



## **St Joseph's Catholic Primary School, Bingley**



### **Behaviour Policy**

**“Ideals are like stars, we may never reach them but we chart our course by them.” (Oscar Wilde)**

#### **Corinthians 13: 4-8**

“Love is always patient and kind; it is never jealous; love is never boastful or conceited; it is never rude or selfish; it does not take offence and is not resentful. Love takes no pleasure in other people's sins but delights in the truth; it is always ready to excuse, to trust, to hope and to endure whatever comes. Love does not come to an end.”

#### ***Children and young people are our greatest treasure***

Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child exactly like you. In The millions of years that have passed there has never been another child like you. And look at your body – what a wonder it is! Your legs, your arms, your cunning fingers, the way you move. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel? You must cherish one another. You must work – we all must work – to make this world worthy of its children.

**Pablo Casals 1954**

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## **Our Vision**

'Learning with Jesus, to be the best we can be'

## **Our Mission**

-  We aim to grow in knowledge and friendship with God
-  We, the governors, the Headteacher and the staff will uphold the Catholic Values of our school life
-  We will feel compassion for others in difficulties
-  We aim for a welcoming, Christian atmosphere
-  We live our lives according to Gospel values, following the examples of the Saints
-  We will achieve the best we can academically, spiritually and in everything we do
-  We will work in partnership with our families, our parish, other schools and our diocese to create a community of faith
-  We welcome other faiths working in harmony with Catholic traditions
-  We will deliver a high standard of Religious Education which will be reflected in all of our teaching
-  Prayer and Collective Worship will be at the heart of our school life and we will enjoy regular visits from our parish priest who leads us in our spiritual development
-  We will care for our world and everything in it

## **Aims of policy:**

To establish good working relationships between adults and pupils in school, based on Christian principles and values, to ensure that quality learning for life occurs.

## **Objectives**

- Recognise the dignity of individuals and work towards the development of self-esteem,
- develop in each child a sense of self, discipline, independence and responsibility,
- create an ordered community based on mutual respect and maintain it by living our Christian Faith together.

## **School Practice**

The entire staff of the school work to create a happy and caring environment. Children and staff are to be seen engaged in conversation in the classroom, hall, playground and other areas. Children understand that adults in school are here to support them and are encouraged to converse with the grown-ups who have care of them. The caring nature of the school staff is readily evident when children experience little accidents and suffer cuts and bruises. Every opportunity is taken to encourage sharing and a sense of fair play. All incidents are investigated to ensure that pupils are justly treated. Our school Mission statement declares that we value each individual and we try to show this in our daily contact.

Great care is taken to ensure that the physical environment in which we work and play is conducive to positive images regarding the children and what we believe in. Many favourable comments have been received from visitors to the school regarding displays and the general atmosphere and ethos upon entering the school. The happy family spirit in the school does not happen by accident but is a product of care and belief.



The adults in school strive to be good role models for the children. We will use humour where possible to defuse conflict situations which will inevitably arise in pupils dealings with each other and with ourselves.

In order to achieve good relationships between all members of our school community, it is necessary for Staff to consider these strategies:

### **Be a model of expected behaviour**

Give regular praise to children, drawing attention to rules when they are being kept  
Only use sanctions which are appropriate to the individual pupil's needs and circumstances  
Praise or reward disrupting pupils as soon as acceptable behaviour is observed  
Give attention to pupils who need it at times when you choose and not just when pupils demand it  
Do not get drawn into conflict, calm down, think and then act  
Leave yourself and the pupil a way out  
Avoid over reaction to minor instances of disruptive behaviour  
Use humour to try to defuse situations  
Do not use personal criticism or sarcasm  
Organise classroom space and resources carefully  
Plan for all activities  
Set tasks which enable children to regularly achieve success  
Manage and plan the beginnings and transitions between activities and lessons  
Be reasonable, firm, fair, positive and avoid recrimination  
Give instructions and guidance in clear, understandable language  
Use positive language, rather than negative to communicate expectations and feedback to pupils  
Establish a small number of rules  
Start and end lessons punctually

### **Expectations**

#### **Pupils – Our 'Be-attitudes':**

Will try to:

Be a true disciple of Jesus  
Be a kind friend to others  
Be caring and respectful  
Be sensible around school  
Be a good listener

***Be the best that we can be!***

#### **Parents**

Are encouraged to:

Co-operate with the school staff in developing the growth of mutual respect, self-discipline, independence, and responsibility,  
Advise their children to make staff aware when problems arise,  
Communicate with staff when problems arise.

***Please also see our 'Home School Agreement' which is sent out to families.***

#### **Staff**

Are encouraged to:

Co-operate with the parents in developing the growth of mutual respect, self-discipline, independence, and responsibility



Defend the rights of each individual child  
Develop in each child self-esteem, self-discipline, independence and responsibility  
Listen to children  
Be firm, but fair.

### **Head teacher**

Will:

Provide appropriate guidance and support to staff and pupils in developing both the communal life of the school and the worth of each individual  
Ensure effective organisational structures to address discipline-related situations  
Be available to Staff/pupils/parents where those immediately involved cannot resolve a grievance.

### **Governors**

Will:

Assist the school staff and parents in the task of developing in each child, self-esteem self-discipline, independence and responsibility  
Exercise a visible pastoral responsibility for pupils, parents and staff  
Implement the appropriate grievance procedure when the informal process involving those immediately concerned and the Head teacher have failed.

### **Pastoral care:**

#### **Head teacher/Deputy Head teacher**

The Head teacher and the Deputy Head teacher are responsible with the teachers and other staff for the welfare of all the children in school. They also have a responsibility for the welfare of the staff who work in the school. Their concern is to ensure their well-being in relation to professional development and morale in a continuingly difficult climate within education.

#### **The Governors and head teacher reserve the right to:**

- screen and search pupils for any items which are banned and which may be searched for
- the power to use reasonable force or make other physical contact; *Please see Care and Control Policy*
- the power to discipline beyond the school gate;
- pastoral care for school staff accused of misconduct; and
- decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

### **Class teacher**

The class teacher is the person with immediate responsibility for the welfare of children in class. Problems which may arise are to be resolved in the context of the school's agreed policy. If a problem arises, parents should speak to the class teacher in the first instance to try to resolve any concerns before making an appointment with the management team.

### **Support Staff**

Support staff share with the class teacher the responsibility for the welfare of the children in the class. Should the need arise then the problems/difficulties are to be shared with the class teacher in the first instance.



### **Positive reinforcement:**

We will look out for effort and good behaviour and praise children when this is evident. Other children should be encouraged to praise pupils who do well or demonstrate Christian or British Values. Assemblies will continue to celebrate the good work/efforts which children have made. Throughout the year, all children will be worthy of praise. Children's efforts and work are celebrated both in class and when they are invited to share their achievements with other staff or the management team. We believe that rewards are one way of motivating children's behaviour. Deserved rewards are important in encouraging academic achievement, effort, good behaviour or embodiment of our school's ethos.

Below is a list of rewards that are to be used within a class reward system.

- Verbal and visual praise from staff
- Moving along the 'track' (Y2 upwards) or going on the 'rainbow' (FS, Y1)
- Written communication on children's work
- Teacher sharing child's good work/behaviour with the rest of the class or parents at the end of the day
- Sharing achievements with family members through 'Marvellous Me'
- Stickers
- Display children's work
- Star of the day for good work or good behaviour to be presented at the end of the school day
- Ethos statement to be awarded at the end of the week
- Lunchtime award
- End of term Head Teacher's award
- End of year achievement awards

This list is not exhaustive and there are more class methods for rewards.

We endeavour to use praise and rewards as frequently as possible - "Catch a child being good". The 'Star of the day' award will be announced at the end of each day and they will take a certificate home to show their parents. The 'Ethos Award' is given to a child in each class who shows us that they can live out the week's ethos statement and who sets a good example for others. This certificate is presented in the Friday morning assembly by the Head and they receive a badge, the certificate is displayed on a whole school display and they are mentioned in the following week's newsletter.

### **Class Awards**

This deals with rewards and sanctions. Each class from Y2 upwards will have a running track. The children move their runners throughout the day when they do something well. The system deals with behaviour in the classroom on a daily basis, each day the child should start with a clean slate. Minor inappropriate behaviour could lead to the child's 'runner' being moved back on the display for a short period onto 'false start' or 'changing rooms'. The child then has the opportunity to be rewarded for good behaviour and be placed back on the track. If a child reaches the end of the track, they will receive a raffle ticket which will be drawn at the end of each half term for a special treat.

In Reception and Y1, children use a visual, simpler system whereby each day they start on the 'sunshine'. When they try hard, complete good work or show they embody our school's Christian values, they may go on the 'rainbow'. If children demonstrate inappropriate behaviour, after sufficient warning, they may be moved onto the 'raincloud'. Again, they have the opportunity to move back onto the 'sunshine' or 'rainbow' when they demonstrate the correct behaviour.



## **Gold Medals**

Each class will compete to be the class with the most gold medals each week. 'Gold Medals' will be awarded for outstanding behaviour or for outstanding academic effort within each class base. Every child in the class will work hard to achieve an award. The class with the most medals becomes the class of the week and will be able to place a large gold medal on the school display. The class with the most medals across the term will receive a reward.

## **Headteacher's Award**

At the end of each term staff will meet to discuss which children will receive the head teacher's award. This award is presented for outstanding achievement.

## **Whole school and class consequences**

### ***Minor inappropriate behaviour***

#### ***Examples:***

Persistent talking  
Deliberate calling out or interrupting  
Going into out of bound areas  
Disruptive movement around classroom  
Disorderly manner in lines and around the building  
Deliberately spoiling the classroom environment  
Misusing the toilets  
Running in school/on steps  
Not working to the best of their ability

**Action:** The first sanction for minor inappropriate behaviour is immediate checking of those involved, either verbal or non-verbal, (the look!) followed by an individual or more public reprimands as appropriate.

### **Inappropriate behaviour in the classroom**

**Warning 1** 'The look'

**Warning 2** Verbal warning

If behaviour persists-

**Action – Player moved back on the class display (a track system)/ put on the raincloud.**

If a child is moved back, this will be noted on the school's electronic system.

### **Inappropriate behaviour outside of the classroom.**

1. Child receives verbal warning from staff member on duty.
2. Staff member informs class teacher.

If behaviour persists:

**Action: child moved back on the class display/ put on the raincloud.**

If a child is moved into the changing rooms, or put on the raincloud, the parent will be informed.

If poor behaviour both in and out of the classroom persists it will result in the child missing part or all of a break time.

If a child misses three break times in a week the next level of action will be to miss a lunch time and spend it with the head teacher.



If behaviour becomes a concern an initial letter or phone call to the child's parent/guardian will be made by the class teacher.

All such contacts with parents will be recorded by the class teacher.

### **Serious inappropriate behaviour**

#### **Examples:**

Fighting or play fighting

Vandalism

Offensive language

Persistent disruptions in class

Inappropriate behaviour whilst on a school outing or in Masses, worship or in assemblies

#### **Action:**

The child will miss a break time to reflect on their behaviour

They will be spoken to by their class teacher who will inform the parents

If necessary, the child will see the deputy head - if poor behaviour continues, children may be put on a 'report'. This report card, either for playtime/lunchtime behaviour, or that in class, emphasises the positive behaviour we want to see. On this, the child collects smile faces, and good behaviour is encouraged

If a child has to see the Deputy three times, a letter will be sent home requesting parents to meet with the teacher and the Deputy to discuss the matter

If the behaviour is then repeated an appointment will be made for the parents to meet with the Head Teacher

### **More serious inappropriate behaviour.**

#### **Examples**

Racism

Bullying, including cyber bullying

Abusive language

Vandalism

Theft

Fighting (any form of intentional physical abuse of another person, child or adult, staff member or visitor to the school)

Putting themselves or others at risk (being in possession of drugs -including prescription drugs or weapons)

Any issue relating to health and safety (Biting- in any circumstance will be reported to the parents of the victim and the perpetrator. In the event that a child has a health problem the appropriate care plan will be put into practice immediately)

**Action:** If a child commits any of these offences the matter will be thoroughly investigated by the teacher and head/deputy. If the offence is proved, discussions with the parents will take place to prevent the offence being repeated. If it is repeated then the child may be temporarily excluded following LEA procedure. When the child returns to school their behaviour will be closely monitored by the class/head teacher. If such conduct is repeated, parents will be asked to visit the school to discuss whether or not St. Joseph's Catholic Primary School can continue to accommodate their child. All racist incidents will be reported to the local authority according to their policy.

**The sanctions are directed towards the behaviour not the child.** All our children need to feel valued and cared for. At no time should a child be sent to stand outside the classroom. If behaviour is such that the teaching of the class is becoming impossible the child should be given



some 'time out' to allow them to calm down and to reflect on their behaviour. This can be in another classroom, in the Head's office or in the hall. Children who are given time out should always be supervised.

### **Special Needs**

Children with special needs, or in special circumstances, may need a personalised behaviour plan that sits outside of this policy, which meets their individual needs. This will be in discussion with the SEN/D leader, children and parents. Outside support/ advice may be sought from other professionals.

Signed:

**Date: September 2017**