



St Joseph's Primary School
a Catholic Voluntary Academy

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy

September 2022

School Vision

At St Josephs, we empower our children to be confident, curious, courageous, kind and lifelong learners who value themselves, others and the world around them.

The development of positive, social, emotional and learning behaviours is at the heart of our approach to behaviour management.

We aim to enable our pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity our children shall be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Our children, shall gain a sense of pride through social learning and positive experiences as part of the culture and ethos of St Joseph's School. Children shall be able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding towards others. This is the backdrop of our positive behaviour policy.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- 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 help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To achieve positive relationships between pupils and staff.

Children's Responsibilities

- To work to the best of their abilities, and allow others to do the same.
- To have respect for themselves and others.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To be a role model for their peers.
- To listen when it's someone else's turn to speak.
- Be kind to others and use good manners.

Staff Responsibilities

- 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.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim. □ To recognise that each is an individual, and □ To be aware of their (special) needs.
- To offer a framework for social education.

- To recognise when children display signs of trauma.
- Adults to be observant, open and inclusive, act as role models particularly in how respect is shown and co-regulators as needed.
- There is no use of harsh tones or shaming children for behaviour.
- To provide high quality differentiated education, which involves all pupils, builds on success, ensures progression, involves and informs parents.
- To provide opportunities for activities where staff can get to know more about individual children and children feel listened to and valued (e.g. "I wish my teacher knew activity ..")
- Individual "Meet and Greet," for every pupil at the start of the school day.
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.
- Programmes of PSHE are used to provide rich opportunities which are part of all areas of school life and learning.
- To build positive relationships with all pupils, so that all children feel valued and listened to .

Parents' Responsibilities

- 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 supportive relationships with the school.
- To support the school in the implementation of this policy.
- To support the school in regularly reviewing this policy.
- To be aware of and supportive of the school rules and expectations.
- To inform school of any instances that could affect children behaviour.
- To offer a framework for social education.

Creating the right climate within the school - a philosophy:

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at St. Joseph's School.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well-mannered and respectful way. Of course this is not a one way process and children need to see adults in school as models of outstanding behaviour.

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.

Fostering Good Behaviour

Our ethos is to notice good behaviour and give attention to children making the right choices. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing. All children belong to one of four school houses: Angels; Disciples; Prophets and Saints. Children are able to earn their houses **class dojos** by any exceptional behaviour or attitudes around the school. Every day is considered a new day and children are aware that this means a fresh start.

Each class teacher also has their own way of rewarding good behaviour, ranging from raffle tickets and small prizes to additional playtime .

Class DoJo

The Class Dojo scheme, is an effective way of promoting positive behaviour, rewarding those children who consistently behave appropriately, and is a reminder to those who present low level disruptive behaviours to make the right choices.

Throughout the day the children can earn points when demonstrating appropriate behaviour or achieving shared goals.

This scheme is visual and child friendly. It does not allow any child to be shamed due to it being discreet and personal to them. At the end of each week, the house captains go to each class to calculate a grand total of class dojo points for each house. The house with the most points each week will be celebrated. At the end of each term, the house with the most points wins a 'treat' day by voting for a choice of activities.

Children and stages of development:

As a school we are aware that many children develop socially and emotionally at different rates, there is no one size fits all model. This being the case we have developed a positive approach to behaviour, which may be used flexibly to meet the needs of individual children in our school. For example, a KS2 child may be at the stage of a KS1 child, in terms of their social and emotional development, therefore given this level of understanding should be treated accordingly.

Levels of Behaviours and Sanctions A Flexible Approach EYFS/KS1

Level 1	Range of possible sanctions
Out of seat Rocking on seat Slouching on the carpet Not listening/paying attention Pushing in the line Running indoors Not working Not clearing up	Verbal reminder of expectations
Level 2	
Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact eg poking, flicking, pulling hair Talking at an inappropriate time or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage	Loses 5 minutes off playtime or lunch time – and speak to parent /carer at the end of the school day.
Level 3	
Leaves the room without permission Telling lies to get others into trouble Persistent rough play	Part of playtime or lunch time to be missed. Speak to parent/carers
Level 4	

<p>Encourages others to misbehave Causes hurt intentionally Answering back or constantly questioning adults decision or request Destroys own work Destroys others' work Damage to property or equipment(including play equipment)</p>	<p>Parents informed – by phone or meeting Loss of whole playtime or lunchtime Child uses 'time' to try to make amends eg repairing property, redoing work, apology</p>
Level 5	
<p>Uses obscene words to offend Verbal abuse of adults Refuses to obey instruction Stealing Physical or violent assault causing injury or persistent violent behaviour Persistent Bullying</p>	<p>Sent to Head teacher – conversation with parents/carers Depending on the severity of the incident this could result in Temporary suspension (during the school day/lunchtime) A continuation of such incidents may result in permanent exclusion</p>

Y3/Y4

Level 1	Range of possible sanctions
<p>Out of seat Rocking on seat Slouching Not listening/paying attention Pushing in the line Running indoors In wrong place Not working Not clearing up</p>	<p>Verbal Warning</p>
Level 2	
<p>Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact eg poking, flicking, pulling hair Complains or mutters disruptively/persistently Talking at an inappropriate time or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage</p>	<p>Loses 5 minutes of playtime or lunch time. (If the behaviour continues, the child will lose additional time.)</p>
Level 3	
<p>Leaves the room without permission Lies (older children) Telling lies to get others into trouble Persistent rough play</p>	<p>Write letter of apology Missing whole /part of playtime or lunch time</p>

Level 4	
<p>Encourages others to misbehave Causes hurt intentionally Answering back or constantly questioning adults decision or request Destroys own work Destroys others' work Damage to property or equipment(including play equipment)</p>	<p>Parents informed – by phone or meeting Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in Loss of whole playtime or lunchtime Child uses 'time' to try to make amends eg repairing property, redoing work, apology In such circumstances SLT should also discuss the behaviour with the child.</p>
Level 5	
<p>Uses obscene words to offend Verbal abuse of adults Refuses to obey instruction Insulting name calling including racist and homophobic language Threatens violence Stealing Physical or violent assault causing injury or persistent violent behaviour Persistent Bullying</p>	<p>Sent to Head teacher – Temporary suspension Lunchtime suspension Permanent exclusion</p>

Y5/Y6

Level 1	Range of possible sanctions
<p>Out of seat Rocking on seat Slouching Not listening/paying attention Pushing in the line Running indoors In wrong place Not working Not clearing up</p>	<p>Verbal Warning</p>
Level 2	
<p>Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact eg poking, flicking, pulling hair Complains or mutters disruptively/persistently Talking at an inappropriate time or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage</p>	<p>Loses 5 minutes of playtime or lunch time.</p>
Level 3	

<p>Leaves the room without permission Lies (older children) Telling lies to get others into trouble Persistent rough play</p>	<p>Write letter of apology Missing whole /part of playtime or lunch time</p>
<p>Level 4</p>	
<p>Encourages others to misbehave Causes hurt intentionally Answering back or constantly questioning adults decision or request Destroys own work Destroys others' work Damage to property or equipment(including play equipment)</p>	<p>Caution time out of class for 2 minutes (with a member of staff) The use of restorative questioning by class staff (e.g.; What happened? Who did it effect and why? What do YOU need to do to put it right? What do YOU need to do differently next time?) Discussion with SLT Parents informed – by phone or meeting Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in Loss of whole playtime or lunchtime Child uses 'time' to try to make amends eg repairing property, redoing work, apology</p>
<p>Level 5</p>	
<p>Uses obscene words to offend Verbal abuse of adults Refuses to obey instruction Insulting name calling including racist and homophobic language Threatens violence</p>	<p>Sent to Head teacher – recorded in serious incident book Temporary suspension Lunchtime suspension Permanent exclusion</p>
<p>Stealing Physical or violent assault causing injury or persistent violent behaviour Persistent Bullying possession of weapons possession of drugs incidents of an inappropriate sexual nature bringing the school or the school community into disrepute e.g. through the use of social media</p>	

Practical strategies to support and reinforce outstanding behaviour:

Many of our children always demonstrate exemplary behaviour. It is extremely important that as valued members of our school community all children feel that their positive actions and attitudes are acknowledged. These are a few examples of positive strategies and rewards that are used across the school community.

- Positive language.
- Class DoJo
- Post-It Notes Home / Ask Me Tags
- Taking the time to call/email parents to notify of achievements
- "Best I Can Be Award."
- Raffle for excellent behaviour
- Lunch time activities (e.g. Games Club/Gardening Club)
- Attendance Awards
- Children sharing their achievements with their peers and the wider school.
- Look for things to praise, so often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well Adam and Zakir are filling their buckets with sand".
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something.

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