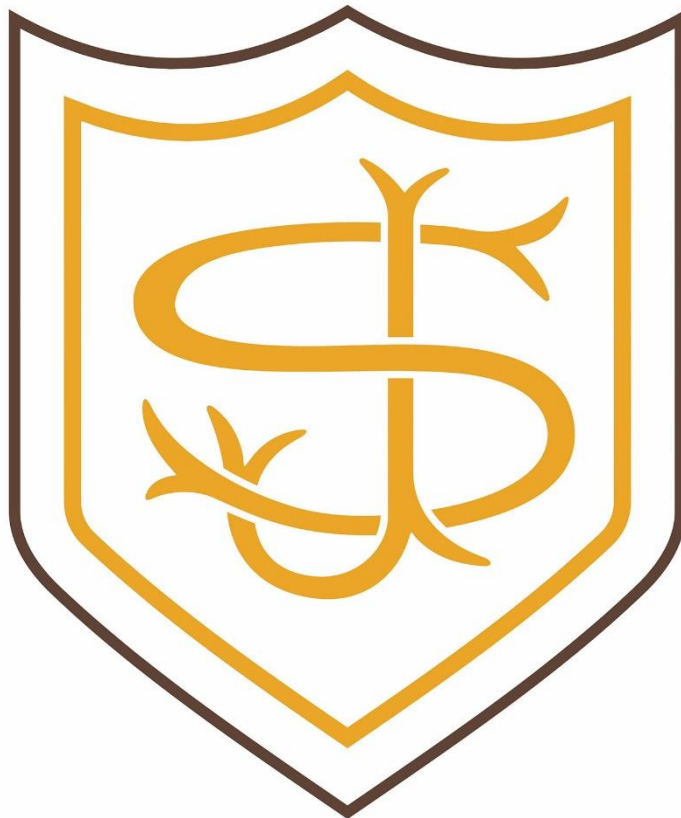


# Behaviour Policy

## St Joseph's Catholic Primary School



<b>Policy Date:</b>	June 2020
<b>Review Date:</b>	June 2021



**Blessed Holy Family**  
Catholic Academy Trust

## **Part 1 - Governors' Statement of Principles of Behaviour**

As a Catholic School, our ethos is guided by Gospel Values. The Mission Statement 'At St Joseph's we love, learn and live by the example of Jesus Christ' influences all areas of school life.

We believe that good behaviour is essential to allow all our pupils to achieve their full potential.

Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour. No pupil will be allowed to behave in a manner which adversely affects the wellbeing and learning opportunities of others.

We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that pupils with emotional or behavioural needs will receive support to achieve the expected standard of behaviour.

We believe that a system of reward for good and improving behaviour and sanctions where standards fall below an expected level is essential. These rewards and sanctions must be applied fairly and consistently.

At St Joseph's we have an effective and easily understood behaviour policy developed by staff, reviewed by pupils, staff, parents/carers, and adopted by the Governing Body. This policy clearly states the code of conduct and the schedule of rewards and sanctions. We believe that individual pupils' behaviour should be monitored and that their parents/carers should be kept informed.

It is essential that the school's behaviour policy helps ensure the safety of all children.

## **Part 2 – School Policy**

### **Aims**

- To contribute to the wider education of the whole child.
- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values as laid out in our School Mission Statement.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

## **Parents**

We recognise the absolute necessity of having the understanding and support of parents. Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By adhering to the Home School Agreement
- By discussing the Golden Rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' workshops and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

## **Policy Sections**

This policy comprises **5 sections** which should be read together.

- A.** A positive description of the "good behaviour" we seek to establish.
- B.** List of positive means for promoting good behaviour.
- C.** List of typical kinds of negative behaviour which call for procedures.
- D.** List of acceptable sanctions available to staff.
- E.** Procedures.

### **A. Description of Good Behaviour**

Good behaviour at St Joseph's is seen as involving:

- Respect for oneself as a person implying: honesty, care in personal appearance, care of one's personal hygiene, non- acceptance of abuse, bullying and discrimination.
- Respect for oneself as a student implying: doing one's best, taking responsibility for one's own work.
- Respect for oneself as a Christian implying: a recognition of the need for peace and quiet to reflect and pray and upholding moral standards.
- Respect for Others that involves: good manners, acceptance of others with all their differences, allowing others to work and respecting their efforts, co-operating with others and forgiving. Adults, charged with the safety, welfare and education of children are entitled to respect at all times and should not be subjected to any kind of aggression or verbal abuse.
- Respect for the Environment that involves: care for the school grounds, building and equipment and respect for the private possessions of others.

## **B. Positive means for Promoting Good Behaviour**

The policy does not prescribe or recommend any particular means. Suggested possibilities:-

- Golden rules.
- Well done stickers / certificates.
- Notes of praise in pupils diary
- Star of the week.
- KS1 Dojo Points
- KS2 – House points
- Appropriate assemblies e.g. WOW.
- Sent to Head teacher / Deputy Head teacher/ Assistant Head teacher for commendation.

## **C. Typical kinds of Negative Behaviour which require procedures**

- Racist remarks.
- Inappropriate use of the internet
- Rudeness / bad manners.
- Bad language / hurtful, abusive language.
- Interference with lunch boxes.
- Hurting other children deliberately, mentally and / or physically.
- Fighting.
- Disobedience.
- Lying.
- Stealing.
- Bullying.\*
- Disrespect to any adult who works within the school community.
- Repeatedly disturbing other children.
- Persistent talking.

\*Particular procedures are in place for dealing with bullying. Please refer to **Part 3** of this document - the **Anti-Bullying Policy**.

## **D. Sanctions available to Staff**

These are not in any order and any can be used at any time at the member of staff's discretion.

- Missed playtime (Head teacher, Deputy Head teacher or Assistant Head teacher are available for support with regard to supervision if necessary - with appropriate notice).
- Time out (but standing within an adult's sight - 5-10 mins i.e not outside the classroom).
- Work taken home (insist on good quality of work from home, parents should sign a supportive note).
- Staff can send children to other teachers, Senior Leadership Team, Assistant Head, Deputy Head or Assistant Head teacher - with prior notice if possible.
- Work Club for years 4, 5 & 6
- Confiscate inappropriate items- which will be returned to the parents at the end of the day.

### **Special Note**

Going on Report (Appendix 3) is not a sanction but it is a useful technique for changing behaviour. When considering placing a child "on report" the Head teacher / Deputy Head teacher / Assistant Head teacher needs to agree this action.

### **Physical Intervention**

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases, only the minimum force necessary may be used and any action taken must be to restrain a pupil. If physical intervention has been necessary, it should be recorded in a report of the incident and reported to the Deputy Head teacher/ Head Teacher

## E. Procedures

At St Joseph's we follow a traffic light peg system for behaviour. This is implemented in all year groups to ensure consistency in behaviour management. The guidance below provides a map of the stages. (Appendix 1 for Classroom Posters and Tracking form)

### The 'Wrong-Choice' Steps Procedure for Managing Classroom Misbehaviour

#### **WORKING WELL:**

Child's peg is on green to show they are working well in the classroom.



#### **(NON-VERBAL) WARNING:**

Put child's peg onto yellow without any disruption to learning environment. If necessary, gesture towards the traffic light if the child hasn't noticed. Child waits until everyone else has left for break time and discusses being on yellow with the teacher.



#### **(VERBAL) WARNING: (Missing 5mins of break)**

Strategies at this stage, may include identifying another child making the 'right choice' allowing the child to correct his/her misbehaviour. Child should be informed of what will happen next should 'wrong-choices' continue to be made. Put child's peg onto amber.



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#### **1. NAME IN Consequence Tracking Book (Missing 10mins of break)**

If staff attempts to encourage the student to make right-choices have failed, student's name goes in 'Consequence Tracking Book' with them witnessing it. Put child's peg onto red.



#### **2. INDEPENDENT WORK**

Student is still disruptive so staff places him/her on a table of their own if there is one available. If not then a teachers table is used ideally with the individual facing away from peers. The student continues to do class work. Student returns to own desk after making right choices for a time deemed suitable. A reminder at this stage that the student has a choice (right and wrong,) and needs to make better choices about behaviour. Child will still miss 10minutes of break. Incident recorded on the child's consequence record.



#### **3. BUDDY ROOM**

Student continues to disrupt and fails to comply with teacher requests - sent with note & work package to Partner Room to work in their thinking spot for set time. KEEP IN MIND - This level of the process should not be **used or seen** as passing the problem onto a colleague. It is part of the student's 'choice' process, as the disrupting student can comply with partner room procedures (sit by self, take no part, work quietly,) or proceed to the next level of the Daily Consequence Process. Incident recorded on the child's consequence record.



#### **4. SLT REFERRAL**

Sent with 'Consequence Tracking Folder' to a member of the SLT if disruptions continue either in partner room or when student returns to own classroom. SLT may call parents or isolate student for a longer period of time in a suitable location which does not breach duty of care requirements. Further consequences may include: going on report, suspension or other sanctions as deemed necessary. Incident recorded on the child's consequence record.



**SEVERE DISRUPTION (SD)** for severely disruptive behaviour separate from the 1-4 steps. The class teacher would move straight to this stage and send for the Head teacher, Deputy Head teacher or Assistant Head teacher. Another student is sent to Head/Deputy/Assistant with a red card (found in every room) requesting assistance. Incident recorded on the child's consequence record.

Any child that goes into the consequence book will have a letter sent home to their parents. (Appendix 2)

They may be some occasions where the school needs to implement a temporary exclusion or a permanent exclusion. More details about this is in our Exclusion Policy.

## **Part 3 – Anti – Bullying Policy**

### **Definition**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents. Bullying can be carried out via the internet

At St Joseph's staff, parents and children work together to create a happy, caring, learning environment. This policy derives from the School's Mission Statement which states that at St Joseph's "we love, learn and live by the example of Jesus Christ" Bullying, either verbal, physical or via the internet (cyber bullying) will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

### **Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – sometimes that can be why they bully.

- Discussions at length with the victim. This will require patience and understanding.  
Remember – **L**isten, **B**elieve, **A**ct
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher/Deputy Headteacher
- For younger children, the strategy of " no blame " is often effective, whereby the bully is included within a group of the victim's friends to help improve the situation for the victim
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable here at St Joseph's School.
- If they own up then follow the procedure outlined below and in the School Behaviour Policy
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to identify incidents of bullying and the identities of bullies, at St Joseph's we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff **L**isten, **B**elieve, **A**ct
- Confidential "Worry boxes" held in each class where children can put signed written notes if they feel that they cannot initially speak about their problem - for the class teacher to address at an appropriate time
- Posters in school advertising these measures and dissuading children from bullying
- Curriculum and assemblies to raise awareness
- Participation in Anti-bullying week and E-safety initiatives

Compiled By: Mr. Briggs

Revision Number: 3

Approved by: Governing Body



# Wrong-Choices' Consequences in the Classroom

I am working hard in class following all of our Class Rules



**YELLOW**  
Silent warning



**AMBER:**  
5 minutes missed



**RED**  
10 minutes missed



**Independent work:** I will work on my own on a separate table



**Buddy Room:** I will be sent to another class to work independently



I will be sent to a senior member of staff

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For serious cases of misbehaviour my teacher will send for the Head Teacher immediately.





# ‘Wrong-Choices’ Consequences in the Playground



**I am playing nicely outside**  
- Following all of our Playground Rules



**Verbal Warning or rule reminder**  
- Make sure you make the right choices now that you know what they are



**‘Wrong-Choices’ Book**  
- Get book from class.  
- Quiet area/bench 5 mins.  
- Put your peg on the traffic light

**If I need to be spoken to again about my behaviour then my teacher, Mr. Briggs, Mrs. French or Miss. Cummins will be informed.**

## APPENDIX 2

Childs Name: \_\_\_\_\_ Date: \_\_\_\_\_

### School Behaviour Letter

Dear \_\_\_\_\_

I am sorry to tell you that your child has misbehaved today at school by \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Therefore they have had their name put in the Class Consequence Tracking book and

\_\_\_\_\_

In accordance with the School Behaviour Policy, we ask that you put a note in your child's diary to acknowledge you have seen this letter.

If there is another entry in the Class Behaviour Book in the near future, we shall need to arrange a meeting with you in school.

With thanks for your support.

Yours sincerely

Class Teacher

**APPENDIX 3**



**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL**

**HEADTEACHER: MR C BRIGGS**

**DOBBIN CLOSE, HARROW, MIDDLESEX, HA3 7LP**

**Telephone: 020 8863 8531 - e-mail: [office@stjosephs.harrow.sch.uk](mailto:office@stjosephs.harrow.sch.uk)**

**[www.stjosephs.harrow.sch.uk](http://www.stjosephs.harrow.sch.uk)**

Childs Name: \_\_\_\_\_ Date: \_\_\_\_\_

**'On Report' Letter**

Dear \_\_\_\_\_

In accordance with our agreed behaviour policy and to help improvement in the following target area: \_\_\_\_\_

Your child is being placed 'On Report' starting \_\_\_\_\_

A copy of the Report is attached to this letter so that you can see how the Class Teacher will award up to 5 points each day depending on your child's efforts to meet the target.

Your child will bring home the daily slip for you to sign and return, and it is essential for you to respond with encouragement if the scores are good or improving.

The school will liaise with you in 2 to 3 weeks on whether it is appropriate to continue or end this daily report.

Please sign and return the slip below to your child's teacher.  
With thanks for your co-operation.

Yours sincerely

Mr C Briggs  
**Headteacher**

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**PLEASE RETURN TO THE CLASS TEACHER**

I note that my child ..... is on "Daily Report" and will support this action. I also note that the school will contact me in 2/3 weeks to consider whether the report should continue.

PARENT'S SIGNATURE ..... DATE .....

## APPENDIX 3

### St Joseph's Catholic Primary School Behaviour Report

**Procedure:**

This form should be given by the child to the teacher at the end of each period. The teacher should circle a number between 1 and 5 to show how well the pupil has carried out the task. If the work or behaviour has been good, praise should be given. Do not dwell on long exhortations to do better if the scores are not good. At the end of the day, the teacher should add up the scores and sign the sheet. The child should then ask the Headteacher (at 3.15 pm) to sign the day's record and then take it home for the parent to read, sign and return. This form must not be used without the standard letter to parents.

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**Daily Report Key: 1: Poor 2: Satisfactory 3: Good 4: Very Good 5: Excellent**

	9-10:30	10:45-12:15	1:15-3:15/3:25	Signed
<b>Monday</b> Date:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Class Teacher:  Headteacher:  Parent:
Comment				
<b>Tuesday</b> Date:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Class Teacher:  Headteacher:  Parent:
Comment				
<b>Wednesday</b> Date:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Class Teacher:  Headteacher:  Parent:
Comment				
<b>Thursday</b> Date:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Class Teacher:  Headteacher:  Parent:
Comment				
<b>Friday</b> Date:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Class Teacher:  Headteacher:  Parent:
Comment				