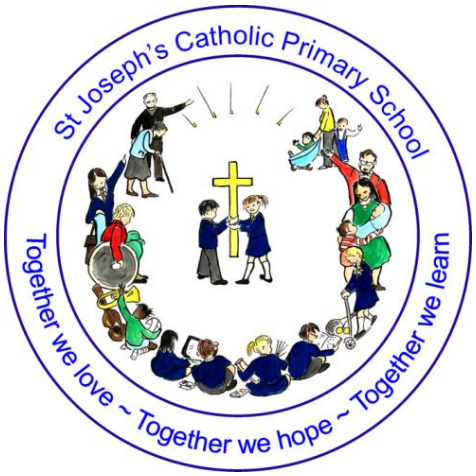
St Joseph's Catholic Primary School

Behaviour Policy



January 2019

School Vision & Mission Statement

"Together we love - Together we hope - Together we learn."

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

Behaviour Policy Rationale

St Joseph's is a Catholic school where children learn in a caring environment in accordance with the teachings of Christ.

We aim to ensure a well ordered and disciplined environment with high standards for all. We believe that every member of the school community has a responsibility to share in maintaining the good order of the school. Pupils and staff will be encouraged to share in the development of the rules of behaviour for the school, so that they can develop a sense of fairness, an awareness of racial equality, equal opportunities and a sense of belonging within the school community.

The high standards of behaviour expected from all children in our school are regularly reinforced in whole-school assemblies, key-stage assemblies, RE lessons, PSHE lessons and in all other areas of the curriculum.

Our expectations for behaviour are founded in our vision, mission, aims and values; the values we share are the foundation for expected behaviour in the school.

Code of Conduct

Around the school

The school expectations of behaviour will be clearly discussed with the children at the start of an academic year and their role and responsibility clearly explained. They will then be written in a child friendly and positive way. These will be displayed in the classroom to remind children.

During any academic year expectations of good behaviour will be illustrated /discussed during assemblies, RE lessons, PSHE lessons & circle time.

In Class

Each child is involved annually in defining their class code of conduct and understanding their role and responsibility with regards to the rules. Good behaviour is reinforced in a variety of ways including:

- Individual or group praise by the class teacher and/or LSA
- Good behaviour stickers
- "Smiley faces"
- Extra "Golden Time."
- School postcards from the Headteacher, class teacher or other member of staff.

- Recognition at Praise Assembly through being awarded Head Teacher stickers.
- Merit certificates
- Raffle tickets
- House-points (See Our School House Groups)

In the playground and at lunchtimes

There is a playground Code of Conduct based on the same high standards of behaviour. At break time the teacher on duty will deal with any unacceptable incidents. At lunchtime the Lunchtime supervisors (SMSAs) will report unacceptable incidents, which will then be dealt with by the class teacher or by a member of the Senior Leadership Team. Withdrawal from the playground for a fixed period is an option that can be used as a consequence for unacceptable behaviour.

As a reward for good manners at lunchtime, a small number of children are selected each week to sit at the "Top Table".

Good behaviour in the playground is recognised through the awarding of house points and lining-up points for each class.

Our School House Groups – St Andrew, St David, St George & St Patrick

All children belong to a house in our school; house points are awarded to children for their attitude to all areas of school life and are given by staff for children who go above and beyond the expectations of staff and their peers.

Unexpected Behaviour

We use the words "expected" and "unexpected" to describe the behaviour of a child in the school rather than use "good" or "bad".

When unexpected behaviour occurs in class a pupil is reminded why the behaviour is unacceptable and the expectation to stop such behaviour is reinforced. If unexpected behaviour continues, the teacher will log the incident and explain to the child what steps he/she will take to help change the behaviour. Parents will be informed verbally or by writing and the teacher will
log any response.

Incidents of low-level and medium-level behaviour (as described in the behaviour grid attached to this policy) will be recorded on a class behaviour chart. Children begin the day in the green zone; a single incident will result in moving a child to the amber (warning) zone. Should a child continue to misbehave, their name is moved to the red zone. At this point the child's name would be recorded in the class behaviour book. Any further misbehaviour will be dealt with by the headteacher or a member of the SLT (Senior Leadership Team).

A teacher can choose to move a child from amber to green if they see an improvement in behaviour. Depending on the age and dynamics of the class, the teacher can chose to *reset* the chart to green at the beginning of each morning and afternoon session.

Unexpected behaviour may result in an entry being made in the class teacher/headteacher's behaviour book, loss of privileges or sanctions at an age appropriate level (for children in Year

3 or above, this may include a lunchtime detention). Entries in the class behaviour book will be made in line with the Golden Rules & Behaviour chart.

Entries in the behaviour book at a 'high level' will result in a child visiting the headteacher or a member of the senior leadership team.

Repeated entries in the class teacher's or head's behaviour book may result in one of the following:

- Lunchtime detention (for three or more entries at any level during a period of five consecutive school days e.g. Tuesday to Tuesday)
- Pupil behaviour contract (two week duration) for classroom behaviour, playground behaviour or a targeted behaviour chart.
- Placement on Individual Behaviour Plan with regular monitoring by class teacher, S.E.N.C.O., and/or outside agencies including Educational Psychologist, Family support and/or Health Professionals.

If any of the above sanctions or strategies for improving behaviour are needed, parents will be informed by a letter from the school or in a meeting with parents.

Restorative Behaviour Management

In the event of a child visiting the headteacher or member of the SLT, it may be deemed appropriate for the child to complete a restorative justice sheet to help to identify issues with their behaviour and how to improve in the future. They will be asked to consider:

- What they have done and how their behaviour has affected members of the school community.
- How they could make things better and restore relationships with those affected.
- What they can think about for the future.

It is important for the child to understand how their behaviour affects others and how to make better choices in the future.

Serious incidents

Some incidents, because of their serious nature, will require a variety of strategies and sanctions. Serious incidents are usually those indicated on the behaviour grid as high level incidents. These could include:

- Serious physical injury to others
- Seriously inappropriate behaviour that puts others at risk
- Repeated bullying of others- (see Anti-Bullying Policy.)
- Cyberbullying
- Damage to property and/or building
- Any perceived racist incident will be treated as per the LA guidelines

and will be dealt with by a member of the school's Senior Leadership Team.

In the most serious incidents this may result in formal warning, which includes a meeting with parents, or in the most extreme cases, a temporary or permanent exclusion (which will be dealt with by the headteacher or deputy headteacher).

Exclusion Policy

We follow the statutory guidance from the Department for Education in regard to the policies and procedures for exclusion.

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Approved by Governing Body: 24 January 2019

Review Date: Review January 2021

Appendix A – Expected Behaviour & School Values
Appendix B – Unexpected Behaviour Grid
Appendix C – Behaviour Mapping