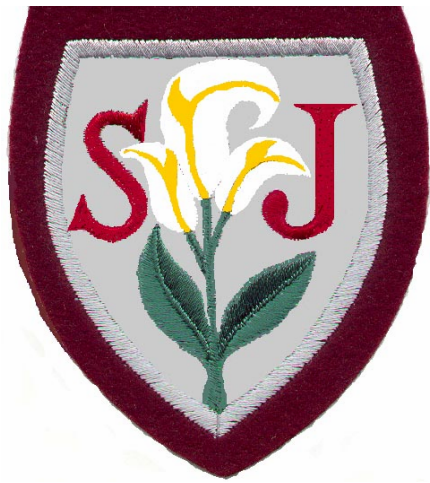


Behaviour Policy

St Joseph's Catholic Primary School



Agreed by Headteacher: Dr N Fernandes-Viana

Updated: November 2024

Introduction

Our Mission Statement

St Joseph was a worker
The community of St Joseph works hard together
We respect and care for each other
We are open to and for each other
We make wise choices and always do our best
We learn to live life to the full.
Jesus said: I have come that they may have life and have it to the full.

John 10:10

The Behaviour Policy runs in harmony with our School Mission Statement. The latter underpins the values of our school.

In addition to the Mission Statement, class teachers also ask children to write their own classroom charter / rules. They do this as a whole group, and all children sign it. This charter is re-negotiated each term, as necessary. The charter should help to create a climate for learning.

A consistent behaviour policy provides security for children and adults and enhances the self-esteem of everyone in the school, thus increasing the equal opportunities for personal development and effective learning. Staff will always be explicit about the school's expectations of behaviour.

Good behaviour is taught, recognised and modelled.
All staff will seek to build and maintain positive relationships with children and each other.

Aims

We aim to help children to be:

- Disciples of Jesus
- Caring and considerate towards others
- Respectful to everyone in school
- Able to sustain an atmosphere of calm and to share and value each other's contributions
- Able to move around the school safely
- Considerate of the buildings and of each other's belongings
- Pro-active in creating an effective learning environment
- Living life to the full

We believe that these aims are best reached through an open and positive partnership with parents and carers. Upon starting our school, parents and children are asked to read our Home School Agreement, agree and sign.

Rewards

In order to promote the children's self-esteem, we will reward positive behaviour as much as possible.

Nursery and Reception will use the Good 'Bee-Haviour' charts where children's good behaviour is clearly demonstrated through the use of a classroom chart. Particular emphasis will be placed on showing God's love to others, following instructions and using kind words. Children, who have demonstrated exemplary behaviour can also visit the Headteacher or Deputy for commendation.

Children, who have demonstrated good behaviour, will receive a sticker. They will also have the option of sharing a treat with the rest of the class thus promoting generosity of spirit and selflessness (Listening to their favourite story, Sharing their favourite song or dance, Choosing their favourite Art or DT activity etc.)

KS1: Pink Classes will use the Good 'Bee-Haviour' charts where children's good behaviour is clearly demonstrated through the use of a classroom chart. Particular emphasis will be placed on listening skills, kindness to others and trying their very best. Children, who have demonstrated exemplary behaviour can also visit the Headteacher or Deputy for commendation. Children, who have demonstrated good behaviour, will receive a sticker. They will also have the option of sharing a treat with the rest of the class thus promoting generosity of spirit and selflessness (Listening to their favourite story, Sharing their favourite song or dance, Choosing their favourite Art or DT activity etc.)

KS2: Blue and Violet Classes will use a Weekly Good Behaviour Chart (100 Square) highlighting children's good behaviour. Particular emphasis will be placed on showing respect to all adults; praising the efforts of others and showing a conscientious approach to their learning. Children, who have demonstrated exemplary behaviour can also visit the Headteacher or Deputy for commendation. Class teachers may decide to reward groups of children with extra break time or golden time activities.

We recognise positive behaviour by rewarding:

- Care for others
- Commitment to high standards
- Achievement
- Effort
- Completion of work
- Fairness and honesty
- Consistency
- Good manners
- Determination
- Helpfulness
- Initiative
- Independence
- Organisation
- Positive encouragements
- Perseverance
- Preparedness to compromise
- Positive motivation and attitude
- Reliability

- Presentation of work
- Respectfulness
- Responsible behaviour
- Study skills/research skills
- Self-discipline
- Supportiveness of others' achievements
- Thoughtfulness

It is our expectation that these skills and qualities will be modelled and displayed by all staff at St Joseph's.

Examples of rewards:

Minor

- Verbal praise within classroom on a one-to-one basis
- Pointing out good behaviour
- Smile/nod/thumbs up/saying "well done", etc.
- Comments written in workbooks

Medium

- Stickers
- Showing good work to the class, or other teachers

Major

- Showing work to Head Teacher and/or Deputy Head
- Receiving a letter of praise or commendation from the HT or DHT to be sent home to parents
- Head Teacher Awards
- Merits
- Specific mention to parents

Unacceptable Behaviour

Hierarchy

1. Minor Incidents

Handled by class teacher/member of staff on duty.

2. Medium Incidents

May be handled by teacher if one-off incident. Otherwise, Head Teacher or Deputy Head should become involved.

3. Significant Incidents

Should always be referred to Head Teacher and Deputy Head (**logged on CPOMS**) to be dealt with in collaboration with the class teacher.

4. Very Serious Incidents

Dealt with by Head Teacher or Deputy Head, teacher and parents (**logged on CPOMS**).

1. Minor Incidents	Minor Sanctions – the staff member should choose appropriately from:
<p>Lack of co-operation initially</p> <p>Not accepting reasonable reminders</p> <p>Minor rudeness to staff</p> <p>Poor standard of work due to lack of effort</p> <p>One-off name calling</p> <p>Minor swearing or rude gestures to other children</p> <p>Low-level disruptive behaviour</p> <p>First offence of minor untruths</p>	<p>If the incident occurs in the playground, the member of staff on duty should record on CPOMS Child Protection Online Management System. Incidents will be monitored by HT and DHT.</p> <p>Early response – eye contact, touch, say name.</p> <p>Surprised facial expression.</p> <p>Change voice – lower tone, change volume (quieter).</p> <p>Move child closer to teacher.</p> <p>Early verbal intervention e.g. “Are you OK?” or “Do you need me to sort this out?”</p> <p>Giving a quiet word of warning.</p> <p>Repeat work which was unsatisfactory due to bad behaviour, during break or lunch time.</p> <p>Giving a choice or consequence.</p> <p>Giving time-owed (child makes up time lost by inappropriate behaviour)</p> <p>Asking child, “What could make this situation fair or better?”</p> <p>Asking child, “How could you put this right?”</p>
2. Medium Incidents	2. Medium Sanctions – the staff member should choose appropriately from:
<p>Being deliberately rude to staff</p> <p>Teasing other children</p> <p>Swearing and rude gestures to other children</p> <p>Being persistently disrespectful to staff</p>	<p>If the incident occurs in the playground, the member of staff on duty should record on CPOMS Child Protection Online Management System. Incidents will be monitored by HT and DHT.</p> <p>Use other children to say what is wrong or how to make matters better.</p> <p>Take to one side and discuss one to-one.</p> <p>Loss of privilege/playtime.</p> <p>Giving time-owed (child makes up time lost</p>

	<p>by inappropriate behaviour).</p> <p>Sit child alone/away from main group of children.</p> <p>Asking the offender to sit down on the nearest bench (or apart from the rest of pupils in class) for one minute of time-out for each year of their age (where appropriate) to cool off before being allowed to re-join and try again.</p> <p>HT or DHT to schedule meetings with parents (initially via telephone, if behaviour persists, meetings in person).</p> <p>Meetings with parents to discuss behaviour will also be recorded on CPOMS Child Protection Online Management System</p>
3. Significant Incidents	Significant Sanctions – the staff member should choose appropriately from the following:
<p>Refusal to co-operate</p> <p>Openly defiant to staff</p> <p>Damage to property</p> <p>Deliberate lies</p> <p>Repeated swearing and rude gestures to staff</p> <p>Stealing</p> <p>Significant physical, verbal or written abuse of others and property, including racially motivated</p> <p>Systematic bullying/excessive teasing (see Anti-Bullying Policy)</p> <p>First offence verbal racial abuse</p> <p>Misuse of ICT in school (see Internet Policy)</p> <p>Being involved in negative/aggressive arguments with another child, which may be physical</p>	<p>If the incident occurs in the playground, the member of staff on duty should record on CPOMS Child Protection Online Management System. Incidents will be monitored by HT and DHT.</p> <p>Child should report to (1) Class Teacher (2) DHT (3) Head Teacher for timeout.</p> <p>Send child with work to a paired class for a specified length of time.</p> <p>Write letter of apology or similar at age-appropriate level.</p> <p>Daily report or Home School Communication Book.</p> <p>When a “significant” or “very serious” incident is being investigated with a child, an additional adult observer should always be present in the room and should take notes of what is said by both parties. This should be recorded on CPOMS and shared with parents.</p> <p>HT or DHT to schedule meetings with parents.</p>

	<p>Meetings with parents and agreed actions also recorded on CPOMS Child Protection Online Management System.</p> <p>If a child is involved in a number of significant sanctions, or if their behaviour is hindering their own work or the work of others, the child must be brought to the attention of the SENCo who will discuss the problem with outside agencies as appropriate, to help the child modify their behaviour and prevent future difficulties.</p>
2. Very Serious Incidents	Very Serious Sanctions – the staff member should choose appropriately from:
<p>Very serious physical, verbal or written abuse of children or staff.</p> <p>Deliberately dangerous actions</p> <p>Physically losing control</p>	<p>If the incident occurs in the playground, the member of staff on duty should record on CPOMS Child Protection Online Management System. Incidents will be monitored by HT and DHT.</p> <p>Call for DHT or HT to remove child from class or playground.</p> <p>Physically accompany child to desired outcome, by staff, when child is refusing to co-operate, or to prevent further damage to property.</p> <p>Remove child from situation, which might be achieved by removing the rest of the class rather than the child him/herself, not leaving the child on their own.</p> <p>Full investigation by HT.</p> <p>Exclusion from school for rest of day.</p> <p>Fixed-term exclusion from school following the DfE guidelines.</p> <p>Permanent exclusion from school, in line with the Disability Discrimination and Equality Act</p>

Procedures

Class teachers will determine what acceptable and unacceptable behaviour is.

They should use their own judgement to decide the seriousness and frequency of the offences, in line with this policy.

Sanctions could include missing play-time or sitting on the bench, however, this should be a last resort and a child should not regularly miss playtime.

Each class will have their own reward procedure and strategies.

Whole school 'House' system – children can earn points for their houses by showing good behaviour. These points will be shared in school assemblies. These points can also be used in class for class rewards.

If a child is involved in a very serious incident or persistently breaches the school behaviour policy, or if by allowing the child to remain in school the education and welfare of other children would be harmed, the Headteacher would begin the necessary steps to exclude the pupil.

All staff should seek to defuse potentially difficult situations by:

Applying the appropriate sanctions for the level of seriousness of the incident as outlined above.

Staff should ensure that at each stage children are aware of what will happen next if the negative behaviour continues.

Staff will always make clear that it is the behaviour which is disapproved of, not the individual, so as not to damage a child's self-esteem.

Recording all incidents on **CPOMS Child Protection Online Management System**

Notifying relevant staff (e.g. the child's class teacher) about any incidents, as appropriate.

If necessary, giving children time to "cool down" before questions are asked or sanctions discussed.

If parents wish to discuss any reward or sanction which has been applied to their child they should, in the first instance arrange a telephone call or meeting with their child's class teacher. If further discussion or action is needed the Headteacher or Deputy is available. The Headteacher and Deputy are always made aware of serious incidents.