly.	To maintain personal safety and the safety of others.
To say prayers at the appropriate time in a calm, prayerful manner.	To continue to contribute to the spiritual environment within the school.

School Context Expectations

Dismissals

Expected Behaviour	Rationale
To follow all instructions in a calm, quiet and responsible manner.	To ensure personal safety and the safety of others.
To stand silently in lines when asked to by adult.	To ensure a calm atmosphere for dismissals, allowing adults to communicate where appropriate.
To actively listen to and engage with any activities an adult may begin.	To maximise all learning and reflection time.
To raise a hand when an adult has arrived to collect you.	To create a calm and quiet atmosphere which allows communication where needed.
To join your adult by walking quietly to them.	To ensure personal safety and the safety of others, particularly younger siblings.
To leave the playground sensibly, walking around fixed apparatus.	To ensure personal safety and the safety of others, particularly younger siblings.

School Context Expectations

Wet Play Routines

Expected Behaviour	Rationale
To ensure that time is taken to use the bathroom.	To maximise learning time.
To not use Computing equipment or scissors during this session.	To ensure personal safety and the safety of others
To ask permission to leave the classroom, should this be required.	To ensure personal safety and the safety of others
To follow all usual routines for conduct within corridors and bathrooms during this time.	To create a calm and quiet atmosphere within the school at all times.
To actively contribute to the tidiness and cleanliness of the classroom environment.	To ensure a clean and tidy learning environment.

Appendix Two -Sanctions Flowchart

