



**St Joseph's Catholic Primary School**

# **Behaviour Policy**



**January 2020**

# **School Vision & Mission Statement**

“Together we love - Together we hope - Together we learn.”

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

## **Behaviour Policy Rationale**

St Joseph's is a Catholic school where children learn in a caring environment in accordance with the teachings of Christ.

We aim to ensure a well ordered and disciplined environment with high standards for all. We believe that every member of the school community has a responsibility to share in maintaining the good order of the school. Pupils and staff will be encouraged to share in the development of the rules of behaviour for the school, so that they can develop a sense of fairness, an awareness of racial equality, equal opportunities and a sense of belonging within the school community.

The high standards of behaviour expected from all children in our school are regularly reinforced in whole-school assemblies, key-stage assemblies, RE lessons, PSHE lessons and in all other areas of the curriculum.

Our expectations for behaviour are founded in our vision, mission, aims and values; the values we share are the foundation for expected behaviour in the school.

## **Code of Conduct**

### **Around the school**

The school expectations of behaviour will be clearly discussed with the children at the start of an academic year and their role and responsibility clearly explained. They will then be written in a child friendly and positive way. These will be displayed in the classroom to remind children.

During any academic year expectations of good behaviour will be illustrated /discussed during assemblies, RE lessons, PSHE lessons & circle time.

### **In Class**

Each child is involved annually in defining their class code of conduct and understanding their role and responsibility with regards to the rules. Good behaviour is reinforced in a variety of ways including:

- Individual or group praise by the class teacher and/or LSA
- Good behaviour or 'School Values' stickers
- "Smiley faces"
- Extra "Golden Time."
- A personal message from the Headteacher, class teacher or other member of staff

- Recognition at Praise Assembly through being awarded Head Teacher stickers.
- The use of a gold/silver star in the classroom
- Raffle tickets
- House-points (See Our School House Groups)

### **In the playground and at lunchtimes**

There is a playground Code of Conduct based on the same high standards of behaviour. At break time the teacher on duty will deal with any unacceptable incidents. At lunchtime the Lunchtime supervisors (SMSAs) will report unacceptable incidents, which will then be dealt with by the class teacher or by a member of the Senior Leadership Team. Withdrawal from the playground for a fixed period is an option that can be used as a consequence for unacceptable behaviour.

As a reward for good manners at lunchtime, a small number of children are selected each week to sit at the "Top Table".

Good behaviour in the playground is recognised through the awarding of house points and lining-up points for each class.

### **Our School House Groups – St Andrew, St David, St George & St Patrick**

All children belong to a house in our school; house points are awarded to children for their attitude to all areas of school life and are given by staff for children who go above and beyond the expectations of staff and their peers.

### **Unexpected Behaviour**

We use the words "expected" and "unexpected" to describe the behaviour of a child in the school rather than use "good" or "bad".

When unexpected behaviour occurs in class a pupil is reminded why the behaviour is unacceptable and the expectation to stop such behaviour is reinforced. If unexpected behaviour continues, the teacher will log the incident and explain to the child what steps he/she will take to help change the behaviour. Parents will be informed verbally or by writing and the teacher will log any response.

Incidents of low-level and medium-level behaviour (as described in the behaviour grid attached to this policy) will be recorded on a class behaviour chart. Children begin the day in the green zone; a single incident will result in moving a child to the amber (warning) zone. Should a child continue to misbehave, their name is moved to the red zone. At this point the child's name would be recorded in the class behaviour book. Any further misbehaviour will be dealt with by the headteacher or a member of the SLT (Senior Leadership Team).

A teacher can choose to move a child from amber to green if they see an improvement in behaviour. Depending on the age and dynamics of the class, the teacher can choose to *reset* the chart to green at the beginning of each morning and afternoon session. Positive behaviour is acknowledged by children placing their names on a gold/silver star.

Unexpected behaviour may result in an entry being made in the class teacher/headteacher's behaviour book, loss of privileges or sanctions at an age appropriate level (for children in Year

3 or above, this may include a lunchtime detention). Entries in the class behaviour book will be made in line with the Expected Behaviour & Behaviour chart.

Entries in the behaviour book at a 'high level' will result in a child visiting the headteacher or a member of the senior leadership team.

Repeated entries in the class teacher's or head's behaviour book may result in one of the following:

- Lunchtime detention (for three or more entries at any level during a period of five consecutive school days e.g. Tuesday to Tuesday)
- Pupil behaviour contract (two week duration) for classroom behaviour, playground behaviour or a targeted behaviour chart
- Placement on Individual Behaviour Plan with regular monitoring by class teacher, S.E.N.C.O., and/or outside agencies including Educational Psychologist, Family support and/or Health Professionals

If any of the above sanctions or strategies for improving behaviour are needed, parents will be informed by a letter from the school or in a meeting with parents.

### **Restorative Behaviour Management**

In the event of a child visiting the headteacher or member of the SLT, it may be deemed appropriate for the child to complete a restorative justice sheet to help to identify issues with their behaviour and how to improve in the future. They will be asked to consider:

- What they have done and how their behaviour has affected members of the school community
- How they could make things better and restore relationships with those affected
- What they can think about for the future

It is important for the child to understand how their behaviour affects others and how to make better choices in the future.

### **Serious incidents**

Some incidents, because of their serious nature, will require a variety of strategies and sanctions. Serious incidents are usually those indicated on the behaviour grid as high level incidents. These could include:

- Serious physical injury to others
- Seriously inappropriate behaviour that puts others at risk
- Repeated bullying of others- (see Anti-Bullying Policy.)
- Cyberbullying
- Damage to property and/or building
- Any perceived racist incident will be treated as per the LA guidelines

These will be dealt with by a member of the school's Senior Leadership Team (SLT) and recorded on the school's safeguarding and behaviour log.

In the most serious incidents this may result in formal warning, which includes a meeting with parents, or in the most extreme cases, a temporary or permanent exclusion (which will be dealt with by the headteacher or deputy headteacher in collaboration with the local authority).

## **Exclusion Policy**

We follow the statutory guidance from the Department for Education in regard to the policies and procedures for exclusion.

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**Approved by Governing Body:**

**Review Date: Review January 2022**

Appendix A – Expected/Unexpected Behaviour & School Values

Appendix C – Restorative Justice

## **Behaviour Policy Addendum – COVID 19 pandemic 2020**

In addition to the expectations, rewards, sanctions and systems set out in our school Behaviour Policy the following measures are adopted until further notice.

### **Background**

The pandemic places significant responsibilities on the school for the safety and health of pupils and adults present on the school site. Reduced staffing levels and the requirements for social-distancing also present constraints on the school's normal operation. Pupils' co-operation and positive behaviour are therefore essential for the school to operate in a safe, socially-distanced and positive way during the pandemic.

### **Procedures and rules to support the safe operation of the school during the pandemic**

Pupils will be informed of new rules and expectations and will have a clear explanation of why these are necessary and how following them will make pupils and adults in school safer and more confident in playing their part at this time.

In particular pupils will be required to promptly and exactly follow:

- altered routines for arrival or departure;
- instructions on hygiene, such as handwashing and sanitising equipment;
- rules about sharing equipment or other items including drinking bottles;
- instructions on who pupils can socialise with at school and at what distance;
- instructions on moving around the school, for example, one-way systems, out of bounds areas and queuing two metres apart;
- amended expectations about breaks or play times, including where pupils may or may not play;

- instructions on the use of toilets, such as not mixing with pupils outside their class group/‘bubble’.

### **Hygiene and personal behaviour**

Pupils will also receive clear instructions on hygiene and personal behaviour to reduce the risk of transmitting the virus. These will include expectations about sneezing, coughing, using tissues and their disposal (‘catch it, bin it, kill it’) and avoiding touching their mouths, nose and eyes with their hands. Pupils will also be asked to tell an adult if they are feeling unwell or experiencing symptoms of coronavirus (COVID-19).

Staff will explain to pupils that there are very clear rules about coughing or spitting at or towards any other person and that any action that deliberately endangers the health of another pupil or an adult at the school will be likely to lead to exclusion from the school.

### **Inclusion and reasonable adjustments**

The school remains committed to the inclusion of all pupils and will seek to make reasonable adjustments where possible. These might include use of a time limited part-time timetable, provision through a blended offer of in-school and home learning and additional support (subject to available resource) from adults in school.

### **Consequences and sanctions**

Nevertheless, the health and safety of others is an over-riding priority and if a pupil is unwilling or unable to follow the rules introduced to secure a safe educational environment at this time he or she will face sanctions described in the Behaviour Policy including exclusion from school. The priority must be to ensure the health and safety of pupils so it may not be possible to offer chances to improve behaviour or compliance and a single incident may necessitate withdrawal from a class/activity or use of a sanction.

### **Celebrating excellent values and behaviour**

The school’s values stress everyone’s responsibilities to each other and virtues such as kindness and empathy. The school will find opportunities to praise and celebrate behaviour that shows pupils developing self-discipline and consideration for others.