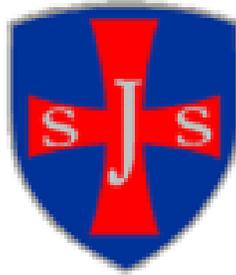


St Joseph's Catholic Primary School

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BEHAVIOUR POLICY STATUTORY

Adopted by the Governing Body
at its meeting on:
Signed:

Name:	Paul Sutton
Position:	Chair of Governors
Date:	
Review Date:	Autumn 2022
Responsibility:	Curriculum and Standards Committee

'We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.'

BEHAVIOUR POLICY

MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

Our guiding principles are:

- ✓ **Forgiveness and Reconciliation** - as a catholic community we believe above all that we should love one another as God has loved us, and we promote forgiveness and reconciliation in our school community.
- ✓ **The right to feel safe at all times** - all young people and staff have the right to feel safe at all times whilst in school.
- ✓ **High standards of behaviour** – we believe that high standards of behaviour lie at the heart of a successful school.
- ✓ **Inclusivity and Equality** - we believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form.

POLICY STATEMENT

At St. Joseph's Catholic Primary School we aim to provide an accepting, affirming and just environment for our children. As part of this environment, we need to provide a Behaviour Policy that will ensure that the dignity and worth of each member of our community is respected. This policy is to be read in conjunction with our Anti Bullying, Physical Intervention/ Positive Handling and Safeguarding Policies.

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1. POLICY AIM

The St. Joseph's Catholic Primary School Behaviour Policy intends to develop a whole school approach to pupil behaviour. It will assist in the development of a school climate that expresses what is important about discipline. The Policy aims to encourage positive management of student behaviour and will be adhered to by the majority of pupils. This policy may require adaptation for pupils with SEND needs or those following an individual behaviour plan.

We aim:

- To value each other and develop mutual respect.
- To encourage a calm, purposeful and happy atmosphere within the school that supports learning.

- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To build a community where all feel valued, safe and secure.
- The core behaviours of our inclusive school are our 3 Cs – Christ, Continuous Improvement and Consistency: Christ is at the centre of all we do, we all are on a continuous improving learning journey and Consistency in all our behaviours is valued.

2. KEY RESPONSIBILITIES

Children's' Responsibilities are to:

- Follow St. Joseph's Catholic Primary School Mission, Behaviours and Values.
- Follow the school behaviour system.
- Respect and take care of everyone and everything within the school community.
- Play their part in helping to create a co-operative, contented school.
- To work to the best of their ability and allow others to do the same.
- Respect and welcome the Peer Mediation intervention to solve any conflict between peers.

Staff Responsibilities are to:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- Help children understand that it is the behaviour that is unacceptable not the child.
- To be a good role model.
- To recognise that each is an individual and to be aware of their (special) needs.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Welcome children, parents and guardians with a warm greeting each day - setting the right tone for the rest of the day's events.
- Plan for collaborative work to allow decision making skills to develop.
- Continually raise expectation in work, behaviour and dress.
- Plan opportunities for Philosophy for Children (P4C) and PHSCE activities.
- Reward and praise good behaviour.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.

- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- Work in co-operation with St. Joseph's Catholic Primary School in implementing this Policy.
- Inform St. Joseph's Catholic Primary School if there are factors at home that will influence a child's behaviour.
- Inform staff if any bullying incidents arise.
- Inform the class teacher of any general behaviour concerns.

Headteacher Responsibilities are :

- To implement the school behaviour policy consistently throughout the school (under the School Standards and Framework Act 1998), and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- To ensure the school keeps records of all reported serious incidents of misbehaviour.
- For giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors.

Governors Responsibilities

The Governing Board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues.

3. STRENGTHENING POSITIVE BEHAVIOUR

Recognising the *"importance of teachers nurturing their students' social and emotional growth by promoting positive relationships with their students and their families by scaffolding a safe classroom learning environment"* Carolyn Webster-Stratton, 2012

- Give frequent teacher attention, coaching, praise and encouragement to pupils who are engaged and following direction.
- Know their pupils as individuals. This means knowing their names, their personalities, interests, who their friends are and know their limits.
- Use eaves dropping to offer in direct praise for pupils
- Develop clear classroom rules, stated positively.
- Limit the amount of class rules (between 4 and 7) and have fewer rules for younger pupils.
- Have predictable schedules and routines for handling transitions and this should be supported with the use of a visual timetable.

- Place inattentive or easily distracted pupils near to the teacher.
- Use concise language when speaking to a child about behaviour.
- Use descriptive commentary when dealing with negative behaviours.
- Re direct distracted pupils by using their name, standing next to them and inviting them to participate.
- Use non-verbal signals.
- All classes to have a visual timetable
- Use positive warning reminders rather than negative statements when pupils are exceeding their limits.
- Plan, differentiate and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.
- Children should be greeted each morning outside by a member of staff and dismissed at the end of the day.
- Pupils are expected to move around the school in a quiet, respectful and orderly manner at all times. When entering an act of worship, this should be done reverently and in silence.
- Reflect on classroom management performance and learn from it - be aware of, and control their own behaviour, including stance and tone of voice.
- In focusing on behaviour and discipline it is important that parental co-operation and support are there within the school. This supportive relationship will help create the right climate where all the children who attend this school must feel wanted and that they, as individuals, have a part to play at our School.

4. PRACTICAL STRATEGIES TO SUPPORT AND REINFORCE POSITIVE BEHAVIOUR

- Seek opportunities for targeted praise. For example: I love how you explained the task to your friend.
- Stay calm and listen objectively to both sides of any argument and do not jump to any conclusions. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Praise the behaviour you want to see more of rather than drawing attention to negative or disruptive behaviours.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without humiliating the pupil.
- Give feedback to parents about their child's behaviour.

5. INCENTIVES

Individual Incentive

Every class uses the Class Dojo system consistently as an instant reward. This allows children to collect rewards that reinforce their positive behaviours:

- birthday bonus,
- complete a task,
- helping others,
- homework,
- listening well,
- living our mission,
- manners,
- mathematician,
- PE,
- artist
- participating,
- reader,
- resilient,
- scientist,
- teamwork,
- times tables superstar,
- trying best,
- use feedback,
- writing.

Dojo totals are collated on a half-termly basis and those children with the most Dojos from each class are welcomed into 'The Hot Chocolate Club' with a member of staff.

Throughout the year, teachers will celebrate pupils who reach 50, 75, 100 Dojos.

Teachers should take it upon themselves to ensure their distribution of Dojos is fair and inclusive. They should avoid all bias.

There may be an individual case where a pupil does not follow the whole class Dojos as they have an individual behaviour plan and reward system appropriate for their needs.

Whole class Incentive

All class teachers to reward collaborative behaviour by creating a whole class reward system. This will be a visual display e.g., apples on a tree, marbles in a jar, and reward will be for every 20 points.

These cannot be taken away and every child is entitled to the collaborative reward.

6. CELEBRATION

- Hot Chocolate Club - Dojo totals are collated on a half-termly basis and those children with the most Dojos from each class are welcomed into 'The Hot Chocolate Club' with a member of staff and receive a certificate. This will be tweeted by class teachers.
- Dojo Awards - Throughout the year, teachers will celebrate pupils who reach 50, 100, 150, 200 Dojos and award them with a certificate. These will be announced in a parentmail.
- Celebration Assembly – Weekly assembly to celebrate pupils who have stood out that week. Each class awards 'Kindness' and 'Outstanding Learning Behaviour'.

- Golden Book - used by SLT for 'special mention'
- Class teacher to email parents once a week to celebrate.

7. CONSEQUENCES & HOW WE DEAL WITH INCIDENTS OF MISBEHAVIOUR

Due to clear limits and classroom structures, sanctions are expected to be infrequent. However, we recognise there must be consequences to behaviour which does not follow the school's high expectations. Staff will endeavour to support the pupil with making positive choices and this will be rewarded.

Consequences could include, but are not limited to;

- Losing a Dojo,
- Time out,
- Being asked to complete a piece of work,
- Entry to the orange file,
- Involvement with SLT,
- Parents informed.

HOW WE DEAL WITH INCIDENTS OF MISBEHAVIOUR

There are set procedures for dealing with misbehaviour. Any of these can be used as appropriate.

Level 1

Appropriate ignoring

Positive verbal warnings

Reasoning

Moving the child within the classroom

*Parent does not need to be informed.

Level 2

Thinking Table/Chair for reflection

Verbal warnings and stating consequences i.e. Restricting/loss of playtimes

- Keeping child in class at breaktime
- Keeping child in class at lunchtime

Involving parents informally (email) once an appointment has been made

Level 3

Involving parents formally to meeting to discuss behaviour (1-1, MS TEAMS)

Verbal warnings and stating consequences i.e. Restricting/loss of playtimes

- Keeping child in Headteachers Office at breaktime
- Keeping child in Headteachers Office class at lunchtime

Withdrawal from classroom

Pastoral Support Plan for concerning behaviour

Working with outside agencies e.g. Behaviour Support Team

Pastoral Support Plan for pupil at risk of an exclusion

Level 4

Formal fixed term exclusion

Level 5

Formal permanent exclusion

8. MONITORING & REVIEW

- The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour – both in class behaviour file (orange file) and on when serious on an incident form. When a serious incident form is written, it must be shared with the relevant member of the SLT who will keep records securely and record the category or nature of the incident for monitoring and review purposes.
- Categories recorded in the orange behaviour file and serious incident file are listed below:
 1. Disruptive
 2. Non-cooperative/refusing to do as asked (repeated)
 3. Verbal derogatory language to pupil or adult
 4. Physical aggression to pupil or adult
 5. Sexual conduct/harassment to pupil or adult
 6. Racism to pupil or adult
 7. Discrimination/prejudice to pupil or adult
 8. Bullying (all reported cases are investigated)
 9. Damaging school property & environment
 10. Breach of online safety rules
 11. Other
- The orange behaviour file is kept throughout a pupil's school journey at St. Joseph's. Staff should record any Level 2 incident.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Board will seek to ensure that the school abides by the Equalities Act 2010.
- The Headteacher reviews this policy annually. The Headteacher may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

9. Safeguarding

Children are regularly encouraged to report incidents of behaviour which breaks school rules or does not meet the Catholic ethos of St Joseph's Catholic Primary School. Staff are also encouraged to discuss unusual changes in behaviour with the Designated Safeguarding Lead Person as this could be a symptom of an underlying issue.

Staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.

10. Allegations

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include fixed or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Policy Information:

Policy drafted by S Broadbridge & N Philpott.

This policy is to be reviewed annually.

Policy to be the responsibility of the Curriculum and Standards Committee