

St. Joseph's Catholic Primary School

Positive Behaviour Policy

Mission Statement

At St. Joseph's we aim to
Promote a learning community
based on the Gospel values of love, trust and
respect where the achievements of
everyone are recognised and celebrated.

Living, Learning and Loving
together with Christ.

At St. Joseph's, in line with our Mission Statement, positive attitudes and selfdiscipline are encouraged and praised. High standards of behaviour and behaviour for learning are expected.

For a community to thrive and for its members to be happy, secure and confident, there needs to be clear values and expectations shared and understood by the whole community.

Our school community includes children, staff, parents/carers and families, governors and visitors.

At St. Joseph's we understand that all of our children have different life experiences. We believe that good behaviour and behaviour for learning needs to be actively modelled and taught by the school community as a whole.

High standards of behaviour are not ours by right but as a result of clear adult guidance and a shared understanding of the children.

NB There are circumstances in which force might be used. For example teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
The policy on 'Use of Physical Intervention' must be read in conjunction with this policy.

Shared Expectations

We expect everyone in our school community to be treated with mutual respect and consideration.

We expect all members of our school community to value and promote a love of learning so that everyone achieves their full potential.

We expect everyone in our school community to take responsibility for their actions.

We respect the rights of others to be heard and valued and to be treated fairly and justly.

We depend on the support of our parents/carers in encouraging the children to abide by our Code of Behaviour. Good discipline begins in the home and in this area as in so many others we can help each other in a very positive way.

Parents/carers are encouraged to help the school by discussing the contents of the Code of Behaviour with their child at regular intervals as home/school cooperation reinforces standards of good behaviour. Copies of the Code of Behaviour are on display throughout school and are available from the school office.

Adults in school have an important responsibility in establishing the school ethos and in modelling high standards of behaviour, both in their interaction with children and each other, as their example has a significant influence on the children in our school.

Therefore we should not be surprised that if an adult reacts with anger and shouts at a child to change their behaviour, the child learns that it is acceptable to act emotionally and to be angry towards others by shouting to achieve a desired outcome. Similarly by managing difficult behaviour and challenging situations calmly and justly, children learn that that we can achieve improvements without aggressive behaviour.

As adults we aim to:

- Create a caring, consistent and positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote Gospel values through example, honesty and courtesy
- Encourage relationships built on kindness, respect, and understanding of the needs of others
- Ensure fair treatment of all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Promote forgiveness and reconciliation when managing behaviour and resolving conflict

Children will be offered a challenging curriculum, a stimulating environment and an orderly routine. Positive behaviour, good manners and good 'behaviour for learning' will be praised and rewarded, with children encouraged to take responsibility for their own actions.

Some children may for a variety of reasons be experiencing social, emotional, developmental or mental health difficulties. This may present itself in withdrawn, aggressive or disruptive behaviour. In these cases, specific provision will be made to ensure their safety and success. Assessment of progress will be made to ensure that improvements in behaviour over time is monitored.

NB Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our SENCo to evaluate the case and seek additional support for a child, when appropriate (Ref: Special Educational Needs Policy).

Behaviour for Learning

We recognise and reward good 'behaviour for learning'. These are

- Listen to Learn
- Talk to Task
- Do as Directed
- Rights Respecting
- Chase the Challenge

'Behaviour for Learning' is displayed in each class room and reference is made to this throughout the school day.

Merits are awarded for positive behaviour and demonstration of good 'behaviour for learning'.

The use of corporal punishment is not permitted. An agreed set of sanctions will be applied as and when required.

Incidents of behaviour that cause concern will be recorded in the Incident Log. Bullying and racist incidents will be recorded and monitored separately within the log. Bullying will be monitored as evidence of same is highlighted in the Incident Log. Incidents of perceived bullying reported by parents/carers and pupils will be logged and investigated within the Incident Log. A note detailing 'Bullying - reported incident' should be written in the margin for easy tracking.

If there are persistent behaviour problems, parents/carers are contacted and efforts made to identify causes in order to set up an effective programme of improvement.

It may be necessary to exclude a pupil should there be persistent bad behaviour or unacceptable offence. However this is usually a last resort.

Bullying is not tolerated. An Anti-Bullying Policy is in place.

In all disciplinary action it is essential that the child fully understands that it is the **behaviour** that is **unacceptable** and **not the child**. Ultimately, the children work in a happy, secure atmosphere with realistic, well-defined guidelines. The discipline is firm but not repressive.

Every teacher is responsible for discipline within his or her own classroom. In addition, there is an overall responsibility on staff to ensure the good behaviour of every pupil in the school.

Rewards and Sanctions

Rewards

We aim to create a climate in which pupils' self-esteem is nurtured and misbehaviour becomes a markedly less attractive proposition.

Rewards in class are used to encourage good behaviour and work practice, thereby raising academic standards and personal conduct. Staff operate a variety of reward systems within class, to recognise good behaviour and learning, appropriate to the age and profile of their class.

The reward system, which pervades the whole school, is the giving of merits; When children are awarded a merit, they write their name on a slip of paper and put it in the class merit box. One merit is picked out of each class box of merits at the whole school celebration assembly every Friday. The child whose name is on the merit chooses a prize from the 'treat basket' as a thank you for all their good work and behaviour that week.

The 'Certificate of Merit' is also awarded at the weekly Celebration Assembly. Staff nominate two pupils per class to receive a certificate. A Headteacher's Award is also presented at the assembly, one pupil from Reception/KS1 and one pupil from KS2.

In Year 6 children work towards being awarded a Prefect badge and this is seen as an honour. The children are proud to sign their contract.

PREFECTS CONTRACT

I accept my badge at St. Joseph's for this year. I agree to carry out the following duties and responsibilities:

- *To maintain a high standard of behaviour and conduct and to wear my prefect's badge with pride*
- *To take part in school activities and to lead others by example*

- To help new pupils settle into school
- To assist visitors at all times being polite, friendly and courteous
- To maintain high standards of cleanliness and tidiness.

I have read and understand my prefect's contract and agree to carry it out to the best of my abilities.

Signed _____ *Date* _____

Other rewards include

- Stickers
- Class Dojo (IWB)
- 'Star of the Week' Achievement Board
- 'Good Behaviour at Lunchtime' certificate awarded at Celebration Assembly, one class from Reception/KS1 and one class from KS2
- 'Good Behaviour at Breakfast Club' - one child nominated each week and presented with certificate at Celebration Assembly.

Teachers use the 'best fit' for their particular class in line with the policy.

Sanctions

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

When sanctions are invoked, pupils should be brought to understand why what they have done is unacceptable, and how they can put it right.

- In applying sanctions:
- Make a clear distinction between minor and more serious offences
 - Avoid the punishment of a whole group if not appropriate
 - When using sanctions, as far as possible, prevent damage to relationships and pupils' self-esteem
 - Maintain the balance between sanctions and rewards.

Classroom circumstances, the well being of other pupils, the teacher's knowledge of the child and the seriousness of the offence would be factors to be considered in making a decision about which sanction(s) to impose. The sanction imposed will depend on the severity of the incident and it is important that the consequence matches the action.

- ✦ Expression of disapproval
- ✦ Verbal reprimand and explanation
- ✦ ‘Traffic Light’ system - name moved from green to amber/red as necessary
- ✦ Children to miss playtime
- ✦ Completion of unfinished work during playtime (NB. **Children must be supervised if kept in at break time**)
- ✦ Copy out Code of Behaviour
- ✦ Time out - in class, in another class, with member of Management Team/Head teacher
- ✦ Parent/carer informed (may be verbally or in writing)
- ✦ Individual Behaviour Plan
- ✦ Exclusion from out of school activities
- ✦ Exclusion (usually initially a fixed term). Negotiated agreement of behaviour for return to school

Children should be reminded of the school policy of non-retaliation, and that problems should be brought to the attention of adults to be dealt with. Reconciliation is encouraged. In extreme cases the matter should be brought to the attention of the Head teacher.

In general, parents/carers will be consulted following a serious incident or when unacceptable behaviour is persisting. Staff should inform the Head teacher and colleagues when a child is presenting behavioural problems so that a unified approach can be established.

Discipline and safety on educational visits

Educational visits provide valuable learning experiences for pupils. However, they also demand extra vigilance from the class teacher, regardless of extra supervisory assistance.

Pupils who persistently misbehave within the school and who are permitted to join in school visits may

- ✦ Endanger themselves and others by failing to follow instruction promptly
- ✦ Devalue the educational benefits of the visit for other pupils and themselves
- ✦ Compromise the school’s good reputation and position in availing of further educational visits to venue

As a result, a decision to withdraw pupils from educational visits may be taken after consultation between the class teacher and Head teacher. Parents will have already been contacted about their child’s behaviour. Action will be taken on the basis of ensuring that the best learning experience is open to all pupils.

Fundamental to positive behaviour for most children is that they are motivated by their work and are effectively led by their class teacher, supported by other staff.

Monitoring and Evaluation

All members of staff recognise their individual responsibility for promoting the policy.

CPD on Positive Behaviour Management was delivered by A. Robson on 25 October, 2019, on behalf of Clennell Education Solutions.

Behaviour Incident Logs are monitored each term by the nominated governor. The full governing body receive a report from the nominated governor at their termly meeting.

This policy will be reviewed at least annually, at a staff meeting, at the beginning of the academic year and at those other times it is deemed necessary and appropriate.