

# St. Joseph's R.C. Primary School

## Behaviour Policy



## **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. This can also take the form of house points. 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 should be informed of a child’s achievement
  - At the end of the day at collection
  - Through the use of “Proud Posts”, postcard-style feedback which celebrates great achievement
  - If the above is not possible, via a phone call (this can be particularly relevant to children who are in After School Club or who go home alone)

## **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 while maintaining an appropriate tone/ volume of voice depending on the context.
- 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) and Serious Incident Flow Chart (Appendix 3) 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, expectations and personal models of behaviour.
- 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. Expectations of correct behaviour should be made clear before required, affirmed throughout and celebrated/discussed following the action or transition.**

- Groups of children should be supervised when moving around the school to attend music, PE, intervention and SEND 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 Mealtime/ Mid-day Supervisors Responsibilities**

- To keep all areas of the playground and mealtime areas monitored according to the agreed rota.
- To communicate and implement the rules of the playground fairly and consistently
- To initiate and 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, communicating why this is so and affirming subsequent responses.
- 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 following the agreed behaviour policy e.g. CPOMS
- To inform class teacher/senior staff of any serious situations.
- To record injuries following the agreed behaviour policy e.g. CPOMS
- To observe carefully, children at play and guide then 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 should 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.

### **Serious Incidents**

Serious Behaviour Incidents can take many forms, including, though not limited to,

- Violent behaviour e.g., hitting, kicking.
- Taking belongings
- Verbal name calling or insulting
- Racist abuse
- Homophobic Abuse
- Religious Abuse
- Circulating malicious rumours/ stories/ comments.
- Cyber Bullying (see Anti-Bullying Policy)

All the above incidents will be treated as serious misbehaviour and are logged on to CPOMS.

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.