

St. Joseph's R.C. Primary School

Behaviour Policy

Mission Statement

Our mission in St. Joseph's RC Primary School is to provide a loving and caring atmosphere where everyone can reach his or her potential to the full.

We wish to foster a respect for the dignity of every person in our school community and in everything we do.

We hope to:

“Act justly,
Love tenderly,
Walk humbly with our God.”

The Governing Body of St. Joseph's RC Primary School adopted this Behaviour Policy in March 2018 and was reviewed in March 2019.

Aims.

1. To ensure good behaviour as the cornerstone of education at St. Joseph's R.C. Primary School.
2. To enable all pupils to achieve to their best ability and all staff to work in a safe, secure and caring environment. (Equality Act 2010)
3. To ensure a consistency of application of the basic school rules.
4. To seek to reward good behaviour in ways which encourage all children.
5. To work with children and staff in ensuring that sanctions and the need for them, are understood by all.
6. To promote within school a sense of community and a sense of ethos and purpose.
7. To encourage self discipline by helping children to recognise that they have responsibility for their own actions.
8. To foster partnership with parents and the wider community.

Entitlement.

Children are entitled to

1. be educated in a safe, secure, caring and well organised environment;
2. be educated in a setting where rules, rewards and consequences are used in a fair and consistent way;
3. be taught what behaviour is expected and what is unacceptable;
4. be shown respect and to have their opinions valued.
5. be offered a curriculum which is well matched to their needs and abilities so lessening opportunities for boredom or frustration to affect behaviour.

Parents are entitled to

1. be regularly, consistently and actively involved in the social and educational development of their children;
2. positive involvement resulting in a constructive solution to any situation involving their child which is causing concern;

3. information about the school's behaviour policy ;

Staff are entitled to

1. work in a safe, secure and caring environment;
2. support from the Head Teacher, Deputy Head Teacher and governors of the schools in terms of behaviour and discipline;
3. support of parents in the behaviour management of their children;
4. be shown respect at all times.

What is 'good behaviour?'

1. being kind and considerate

this means

- | | |
|------------------------------------|-------------------------------------|
| politeness | waiting your turn to speak |
| not disturbing others | sharing / helping |
| apologising when necessary | making friends |
| respecting other people's property | |
| caring for the school | respecting all the adults in school |

2. active listening

this means

- | | | |
|--------------------------------------|--------------------|------------------|
| sitting still | making eye contact | not interrupting |
| respecting the quiet times in school | | |

3. self control

this means

- showing care for others
- following instructions from any adult without argument
- being able to behave / work well whether or not the teacher is with you
- working hard

Good behaviour enables-

Children to

- enjoy school and develop self esteem
- maximise their learning potential
- develop into responsible young people with a sense of purpose

Teachers to

- be more effective
- provide learning experiences in a positive climate
- build positive relationships with children and parents

Parents to

- trust the school in the care and development of their children
- build a positive partnership with the school

School to

- create a purposeful community
- develop a happy, orderly and secure environment
- be respected in the local and wider community

What the school considers as unacceptable behaviour.

- persistent aggressive behaviour, physical or verbal, causing physical or emotional harm to other children
- disobedience to the person in charge
- lack of respect towards adults in school and towards other children
- behaviour endangering the child's own personal safety, e.g. leaving the school premises
- deliberate breakage or damage to property (either schools or property belonging to other children or adults)
- offensive language
- persistent uncooperative behaviour including low – level disruption and poor attitudes to learning
- dishonesty
- inability to accept discipline
- anti-social behaviour
- bullying

What causes bad behaviour?

While some children can behave badly, other reasons for inappropriate behaviour in school could be:

- children being unaware of the rules
- lack of consistency in applying the rules
- ill matched curriculum to the needs of the pupils
- poor classroom management resulting in pupils being unable to work independently
- lack of preparation causing poor time management
- low expectations of behaviour

The Positive Discipline Approach.

Effective management of behaviour is essential if a positive, caring, Christian environment is to exist. With this in mind a positive discipline approach has been adopted for the management of behaviour. This is essentially a preventative approach based on praise, the recognition of good behaviour and rewards.

Positive discipline consists of three main parts-

Rules Rewards Consequences

Rules

There are a set of clear simple rules to cover behaviour in all parts of the building, in and out of the classroom. The rules are taught to the children by the class teacher and in assemblies and House Groups. They are discussed with children throughout the year. The children should be frequently reminded of the school's expectations.

Rewards

Having taught the rules to the children they need encouragement to choose to follow them. We use various rewards because they motivate children to behave appropriately. They will also increase pupils self esteem and establish positive relationships.

These rewards include;

Verbal praise

The most powerful and effective reward. We should aim to praise children as often as possible.

efforts praised by Head Teacher,
efforts praised by the Deputy Head Teacher,
efforts praised by subject co-ordinator;
efforts praised by neighbouring teacher;

House Points

Given to children to reward good work.

Half Termly certificates

We need to ensure that these are used to encourage the children to do better without making such rewards so common to certain children that they become meaningless and so infrequent to others that they seem unattainable. To ensure this, teachers should award only three or four Certificates per half term.

Entry into the Gold Book

All staff select children to be entered into the 'Gold Book' each half term. Certificate and Gold Book entries are announced during the appropriate Friday assembly.

Good Work Assemblies

Each class presents an annual 'Good Work Assembly'

Consequences

Teachers must keep a dated record of instances of behaviour which are causing concern. This should include the sanctions used.

The consequences are:

- Verbal warning and reminder of school expectations
- Extra work or repeating unsatisfactory work until it meets the required standard
- Time working away from other children
- Sent to Deputy Head Teacher who will keep a record
- Withdrawal of privileges - e.g. missing playtime
- Child sent to Head Teacher who will inform parents of concerns. (Class teacher to provide Head with written record contained in Behaviour File)
- In more serious cases, or persistent poor behaviour sanctions such as the withdrawal from extracurricular activities, representing school in sporting events or going on educational visits will be deemed necessary
- The ultimate sanction for poor behaviour is the temporary or permanent exclusion from school.

In the case of unacceptable behaviour which is serious and which may put either the child, other pupils or adults at risk the child will be removed immediately from the situation and parents contacted by the Head Teacher.

Teachers should never take a 'blanket approach' to sanctions, punishing the whole class for the behaviour of an individual or small group. Also, children should never be sent outside the classroom or indeed ever left unsupervised.

Our school rules.

Keywords.

MANNERS RESPECT KINDNESS CONSIDERATION

- 1. I will always try to do my best in all things.**
- 2. I will treat others as I would like them to treat me.**

School Expectations.

Classroom

Children should:

- be punctual
- be obedient to all adults
- listen attentively
- greet visitors politely
- use either a name or title when answering adults
- show care and respect for other class members
- show care and respect for equipment
- leave personal possessions at home
- observe times of silence
- at all other times work quietly
- use break times to visit the toilet if possible

Around School

- walk quietly and sensibly
- respect corridor, hall and other displays
- hold open doors for anyone following
- keep the cloakrooms tidy

Assemblies and Liturgies

- enter the hall in silence and listen to the chosen music
- listen attentively
- join in when asked to do so - prayers, hymns, questions
- leave the hall in a quiet and orderly manner

Playtimes

- leave the classroom in a quiet and orderly manner
- show care and respect for other children
- play within the prescribed area (on the yard unless told to go on the field)
- Visit the toilet on the way out
- play only sensible games which do not involve excessive contact with others
- ensure all litter is placed in the bin
- ask permission to re-enter the building

- on the first whistle stand still, on the second whistle line up in the designated places

Lunchtime

- line up quietly
- talk quietly while having their meal
- display good table manners
- respect and obey lunch time supervisors
- visit the toilet on the way out
- play within the prescribed area (on the yard unless told to go on the field)
- ask permission to re-enter the building
- on the first whistle stand still, on the second whistle line up in the designated places

Visits

- wear seatbelts at all times whilst in a vehicle
- sit quietly and sensibly on the coach
- listen to and obey adults in charge of the group
- be responsible for their own possessions
- never go anywhere on their own and without a designated adult

Sporting events

- listen to and obey adults in charge of the group
- behave in a sporting manner - thank and congratulate opponents

Dress

- wear school uniform
- have proper kit for all PE and swimming lessons
- wear no jewellery apart from wrist watches

The Religious Element in Discipline.

Good behaviour is built upon being respectful and being mannerly. If we truly believe we are all made in the likeness of God then there would be no bad behaviour. This central aspect needs to be returned to over and over again. Teachers should remember to punish the sin rather than the sinner and children must be aware that they can begin again, even after they have misbehaved. The Head Teacher will contact parents to congratulate children whose behaviour has improved.

Restraint of Pupils

The following is guidance regarding the restraint of pupils:

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Staff other than teachers and volunteer helpers are also able to use force if necessary, provided they have been authorised by the Head Teacher to have control or charge of pupils. People with such authorisation might include teaching assistants, midday supervisors, specialist support assistants, education welfare officers, people accompanying pupils on visits, etc.

Records

Detailed and up-to-date records should also be kept of any incidents where force is used. It is always advisable to inform parents of such an incident and to allow an opportunity to discuss it.

Records of incidents should include the following information:

- the name(s) of the pupil(s) involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- the pupil's response
- the outcome of the incident
- a description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

Chair of Governors:..... Date:.....

Head Teacher:..... Date:.....