



St Joseph's Catholic Primary School

Behaviour Policy

September 2022

*Updated February 2023

School Mission Statement

In following the Gospel values of Jesus, we are called to love, to learn and to respect one another.

Underlying Principles

Schools are places of learning and it is important that behaviour is managed so that the aims of the school can be achieved. The purpose of a behaviour policy is to support this process through:

- The creation of a positive and orderly atmosphere where teaching and learning can take place
 - The creation of a safe and secure learning environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
 - The reduction of teacher stress through the identification of effective systems and practices
 - Addressing the demands of changing conditions and approaches
- (Clare and Murray 2000)

Vision and Aims

Our vision at St. Joseph's is to provide a safe, orderly environment where children can learn and flourish; where all members of the school community treat each other with courtesy and respect at all times.

The aims of the behaviour policy are:

- To create an environment which encourages and reinforces good behaviour
- To create an environment where all children are valued and feel safe from bullying and/or discriminatory behaviours
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

Introduction

Good behaviour is an important aspect for creating a positive learning environment. This policy therefore forms a key part of the contract between the school, staff, parents and children to enable all children to develop to their full potential.

Part of the ethos of our school must be about respect and consideration for all its members, looking for the best in each other and thinking of other people and their feelings. We feel that our policy must be positive and that we encourage and look for behaviour worthy of praise. This includes positive comments to children about helpfulness, consideration, showing respect and co-operation.

We believe in an open-door policy towards parents in school and positive comments about their child's behaviour are frequently passed on.

As a Catholic school part of our own behaviour and teaching must also be about forgiveness where a new day brings a new beginning.

All staff, parents and children should make themselves aware of the policy and work together to ensure the outcomes and aims can be fully met in creating the right learning environment for children.

School Environment

We aim to create an environment that is interesting and stimulating and to also encourage respect for the school and the school community.

We endeavour to:

- Develop positive working relationships with children
- Set high standards of speech, manners and dress
- Encourage and praise those displaying good behaviour
- Address misbehaviour

In our classrooms we need to create and sustain a positive, supportive and secure environment.

We endeavour to:

- Encourage children to become independent in the classroom, including being prepared for lessons
- Reward work and behavioural achievement
- Mark work constructively, setting targets for learning where appropriate
- Keep a clean, attractive and stimulating classroom environment
- Have interesting and interactive classroom displays
- Extend, enrich and motivate all children.

Our School Rights

There are four basic rights for both adults and children in our school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be the person God wants me to be

Everyone has the responsibility to protect these rights through their own behaviour and actions.

- The responsibility to make sure others feel and are safe
- The responsibility to allow others to learn in class
- The responsibility to treat others as we would like to be treated
- The responsibility to allow others the opportunity to develop as God wants them to be

Whole School Behaviour Management Process

At St Joseph's, great emphasis is placed on rewarding good behaviour displayed by children. All children are allocated to one of four 'Houses', namely: St. Matthew, St. Mark, St. Luke and St. John.

House points will be issued for good and exceptional behaviour and work (ranging from 1 to 3 points). House points are collated at the end of each week and the winning house announced during the weekly 'Gifts from God' assembly on Fridays. The winning house over the term will be rewarded with

an extra prize for their efforts. This will be decided by the school staff i.e. additional playtime etc.

In addition to this, **one child** will be chosen from each for Good Work and also for displaying the Catholic virtues (Catholic Schools Pupil Profile). Staff can also send a child to the Vice Principal/Principal for exceptional work.

An additional pupil motivator is the weekly attendance trophy which will be awarded to a class which has the best attendance each week. The class with the best attendance at the end of the year will be awarded a special prize, this could be a visit to a place of interest. Attendance certificates will also be given to pupils at the end of each term for 100% attendance. Pupils with 100% attendance for the entire year will be placed in a raffle to win a special prize.

The school follows Paul Dix's approach to behaviour management from his publication: 'When the adults change, everything changes.'

This includes following 'The Five Pillars of Pivotal Practice'

1. Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations
2. First attention to best conduct – rewards, recognition, praise, motivation, engagement
3. Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues,
4. Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation
5. Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships

Dealing with inappropriate behaviour:

In terms of daily behaviour management, the following 'Ten Steps to Certainty' will be followed:

1. When a child's behaviour escalates take them back to the original behaviour before you deal with the secondary behaviours.
2. Display your consistency clearly on the walls of the classroom. Encourage the children to keep you on track.
3. Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
4. Use phone calls and positive notes homes to reinforce your positive certainty.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour - send it home to parents.
7. Use the term when you are speaking to children about their behaviour: 'if you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/make a house under the desk/eat **** rubber you can be certain that you will receive a sanction that I will enforce'.
8. Continue to focus on consistent habits and routines even though it can be challenging at times.

9. Resist the temptation to deal with minor indiscretions with high level sanctions.

10. Aim to deliver and execute on the same day so that every child can start each day with a clean sheet.

For other more serious levels of misbehaviour the following may be used:

- The Vice Principal/Principal will be informed at an earlier stage if the child's behaviour puts himself/herself or other people in the classroom at risk.
- There may be times when the use of reasonable force may be required to either control or restrain a child to keep themselves or others safe from harm. Further details can be found within the school's Care and Control policy.
- An electronic recording of behaviour incidents will also be implemented through the school's introduction of a new Management Information System (Arbor).
- If a child continues to exhibit behaviour that is a concern, it may be necessary to call in outside agencies to support, e.g. Behaviour Support Service, Educational Psychology Service etc.
- Teachers also have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable." Further information regarding these powers are outlined within the DfE document 'Behaviour and discipline in schools' (January 2016). In all cases of misbehaviour, a pupil can only be disciplined on school premises. Teachers may discipline for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school
 or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - pose a threat to another pupil or member of the public or
 - could adversely effect the reputation of the school.
- A discussion with the Principal/Vice Principal will take place before any sanctions are issued with regard conduct outside the school gates.

**The school will consider and make reasonable adjustments to the behaviour policy for SEND children, in line with the Equality act (2010) and DfE Behaviour in Schools guidance (2022).*

Playtime and Lunchtime Procedures

Staff/lunchtime supervisors on duty must make-reference to the school rights when dealing with incidents of misbehaviour. The same key principles will be used to reward good behaviour and also address any misbehaviour.

- For serious incidents of misbehaviour i.e. fighting, a member of the Senior Leadership Team (SLT) will be informed immediately. If additional support is required a card with a red triangle will be sent to the school office so that a member of the SLT can assist.
- All incidents of misbehaviour must be reported to the child's class teacher and recorded on the school's MIS system (Arbor)

- Prefects (Year 6) are on duty at lunchtime to support with activities on the KS1 playground. Equipment for children to play with must be provided on each playground during lunch periods.

Use of Reasonable Force

- As in accordance with the Department for Education guidance (2011) there may be occasions where members of staff have to use 'reasonable' force to prevent pupils committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. The term 'reasonable' refers to the means of using no more force than is needed. This force can range from guiding a pupil by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- All members of staff have a legal power to use reasonable force. Further training for members of staff to manage incidents of misbehaviour through de-escalation and positive handling is delivered by the Local Authority.
- After each incident where physical restraint/control has been used to manage a child's behaviour this will be recorded
- The school will refer to the guidance provided by the Department for Education (DfE) namely 'Use of Reasonable Force – advice for school leaders, staff and governing bodies.'

Anti-Bullying Policy

At St. Joseph's we regard bullying and its impact seriously because it undermines and is in contradiction to the Gospel values and Catholic virtues which should permeate the life of the school. Bullying will not be tolerated. Children and parents should be assured that known incidents of bullying will be responded to. We encourage all children and adults to work against and to report any incidents of bullying (including any incidents of cyberbullying). We aim to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Responding to Incidents of Bullying

The school does not hold a threshold for the reporting of bullying. All reported incidents of bullying will initially be recorded as a bullying incident before an investigation takes place.

- All known/reported incidents of bullying will be investigated by the class teacher and SLT
- The DSL will also be involved in the investigation as bullying is a form of child on child abuse and a safeguarding issue
- A 'conference' of all parties is often very successful, with the child who has been bullied confronting the child who has displayed bullying behaviour in a safe environment
- The child who has been bullied will be given the opportunity to discuss her/his feelings with a member of staff of their choice.
- The child who has displayed bullying behaviour will be asked how to put things right
- The child who has displayed bullying behaviour may face a range of sanctions including periods of time out, withdrawal of privileges, and in

serious cases an internal exclusion from class or a suspension may be issued

- Parents of the child who has been bullied may also be questioned about the incident or about any concerns that the child may be having
- All Actions and outcomes will be recorded.
- It must be made very clear to any child or adult involved in bullying behaviour that it is against the teachings of Jesus and has no place in the life of St. Joseph's School. There is a zero tolerance approach to bullying at St Joseph's Catholic Primary School.
- The situation will be monitored by all the adults involved.
- Outside agencies may be invited to become involved, if the problem is serious.
- If parents do not feel the situation has been properly resolved they should follow the School's Complaint Procedure.

Roles and Responsibilities

An active partnership between parents and school offers great benefits and all parties involved need to play an active role in promoting good behaviour and creating the right atmosphere for learning.

Parents' Role

Parents should:

- Have responsibility for pupils arriving at school on time*
- Ensure that correct school uniform is worn
- See that pupils are provided with the correct P.E. and swimming kit and any books or equipment needed for their work
- See that homework is completed
- Co-operate with the school in matters of discipline and reinforce the school's efforts at home.

*All requests for holiday during term time will be unauthorised unless this is due to an exceptional circumstance. Examples of exceptional circumstances include the death of a close relative to the child i.e. father, mother, sibling or time allocated for a parent serving in the armed forces etc. This will always be reviewed on an individual case basis.

Penalty Fines

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Head teacher/Principal MAY NOT authorise a leave of absence in term time for a holiday. A Head teacher/Principal MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a fixed penalty fine** via the Education Investigation Service. A penalty fine can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

Suspension – If your child is excluded from school and during the first six days of suspension, he or she is identified in a public place **you may be issued with a fixed penalty fine** via the Education Investigation Service.

Details of fines can be found on the Education Investigation Service website.

Parenting orders

Parenting orders may be issued by magistrates following the conviction of parents or carers or on the application of the local authority for failing to send their child to school regularly. As part of the parenting order, you will be required to:

- fulfill certain tasks such as taking your child to school each day
- attend parenting guidance sessions

If you fail to do this, you will be in breach of a court order. This matter will return to court and further fines could be imposed.

Prosecution

If you fail to meet all of the above, you may be prosecuted. This could result in each parent or carer receiving a fine of up to £2,500 and / or three months imprisonment for failing to ensure your child regularly attends school.

Teacher's role

Teachers need to create an atmosphere for good learning and must seek to:

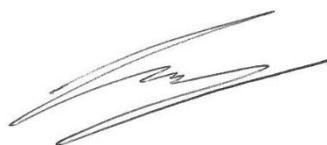
- Establish a calm and purposeful atmosphere.
- Provide teaching and learning which engages and stimulates children and includes differentiation.
- Praise and encourage whenever possible.
- Have high expectations of pupils in achievement and behaviour.
- Be positive and constructive.
- Ensure that work requirements of pupils are clearly set out and explanations are clear.
- Handle any misbehaviour quickly and calmly.
- Set clear goals for each activity and ensure they are understood by all the pupils.
- Ensure that seating arrangements are suitable and appropriate resources are available.

Policy Review

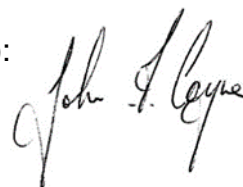
This policy will be reviewed on an annual basis by 1st September 2023.

Date adopted by Local Governing Body: 11th October 2022.

Signed (Principal):



Signed (Chair of St. Joseph's Local Governing Body):



Associated Resources:

1. [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
2. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
3. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
4. <https://www.gov.uk/government/publications/school-exclusion>
5. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
6. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
7. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
8. Paul Dix 'When the adults change, everything changes'