



St. Joseph's Catholic Voluntary Academy



Mission Statement

“In God we trust at St. Joseph’s we achieve”

The aim of St. Joseph’s is to ensure our pupils fulfil their potential, educationally, spiritually, and morally. The school endeavours to ensure that pupils have every opportunity to succeed and fulfil their true potential. The school provides a Christian and loving and caring environment in which pupils can work, develop and play.

BEHAVIOUR POLICY

Reviewed AUTUMN 2013-2014

Introduction

At St Joseph's School we aim to bring the children to an understanding that we are all members of God's family and as such we must have respect for ourselves, for other people and their property and for all living things. We believe that it is essential that the example set to children by all the adults with whom they are in contact is one which demonstrates mutual respect. We also believe that all adults who are connected with the school must share the responsibility for establishing and maintaining the values that we wish to see reflected in the children's behaviour.

Aims

The purpose of the policy is to: -

- Make real the Gospel values of caring for each other,
- Encourage a safe, calm, purposeful and happy atmosphere within the school,
- Acknowledge and value achievements at all levels
- Encourage increasing independence and self-discipline so that everyone learns to accept responsibility for his/her own behaviour,
- Implement a consistent approach to behaviour throughout the school with parental co-operation and involvement, to make the boundaries of acceptable behaviour clear.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

At St Joseph's School we expect outstanding behaviour.

General Rules

- Children to arrive on time, in full uniform, and with a positive attitude.
- A high degree of mutual respect, politeness and courtesy be they a pupil, member of staff or parent is expected.
- No jewellery to be worn with the exception of stud earrings and watches.
- Mobile phones and cameras are not normally permitted.
- Children to be polite, well mannered and show appropriate respect to adults and children alike throughout the day.
- Children enter or leave school in a quiet and orderly fashion. This also applies when using the cloakrooms.
- At all times children must walk around the school showing consideration for others.
- Rough or potentially dangerous play will not be allowed.
- Where break takes place inside, we ask children to behave in a sensible way avoiding injury to themselves, or damage to property.
- Unless specifically requested by a teacher, toys should never be brought into school.
- We will always help and advise children on the safe keeping of any property, but ultimately this is the responsibility of each child.
- Nothing of particular financial or sentimental value should be brought into school without permission from a parent or guardian. All money should be brought into school in a named envelope.
- Everyone in our community takes pride in our school. Everyone, child, parent or member of staff shares a responsibility for matters of security, health and safety, and the general care of displays and the fabric of the building.
- Staff should not get involved with behaviour issues involving their own children but refer the matter immediately to another member of staff.

Before school

- Children should not be on site before 8.40am, if unsupervised by an adult.
- A teacher is on duty from 8:40am on the school playground.
- Parents are not encouraged to leave Reception and key stage 1 children without adult supervision.
- No child should be admitted to classrooms before 8.50am except in bad weather conditions when children may be admitted from 8.40am. Teachers must be in their rooms for this.
- In exceptional cases some children may enter the school building at the front of the reception area.
- At 8.50 am the electronic bell will ring. All children will walk to their allotted areas in an orderly manner and line up in a quiet manner. Each teacher collects their class and escorts them to their classrooms.
- Each child should know the structure to the start of the day e.g. Gathering on the carpet or standing quietly behind chairs ready for morning prayers.

It is important to:

- Be kind
- Be fair
- Be friends
- Be polite
- Help others
- Share
- Work together
- Play together
- Do as we are asked
- Look after things
- Keep the school clean and tidy

Around the school

Children should walk quietly, be considerate and polite. Children are encouraged to hold doors open for others as they walk through.

Assembly

Children are conducted to assembly in silence by the teacher and return in a similar manner.

In the classroom

- Children and the teacher should be organised in a tidy, orderly room which should be monitored at frequent intervals and especially at the end of the day.
- Children are expected to listen when the teacher is talking. S/he should not talk over the children's noise levels.
- The noise should not be of such a level that children are unable to concentrate.
- Children must always ask permission to leave the room.
- Exit from the classroom must be orderly and quiet and any work in progress should be left tidily.
- The teacher should ensure that the classroom and cloakroom are clear.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'crest'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages - one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:40am, when children are asked to arrive, and again after school to see them safely off the premises. One should be present on the yard as children are released, the other should help ensure the building is quickly vacated before joining his/her colleague. No hot drinks should be taken onto the playground (unless in a safety mug).

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

An internal bell rings at the end of break. Upon hearing the bell, staff should go to the yard to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at

the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should send for the head, assistant head or most senior teacher available.

Upon hearing the bell children should stop what they are doing, then walk to their designated class lines, joining at the back of the line. Staff should collect their class ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'crest'.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime (more leniency to be given to the children in KS1). Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

F2 and KS1 to use KS1 toilets, KS2 to use year 3,4 toilets.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.

- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Lunchtime club pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Superleaders, Librarians, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'crest' stamps. Crests may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the crest the member of staff should reinforce the good behaviour e.g. 'You can have a crest for waiting so patiently'.

Once awarded a crest can never be deducted

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 crest (recorded on class chart)
10 crest	Teacher commendation: (recorded on individual achievement card)
50 crests	Team Leader commendation: Bronze Award (presented by Team Leader)
200 crests	Headteacher commendation: Silver award (presented by Headteacher)
250 crests	School commendation: Gold award (in front of whole school)

- Gold awards will be presented in whole school assemblies and parents will be informed of their child's achievement.
- Commendations and awards are recorded on each child's individual 'Good Behaviour Card'.

A 'crest' can be awarded by any staff member to any child at any time. All staff should carry 'crests' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

3) **Certificates**

A weekly Celebration assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude.

Encouraging good behavior

Adults in school should at all times:

- Praise good behaviour. Praise is a vital element in encouraging good behaviour and attitudes.
- Look for examples of good behaviour to draw other children's attention to it. Reward with crests, or child of the week in assembly. In addition each class is to have their own internal reward systems.

Other forms:

- Children can visit the headteacher for excellent work or demonstrating good behaviour and concern towards others.
- Achievements are celebrated in the celebration assembly on a Friday.
- Children can share their talents by either leading an assembly or playing/performing in one.
- Remember that children want and need attention. If they do not receive it for being good, some will seek it by being naughty!
- In the midday supervisor handbook additional advice is given to promote positive behaviour.
- It is imperative that staff who have children in school, whether it is a teacher, LSA, TA, Midday supervisor must not get involved in disputes which involve their own child as this can make others involved in the situation feel intimidated as well as not being conducive to their own child. All children must be treated equally and fairly. Staff who do get involved inappropriately place themselves in a vulnerable position.

The way to good order

- Lead by example
- Explain expectations clearly
- Respect every person and expect to receive respect
- Set high, realistic standards
- Apply rules firmly and fairly
- Praise good behaviour
- Treat everyone as an individual
- Share in a corporate responsibility
- Never be afraid to apologise

Maintaining discipline

- Insist on acceptable standards of behaviour
- Apply school rules uniformly
- Work to agreed procedures
- Insist that children conform to agreed codes of behaviour
- Follow up problems to their conclusion
- Establish your authority firmly and calmly
- Focus on the behaviour not the child i.e.. Separate the problem from the person

- Don't bear grudges or pre-judge children

Do all you can to:

- Know the children as individuals and let them know that you like them
- Be positive and build relationships
- Be consistent
- Keep calm
- Listen
- Use humour
- Carry out any action you have threatened

Manage situations by:

- Dealing with the incident
- Listening to all sides of the story
- Establishing the facts
- Making a decision
- Ensuring that the child's class teacher is informed

Most importantly

- Be aware of potential problems
- Prevent children misbehaving before they start

Do all you can to avoid:

- Humiliating anyone
- Shouting
- Over-reacting
- Using sarcasm
- Blanket punishments
- Punishing what can't be proved

If problems arise

- Try to reconcile problem - best done privately
- Cooling down - time for reflection
- Discussion about how the problem might be avoided in the future
- Staff to get another member of staff when a situation involves their own child and avoid getting directly involved.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

- Child sent to designated chair/area of classroom and given a red sticker.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list they have been given a red sticker.

If behaviour improves return to lesson.

If not or if child refuses, a senior member of staff is sent for.

If a child collects 3 red stickers in a term they move to step 3.

Step 3 (Teacher colleague)

Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file.

If behaviour improves return to class.

If a child collects 6 red stickers in a term move to step 4.

Step 4 (Team Leader/Head)

Time Out (C)

- Child escorted to Team Leader/Head.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by letter.

If behaviour improves return to class.

For a regular offender:

- Discussion with Team Leader / Head/ SENCO: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

- If a child receives more than 6 red stickers in a term, a meeting will be held and a behaviour plan put in place.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

See also "Lunchtime Policy"

In exceptional instances:

- Excluded from representing the school in any activity.
- Excluded from educational school visit
- Referral to outside agencies
- Temporary and permanent exclusion from school remain an option as a last resort.
- Never, shout, hit, humiliate or threaten a child. (Warning that they may be Reported to another member of staff, or a parent, is considered to be a cautionary warning of what might happen if their behaviour does not improve, not a threat!)

Bullying-guidance to staff (see Anti-bullying Policy - P25)

Bullying is the willful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. In cases of serious, persistent bullying various forms of exclusion will be discussed.

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words