

BEHAVIOUR POLICY

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

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

As a Roman Catholic Academy, we view all aspects of school life to be part of the wider faith of the parish, home and school communities. 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.

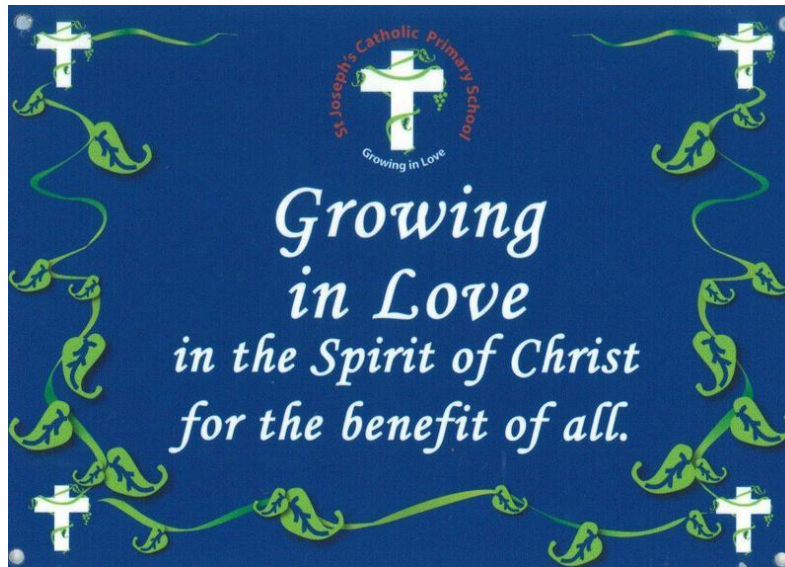
Pupils have the right to an education, which offers them the best opportunity to reach their potential. Teachers facilitate the circumstances for this to happen. Support staff, ancillary staff, governors, parents and officers of the LA and Diocese assist in this process. It is the right of each individual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

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;
- littering.

Guiding Principles:

Our guiding principle is our school mission statement:



Principles in Action:

In order to clearly communicate what our mission statement means to us and how it guides us, we have split it into its components and verbalised which behaviours we expect.

Growing in Love:

- We are kind friends.
- We are welcoming.
- We are polite and respectful.

In the Spirit of Christ:

- We follow the example of Jesus.
- We take care of God's creatures.
- We respect our environment.

For the benefit of all:

- We support each other to learn.
- We work hard as a team to achieve our best.
- We celebrate our differences.

Taking into consideration the guiding principles above, teachers will:

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

Taking into consideration the guiding principles above, pupils will:

- complete their work to the best of their ability.
- work cooperatively with others.
- 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.

Taking into consideration the guiding principles above, parents/carers will:

- be supportive of teachers.
- report to the Headteacher with queries.
- send children to school with the appropriate equipment.
- ensure their child does not arrive at school too early or too late in the morning.

Extreme Circumstances:

Where behaviour is unpredictable, it can occur unexpectedly and may escalate into a crisis. This can lead to large amounts of time being spent supporting one individual or a small number of children. Staff may feel challenged personally and professionally in this circumstance and this can cause stressful, emotional situations which impact on self-confidence.

Inappropriate behaviour can be linked to:

- learning difficulties;
- circumstances outside school;
- school based factors;
- 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:

- believing themselves to be unsuccessful;
- having difficulty in making and maintaining relationships based on trust;
- showing little control in unstructured situations;
- lacking motivation and struggling to engage in teaching;
- having few school routines which work for them;
- having established patterns of poor behaviour;
- needing to address their own feelings as well as their behaviour.

Systems to Support and Encourage Positive Behaviour:

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

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

House System:

As each child enters St Joseph's, they become members of a 'house' which forms a small community:

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. Through exhibiting positive behaviour and demonstrating commitment to following the school's mission statement, the children can earn house points for their house. This then leads to half-termly rewards for the winning house.

Each individual child's house points are accumulated for them to trade for a range of items from the St Joseph's Shop.

Mission Makers:

Each child begins the week with five 'mission maker points.' If a child does not lose any mission maker points during the week, these are converted to five extra house points in addition to any others that they have earned during the week, as mentioned above.

Awards Assemblies

In order to praise individual children, each teacher chooses a child each week to commend in an awards 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 and a sticker.

Systems to Address and Support Negative Behaviour:

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:

1. Verbal warning to remind the child of expectations for behaviour and learning;
2. Loss of a 'mission maker' point;
3. Visit to allocated buddy class for a period of fifteen minutes to enable to child to de-escalate. They are expected to take their work with them so that they are not missing crucial learning time.
4. Reflection at lunch time from 12:00pm-12:30pm for the child to further reflect on their behaviour with the added support of an adult.
5. After more than two reflection sessions in a week, the child will be placed onto a report card. This will involve a conversation with the Headteacher or Deputy Headteacher, the child's parent(s)/carer(s) and the child themselves about behavioural targets to work towards over the coming week.
(Depending on the seriousness of the behaviour, the following will be considered by the Headteacher if appropriate).
6. Fixed Term Suspension
7. Fixed Term Exclusion

If there is an incident which requires a quick response, then the Headteacher or Deputy Headteacher should be sent for immediately.

Pupil's Conduct Outside of the School Gates:

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;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school

The teacher may also discipline a pupil for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- 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.

The *power to search without consent* for "prohibited items" includes:

- 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.

Physical Intervention

As a school, we strive to use a range of strategies to deal with all situations but as a last resort, physical intervention may be necessary. Physical intervention must only be used in the best interests of, or out of necessity for, the child. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child's age, gender, size, health stage of development and other relevant factors. Parents will always be informed if physical intervention on their child has been necessary.

Reviewed: January 2024

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