

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

POLICY STATEMENT FOR BEHAVIOUR 2023-24



Approval Date: October 2023

Renewal Date: October 2024

RATIONALE: At St Joseph's positive attitudes and self-discipline are encouraged and praised. Children work best in a happy and secure atmosphere with realistic well defined guidelines. We endeavour to make each day purposeful, positive and happy for both children and staff.

Key Values of School:

- **Love –** we show kindness to one- another
- **Trust-** we tell the truth
- **Respect-** we listen carefully
we take turns talking
we care for our own and others' belongings

THESE ARE VALUES THAT ENCOMPASS ALL OF OUR SCHOOL RULES. WE SIMPLIFY ALL THAT WE DO INTO THESE THREE WORDS:

These are at times addressed directly through lessons and assemblies but also permeate the whole curriculum. Either way, they are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values, and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

These expectations should be displayed prominently in every classroom

CHILDREN'S RESPONSIBILITIES:

- Know the values and expectations.
- Follow the school values and expectations.
- Accept the consequences of their actions.

PARENT RESPONSIBILITIES:

- Know the values and expectations.
- Support the child in following the values and expectations.
- Support the school in implementing the school values and expectations.
- Discuss any concerns with teachers and staff. Let us know if they have a problem.

BENEFITS FOR THE PUPILS:

The benefits that come when children are expected to be reflective about values and behaviours are:

- Children behaving more calmly and purposely.
- Children able to concentrate and reflect more on their own behaviour.
- Children being more self-aware and self-accepting.
- Children being more considerate to others and less ego-centred.
- Children taking a greater responsibility for their own actions.
- The improvement of self-confidence and self-esteem.
- Pupils knowing themselves better and being able to relate to others more effectively.

OVERALL AIMS OF THE POLICY:

- To create a pleasant, welcoming and purposeful atmosphere to enable children to benefit from a happy but organised learning environment which reflects the Christian ethos.
- To create a safe, secure environment for children staff and visitors.
- To help increase confidence in relationships, in tackling new learning situations and in social situations.
- To create a positive learning environment.
- To promote and maintain acceptable standards of behaviour.
- To achieve a consistent approach to positive behaviour across the school.
- For staff to have a collective approach to behaviour including challenging and / or extreme behaviour
- So the school has consistent sanctions for challenging and / or extreme behaviour

GUIDELINES:

- **At all times: teachers MUST take a positive approach to behaviour management**
- **Children will be praised and rewarded for positive behaviour.**
- **A set of simple rules will be agreed which are acceptable to both staff and children. The needs of SEN and vulnerable children MUST be taken into consideration within this policy framework.**

- **A whole school reward system is in place for the children. Good behaviour or work is rewarded with a DOJO point. These points accrue and when each member of the class reaches 50 points, the class are eligible for an agreed award. (This could be a trip out or a non-uniform day for example). The points are visible and parents have access to them through an APP. This has been publicised by school.**
- Good manners and kindness are encouraged at all times and points are rewarded for this as well as excellent work, good behaviour and for trying hard.
- An agreed set of sanctions will be carried out. In all disciplinary action, it is essential that the child fully understands that it is the behaviour that is unacceptable and not the child.
- The attitude of all staff is of great importance. Staff should demonstrate mutual respect as an example to children. They should set the right example to children in matters such as dress, punctuality and commitment.
- Children should be encouraged to take responsibility for their own actions.
- Children should be offered a challenging curriculum, a stimulating environment and an orderly routine.
- A variety of means will be used to promote self-esteem including reward assemblies and Head Teacher awards.
- Children should be offered time and support to reflect on their actions.
- Parental support and co-operation will be encouraged. If there are persistent behaviour problems, parents should be contacted and efforts made to identify causes in order to set up an effective programme.

PROMOTING VALUES AND EXCELLENT BEHAVIOUR THROUGH:

QUALITY FIRST TEACHING AND LEARNING

- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by the Head Teacher.
- School assemblies will continually refer to the school's core values of kindness, tolerance and respect – detailing how children should treat each other and how they should behave in school. Pupils are encouraged to be actively involved in exploring their understanding of values.
- Direct teaching about values in the classroom. These sessions provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding.

TEACHING AND LEARNING VALUES TAKE PLACE IN THE FOLLOWING WAYS

- By teachers explaining the meaning of the value.
- By pupils reflecting on the value and what it means to them and their own behaviour.
- By pupils using the values to guide their own actions.
- By staff modelling the values through their own behaviour.
- By ensuring that values are taught implicitly through every aspect of the curriculum.
- Through the work of the School Council and Mini Vinnies
- By involving all staff, governors and parents in the values programme through newsletters which explain how school and home can work together to promote positive values and excellent behaviour.

CHILDREN'S NEEDS

In order for the school's purpose to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are:

- To be loved.
- To feel secure and know clearly what is expected of them.
- To be valued.
- To have a balance of activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop relationships.
- To develop self-awareness and a knowledge of the world outside of themselves.
- To have creative experiences, including external exploration and internal reflection.
- To be fully involved in the process of their education

TEACHER BEHAVIOUR

In order to try to meet the needs of children, staff try always to be consistent in their own behaviour and in their expectations of the children. They:

- Value all the children with spoken language and body language.
- Display great patience and listen carefully to children.
- Be firm. Set high expectations. Ensure all children are listening when teaching is taking place.
- Focus on and emphasise the positive.
- Face reality and help pupils to come to terms with difficult issues as they arise.
- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Are mutually supportive.
- Speak quietly and avoid shouting.
- Are valued by the governors and the community.

All staff need to use effective classroom management strategies for dealing with behaviour:

- Praise good behaviour
- Positive reminder of expected behaviour
- Move near the child
- Hand on shoulder
- Stand up and move around the classroom
- Use tone of voice and facial expressions
- Ask pupils to stop
- Point or remove an object
- Stop and wait for pupil to stop
- Tell the pupil the consequences of their action

KEY NOTES FOR TEACHERS

Any episodes of the following must immediately be reported to a DSL for further consideration:

- Peer on Peer abuse
- Bullying or alleged bullying
- Incidents of racism or alleged incidents of racism
- Incidents of homophobia or alleged incidents of homophobia
- Incidents of sexual abuse or alleged sexual abuse

REWARDS

Do Jo Points:

It is important that merits should recognise both academic achievement and good behaviour, which exceeds our general expectations.

- Positive comments and praise both verbal and written from all staff. Text messages or post cards home.
- Stamps and/or stickers, chosen by individual members of staff, will be given to pupils.
- **Children are aware of a tangible reward that they aspire to as a result of collecting an agreed number of dojo points. This should be displayed somewhere in class.**
- Children will not receive the award if they miss their target. The reasons for this must be explained to them and their parents.

CELEBRATION ASSEMBLY

There will be a celebration assembly every week (Friday morning). In this, good behaviour will be praised as well as academic work. We have a 'Good Samaritan' award for children who have behaved well or shown an act of kindness during the school day.

SANCTIONS

Consequences need to be:

- Consistent
- Predictable
- Hierarchal
- Enforced
- Explained

A common sanction is for children to miss periods of breaktime and lunchtime. During this time, they will write out the school rules neatly on lined paper. The class teacher again, must make clear to the pupil why they are receiving the sanction.

REPORT

Repeated behaviour transgressions can lead to pupils being placed on report. Parents should always be informed of this measure by the class teacher.

In this instance pupils will be given a report form which the class teacher fills in detailing how well the child has behaved and participated in the lesson. This should be shown to a member of the Senior Management Team at least twice a day. The report should also be sent home so parents can see how their child has behaved. Whilst on report, a pupil will not be eligible to go on school trips or attend after school clubs. Reports will last for at least two weeks. If behaviour has improved, the child will come off report. If not, they will remain on report on a week by week basis. Parents should always be informed of how the children are reacting to being on report.

BEHAVIOUR CONTRACT

If being placed on report is unsuccessful – parents will be asked in to sign a behaviour contract with their child. At this point, they will be told that failure to keep to the terms of this contract may lead to their exclusion from school at the Head Teacher's discretion.

SANCTIONS PROCEDURE:

LOW LEVEL BEHAVIOUR

All teachers follow classroom management or other age appropriate system.

- Two verbal warnings explaining what school rule is being broken and what is expected.

- Child continues to misbehave – move to ‘time out’ space where child can be supervised in class.

After ‘time out’ child returns to their original seat. Discuss behaviour with child and reason for consequence (Up to 15 mins Ks1. Up to 1 hour Ks2)

MID LEVEL BEHAVIOUR

After time out – child’s behaviour still does not improve: Child is escorted to alternate class led by senior manager or other appropriate teacher / adult. (Up to 15 mins Ks1. Up to 1 hour Ks2)

If child’s behaviour improves – return to class. Discuss behaviour with child and reason for consequence. Child returns to class. Add note onto CPOMs.

PERSISTENT MID LEVEL BEHAVIOUR CAUSING DISRUPTION:

MID LEVEL STEP ONE: REPORT

Teacher requests child to go on to report. **Parents must be informed.** Report lasts for two weeks. In that time, child can not attend after school clubs or go on school trips. Child reports to member of SMT twice per day minimum to check on behaviour. If appropriate – child may be kept off the playground during this period.

If child’s behaviour significantly improves, child is taken off report.

If child’s behaviour does not significantly improve – report can be extended on a week by week basis.

If there is no improvement in behaviour over a period of time or behaviour worsens, a behaviour contract may be considered.

MID LEVEL STEP TWO: BEHAVIOUR CONTRACT

A member of the SMT will place child on a behaviour contract. Parents will attend meeting where contract details and expectations are clearly outlined on one side of A4. **During the meeting, it must be explained to parents that the behaviour contract is the final step before exclusions will be considered for persistent breaches of the school’s behaviour policy.**

The contract will reflect the basic principles behind the school’s behaviour contract and set out realistic expectations for the child to meet. A report will go home to parents each night. The behaviour contract will last for a minimum of two weeks.

If child’s behaviour significantly improves, child signs off behaviour contract with the parent.

If child’s behaviour does not significantly improve – contract can be extended on a week by week basis.

If there is no improvement in behaviour over a period of time or behaviour worsens, exclusions will be considered.

EXTREME BEHAVIOUR

The school defines extreme behaviour is defined as violent, abusive or unsafe in it’s nature and is physically or emotionally harmful to the perpetrator or those around them trying to keep them safe. Such behaviour can result in exclusions in their own right.

If violent or extreme behaviour occurs – use calm approach to sooth children. If this does not work - remove child from classroom to safe space OR remove other children (whichever is safer) using Team Teach methods from area to school yard / library or dining hall.

This type of behaviour must always be reported to parents by Head Teacher or appropriate member of the SMT. It is highly likely that this behaviour will result in a form of exclusion which the Head Teacher must report to parents as immediately as possible.

**When such behaviour relates to problems of SEND, school must make reasonable adjustments to account for difficult behaviour. This may include alternate provision within school, smaller class sizes, adjusted timetables, alternate play times or anything that may help the children have a better chance of succeeding. However, when there is violence against staff or children, or extreme disruption that is spoiling the learning of others – then school reserves the right to exclude the children on such grounds.*

EXCLUSION FOR SERIOUS INCIDENTS

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school reserves the right to fixed term exclude any pupil without using the above consequence process. This will be a matter of judgment for the Head Teacher in accordance with the DFE Exclusions from Maintained Schools guidance document 2017. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered (in consultation with the school's Governing Body).

All incidents will be considered in context. Violent behaviour against staff, behaviour that endangers the child, other children and adults and persistent disregard for school rules can and will be considered grounds for exclusion and permanent exclusion. In all cases this decision will rest with the Head Teacher. The Governing Body will act as an appeals body to ensure that the Head Teacher has acted lawfully, in line with this policy and proportionately.

EXCLUSION FOR SERIOUS INCIDENTS OUTSIDE OF SCHOOL

The behaviour of pupil outside school can be considered grounds for exclusion. This will be a matter of judgment for the Head Teacher in accordance with the DFE Exclusions from Maintained Schools guidance document 2017.

SPECIFIC INCIDENTS OF CHILD ON CHILD ABUSE AND / OR CHILD ON CHILD SEXUAL MISCONDUCT

School has a separate and specific log for such incidents on CPOMS. Through PSHE, we teach about what is acceptable and unacceptable in terms of the children's relationship with each other at the beginning of each term so that this is clear. We have specific age appropriate booklets to do this. We reinforce this with assemblies from outside agencies such as NSPCC and Show Racism the Red Card.

Children are encouraged to use the SCAR approach:

S – STOP

C – CHALLENGE

A- ADDRESS

R - REPORT

DEALING WITH MALICIOUS ALLEGATIONS AGAINST STAFF

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the head teacher and chair of governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Head teacher will decide upon the sanction for the pupil who made the false allegation. The Head teacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).