

# St Joseph's Catholic Primary School

## Behaviour & Self-Esteem Policy



**‘Walking in the footsteps of Jesus, loving and serving together’**

*This is my commandment: “Love one another as I have loved you”* John 15 vv. 9 to 12

### **Environment**

At Saint Joseph's school we aim to develop a happy and secure environment in which good standards of education, high moral values and acceptable behaviour will flourish.

We have high expectations of how the children present themselves as well as their work, and therefore high standards of uniform are expected in line with the criteria set out in the school handbook. It is important that everyone takes pride in wearing the St Joseph's uniform and represents the school in the best way possible.

All staff follow an agreed form of assertive discipline, where good things are praised, and negative behaviour is seen by adults and children alike to be unacceptable.

We encourage a positive approach to both the social and academic curriculum, with mutual respect, genuine praise and an awareness of the needs and talents of others being paramount.

We agree that the importance of team work in approaching children's behaviour can not be underestimated as the modification of inappropriate codes of conduct necessarily involves the whole school community. A consistent approach to the management of rewards, sanctions, school rules, school ethos and behaviour within the classroom and throughout the school is essential for the successful implementation of this policy.

### **Rewards**

Good work, behaviour, manners, enthusiasm etc are all rewarded by the giving of stickers, house points, trophies and certificates. A weekly Celebration Assembly encourages positive behaviour. Parents are kept informed of occasions when their child has been rewarded for making a particular effort. All staff are encouraged to give house points and stickers as rewards. Individual class teachers may also run an age appropriate system within their own class room, such as Class DoJo.

At Saint Joseph's we aim to have an awareness of the needs of others and to find time to make both adults and children feel valued within a secure and caring environment.

The school's core values of responsibility (diamond), courage (emerald), compassion (ruby), determination (sapphire), respect (topaz) and co-operation (amethyst), are encouraged and recognised in the Gem Project which awards associated gems at the end of each week to a child or children who have keenly demonstrated those values.

## **Sanctions**

There are times, however, when, despite a uniform caring approach, sanctions will need to be introduced. The paragraphs below set out the levels of unacceptable behaviour and the sanctions which may be applied.

### ***Minor Incidents***

Most minor misdemeanours will be dealt with quietly and calmly at the time by the staff member present. Other instances of unacceptable behaviour (generally perceived as intruding on another's well-being and/or being disruptive to the smooth running of the school) will be dealt with according to the following escalating series of sanctions:

- A quiet reminder from the staff member, with reference to the Mission Statement; if the behaviour persists, then
- The pupil may miss some minutes of playtime; if the behaviour persists, then
- The matter will be referred to the Head Teacher, and the event(s) will be recorded and kept in the Behaviour Log. The Head Teacher may decide to implement more formal sanctions (see below).

### ***Serious Incidents***

Incidents involving

- Physical aggression
- Swearing or offensive language (e.g. abuse based on ethnicity, colour, sexuality or belief)
- Bullying or bullying behaviour

will be deemed as serious and will be reported immediately to the Headteacher. If proven, the event will be recorded and kept in the Behaviour Log. The Headteacher may decide to implement more formal sanctions (see below).

### ***Formal Sanctions***

These may be used at the discretion of the Head Teacher:

- A formal discussion will take place between the parents and the staff member(s), and may involve the Headteacher; if the behaviour persists, then
- A Behaviour Contract, with clear reward sanctions, may be established in consultation with staff, parents, and pupil, and / or:
- The Head Teacher may seek the support and the advice of the Governing Body and / or the Local Authority Behaviour Support team.

If all of the above have been exhausted, and the unacceptable behaviour continues, then the school may initiate an exclusion procedure.

## **Exclusion**

If there is persistent failure to comply with the above requirements of the school or frequent disruption of lessons ensues, the Head may consider the exclusion of a pupil. Only the Head has a right to exclude a pupil from the school.

In the event of this, the parents will be invited in to school as soon as possible to discuss the situation with the Head teacher. Various outside agencies will become involved and the Chair of Governors will be informed at all stages.

Exclusions will be considered only in very extreme cases of disruption arising from misbehaviour or lack of compliance with the requisites of the school ethos.

If a Parent feels that the exclusion is unjustified they may appeal in writing to the Discipline committee of the Governing body.

A Discipline committee is established consisting of three members of the Governing Body. Anyone who participates in the original decision to exclude will not be allowed to sit on this committee or on any subsequent appeal committee.

If the Head does decide to exclude a pupil the Discipline committee and the Parents must be informed.

Parents may make representations against exclusion to the committee who would then consider the case and possible reinstatement. The Head is allowed to state his/her point of view to the committee.

If the committee decides to reinstate the Head must comply with this decision.

If the committee decides not to reinstate they must inform the parents of their decision and their right to appeal to an Independent Appeal Committee which must consist of Governors and an independent element. No members of the appeals committee shall be privy to any of the preceding stages.

The decision by the appeals committee is binding.

## **Arrangements for Monitoring and Evaluation**

The Mission, Vision, and Ethos Committee of the Governing Body will monitor the impact of this policy biennially.

This Policy was reviewed by the Mission, Vision, and Ethos Committee at its meeting on 27 September 2018, and was approved and adopted by the Governing Body on 11 Oct 2018. The policy will be reviewed during September 2020.