

BEHAVIOUR POLICY

*St. Joseph's
Catholic
Primary
School, a
Voluntary
Academy*

St. Joseph's Behaviour Policy

As a Roman Catholic Academy, we view all aspects of school life to be part of the wider faith of parish, home and school. The whole curriculum and way of life of our school is designed to enable our pupils to grow in every way to Christian maturity. The Catholicism of the school is more than its Religious Education Policy; our whole curriculum is rooted in a religious understanding of life, based on the teaching of the gospels. We always try to be positive in our range of rewards and disciplines. There are rules within the school but as a list, they can be very negative, so we have produced a code of conduct.

This policy should be read in conjunction with the school's Anti-bullying, Safeguarding, Special Educational Needs and Equal Opportunities Policy.

Pupils have the right to an education, which offers them the best opportunity to attain their potential. Teachers are here to create the circumstances for this to happen. Support staff, ancillary staff, governors, parents and officers of the LA and Diocese assist in this process. It is the right of each individual to do these things without being hindered by others.

GUIDING PRINCIPLES:

We should all:

Be Generous... giving willingly to each other, particularly in terms of our time and ideas.

Be Respectful ... caring for each other and the environment.

Persevere... showing commitment and determination, never giving up, attending every day and being punctual.

Be Responsible ... being reliable and responsible for our actions; behaving as part of God's community.

Trust... enable others to be certain they can believe in us.

PRINCIPLES IN ACTION

Be punctual ... avoid late arrival.

Speak with consideration ... avoid shouting and using offensive language.

Be prepared ... have the necessary materials.

Clear up ... after lessons, break, lunch, tidying away communal resources.

Move around considerately ... avoid running and use paths, hold doors open for other people.

Respect the environment ... the grass, trees, hedges, buildings and furniture.

IN LESSONS

It is the responsibility of teachers to:

- set the appropriately challenging work for all children in the group.
- respond to their pupils' needs where appropriate.
- provide opportunities for students to be actively involved in their learning.
- recognise and encourage achievement and success.
- assess children's work regularly.
- maintain an orderly atmosphere in the classroom.

It is the responsibility of pupils to:

- get on with their work to the best of their ability.
- work cooperatively with other people.
- be prepared to ask for help.
- be prepared to wait their turn.
- accept advice and guidance from the teacher.
- carry out requests from the teacher.

It is the responsibility of parents to:

- be supportive of teachers.
- report to the Head of School or Executive Headteacher with queries.
- have discretion when working in classrooms.
- send children with the appropriate equipment.
- ensure their child does not arrive at school too early in the morning.
- realise the importance of keeping the car park free so that our children are safe.

The law of the land applies to St. Joseph's and as a caring community, there are things which are forbidden:

- physical violence.
- threatening behaviour.
- damage to property.
- leaving litter.

MEETING CHILDREN'S BEHAVIOURAL NEEDS

Children who are showing difficult behaviour make particular demands on teachers and schools:

- where behaviour is unpredictable, it can occur unexpectedly and may escalate into a crisis;
- large amounts of time may be spent on one individual or a small number of children;
- staff may feel challenged personally and professionally causing situations of a stressful nature and affecting their self-confidence;

- powerful emotional responses can be produced as a result of difficult behaviour.

In considering difficult behaviour, all staff at St Joseph's are influenced by its frequency and severity as well as the context in which it occurs. Difficult behaviour is often linked to other areas within the school, the home and the community. Inappropriate behaviour can be linked to:

- learning difficulties;
 - circumstances outside school;
 - school based factors (breaking the school rules);
 - personality clashes;
 - relationships with other pupils;
 - appropriateness of the curriculum;
 - medical conditions;
- or a combination of these elements.

In monitoring the frequency and severity of poor behaviour, staff should also look for the following characteristics in children:

- they believe themselves to be unsuccessful;
- they have difficulty in making and maintaining relationships based on trust;
- they show little control in unstructured situations;
- they lack motivation and are difficult to teach;
- they have few school working routines;
- they have established patterns of poor behaviour;
- they need contact with adults who can demonstrate that they are caring, supportive and reliable;
- they need to address their own feelings as well as their behaviour;
- they have little to show for their years at school.

SUPPORTING THE CHILDREN

At St Joseph's we encourage improvements in behaviour by:

- expressing our faith and the religious teachings of the Catholic Church;
- our low key responses to early signs of difficulties;
- using pupils' reading diaries and homework books to involve children in their personal organisation and to encourage home contact;
- working in partnership with support staff;
- firmly helping pupils to take responsibility for the outcome of their behaviour;
- being realistically selective about behaviour to focus on and behaviour to ignore;
- maintaining a balanced view of a young person's behavioural range;
- acknowledging relative improvements in a young person's behaviour and building positively on them;

- using our Rewards System to good effect.

Rewards

A child's reward within the school is to receive the praise of their teacher and the acceptance of their friends. Some children need more than just praise; some are in need of motivation to achieve.

House System

As each child enters St Joseph's, they become members of a 'house' - a small community. Each 'house' is given a colour and a name. There are four such houses:-

St. Patrick's

St. George's

St. David's

St. Andrew's

Through this house system, we encourage group loyalty, commitment and conformity to good behaviour. The means of this encouragement is by reward and the reward can be a point for their house. Thus the children who work hard and are successful in any little way can gain house points.

They can receive the house points in three different ways:

a) Good work b) Helping in our community c) Sport

When the children receive house points, they are able to "purchase" a range of items from the St. Joseph's Shop. Each time a purchase is made, the house points are "spent".

Awards Assemblies

In order to praise individual children, each teacher chooses a child each week to commend in the Friday assembly. It is during this time that the children can receive individual praise for being hardworking, industrious or successful, in all areas of school life. They receive a certificate to record the happy event.

Sanctions:

Occasionally, children may not respond to the rewards system and their behaviour may need further support and intervention. If this is the case, the following graduated approach will be adopted:

- Verbal warning
- Buddy Class system
- Lunchtime Reflection
- Yellow Card

- ▶ (On report for 5 days, no playground, daily report card signed by Headteacher or Deputy Head and by Parents).
- ▶ Red Card
- ▶ (As Yellow Card plus formal meeting with Parents plus behaviour plan)
- ▶ Fixed term exclusion
- ▶ Permanent exclusion
- ▶ Yellow and Red Cards can only be issued by the Headteacher or Deputy Head of School.

Buddy Class

In F2 and Key Stage 1, there is a visual representation of a behaviour scale. If they achieve high standards or perform an act of kindness, their name is moved to a higher point on the scale (peg etc). However, should a child be in any way disruptive or rude, a warning is given and their name may be moved down the scale. Should any disruptive or unkind behaviour continue, the child's name will be moved to the bottom of the scale. It is at this point that the child will be asked to go to their buddy class for 15 mins.

If there are minor, low level behavioural disruptions in class, then children may be sent to a buddy classroom for a period of no more than 15 minutes. Children should not be sent to stand outside classrooms; this is wasted learning time. If they are sent to their buddy class, then they should have work to complete, which is linked to the lesson in class. "Buddy" classes are as follows:

- ▶ F2 & Year 5;
- ▶ Year 2 & Year 3;
- ▶ Year 4 & Year 6;
- ▶ Year 1 children should be sent to Year 5

After a period of 15 minutes, the child should then return to their own class and hopefully be able to carry on with their lesson.

Should there be further disruption, the child should be sent to Mrs Jordan or Mrs Marriott for a further 15 minutes.

Should there be any further disruption, the child should be sent to the Deputy Head of school for a further 15 minutes.

If this doesn't resolve the issue, then send the child to the Headteacher.

If there is an incident or incidents which are concerning or which require a quick response, then the Headteacher, or Deputy Head of school should be sent for immediately.

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Reflection:

- ▶ Incidents on the playground (violence, defiance etc) at both lunch and break will result in the children being sent to Reflection. A member of staff is on duty each day in their own class with a walkie talkie.

- ▶ Teachers can also send children to Reflection for inappropriate behaviour or if they have not completed a piece of work in allocated time (ensure the child's ability is taken into account, if the same children are in Reflection regularly, this may imply work needs amending.)
- ▶ A good example of a reason for sending a child to Reflection to finish work would be if they had been chatting and not concentrating and after several warnings, had continued to not work at their best ability.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS' POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child 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
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office

for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Reviewed: September 2021

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