

St. Joseph's Catholic Primary School

Behaviour Policy and 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

Introduction

Behaviour expectations at Saint Joseph's Catholic Primary school stem from our school Mission Statement and by following a shared Code of Practice and consistent approach to behaviour management, this will continue to nurture the unique value of each member of our Christian Catholic Community.

Our Aims

- To create a happy, nurturing and safe environment with equal opportunities and consistently high expectations of behaviour founded on mutual respect
- To develop responsible attitudes towards themselves, and their school, local and global environment
- To develop personal moral values and demonstrate these through a sense of fairness, tolerance and respect towards others
- To develop and enhance relationships between all members of the school community through a shared understanding of human needs and emotional literacy. We achieve this through nurturing qualities such as self-restraint, care, patience, consideration,
- empathy, courtesy, forgiveness and reconciliation
- To develop behaviours that encourage pupils to value lifelong learning, such as self-confidence, resilience, collaboration, self-discipline and creativity
- To embrace regular opportunities to celebrate and value pupils' achievements and aspirations within the community

Implementation

St. Joseph's Catholic Primary Governing Body and the Head teacher have overall responsibility for the implementation of the Behaviour policy. However, behaviour is regarded as a whole school issue and it requires a partnership between home and school. The policy is reviewed annually and shared with parents.

Our school provides children, staff and parents with consistent guidelines in the way positive behaviour will be rewarded and negative behaviour sanctioned (**Appendix 1**). All staff are expected to take a pro-active role in behaviour management and be consistent to the school's agreed expectations (**Appendix 2**).

Shared values and expectations are recorded in the Home / School Agreement as a child joins the school community (**Appendix 3**).

At St. Joseph's Catholic Primary school, whilst high standards of behaviour are nurtured and expected, we are clear that in the case of inappropriate behaviour, it is the action that attracts disapproval and, if appropriate, a sanction, not the child. Children are valued as unique beings who develop an ability to make choices about behaviour. All members of the school community are encouraged to model positive examples of behaviour to others.

Safeguarding – 'Keeping ALL our children safe'

Our school takes seriously its commitment to safeguarding its pupils and staff. This policy can be cross referenced to all those categorised within Safeguarding policies, including Child Protection policy, Anti-Bullying policy, Digital Safety policy, Safer Recruitment policy.

The overriding aim of our school is to teach and support children to behave with self-discipline (control and reflection) in all aspects of their lives. We recognise that this is a developmental process for which our school provides the necessary nurturing.

Learning Behaviours

We regard behaviour as being the actions and responses of each member of our school community. It is how we behave towards one another and how we treat our environment, which is founded on our core Christian values. We believe that each individual is responsible for his or her decisions making and therefore, behaviour. We believe that behaviour affects every academic and social programme designed to further a child's development.

The school fosters certain social expectations –

- Values such as truth, honesty, kindness, politeness - Respect for self, others and the environment
- Self-confidence, self-discipline and self-control - Hard work and co-operation
- Sensible and appropriate behaviour

These values underpin our aims and are encouraged through all aspect of school life. We relate each to the Gospels and children who have keenly demonstrated any of these values, are recognised in our weekly Celebration assembly.

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 and therefore this policy will be upheld by all staff at St. Joseph's Catholic Primary School. 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.

Expectations

It is expected that the children at St Joseph's will display high standards of behaviour and treat other people as they would wish to be treated themselves, with values which are built on mutual trust and respect for all.

We adopt a positive approach to behaviour, but at times, intervention may be required to ensure safety and group management. We have a clear set of guidelines for all staff dealing with inappropriate behaviour and ensure that due recognition is given to school policy and procedures.

Staff are completely committed to ensuring the well-being of all the children in their care. We recognise the need to create the conditions for positive behaviour and limit the situations where inappropriate or undesirable behaviour might occur. Staff use techniques such as circle time to enable pupils to express their views and air problems.

We do have high expectations which can only be truly achieved with an effective partnership between, the school, the child and home. We are committed to ensure these partnerships are as strong as they can possibly be, so that children:

- arrive at school in time for a punctual start to the day at 8.50am.
- are organised, with all the resources required for the day ahead e.g. homework, reading book, PE kit, packed lunch etc
- are well presented wearing full and correct uniform in line with school policy
- adhere to the school rules
- take responsibility for their own and other's possessions
- listen respectfully and be polite and courteous

- follow instructions and ask when they are unsure
- persevere to do the best they can
- feel safe in a happy environment and therefore are able to go home happy

Rewards

Our school recognises and rewards good behaviour as we believe this will help to promote our ethos of kindness and compassion.

We praise and reward children for good behaviour in a variety of ways:

- a smile
- positive verbal praise
- house points
- Class DoJo points
- Written feedback following a piece of work
- Stickers and other classroom charts and schemes will reflect children's progress
- Certificates and trophies are awarded in our celebration assembly at the end of each week
- Share work / behaviour achievement: Praise from any member of staff, Head teacher –previous or future class teacher, TA, Subject Leaders, Office staff, MDSAs.
- Sharing of achievements via newsletters
- Time may be given for free choice, Golden Tickets at lunch time, additional play time, class trips etc
- Golden Tickets at lunch time are drawn from the box at the end of each term and the selected children spend time with the Head teacher on the last Friday of term for Hot chocolate Friday.

Wherever possible children's achievements are shared with parents either at pick up or via Class DoJo, which is the main method of communication between teachers and parents, as well as through newsletters and parents evenings.

The school also acknowledges all the efforts and achievements of children outside of school as well where children will bring in certificates to be presented to them in assembly.

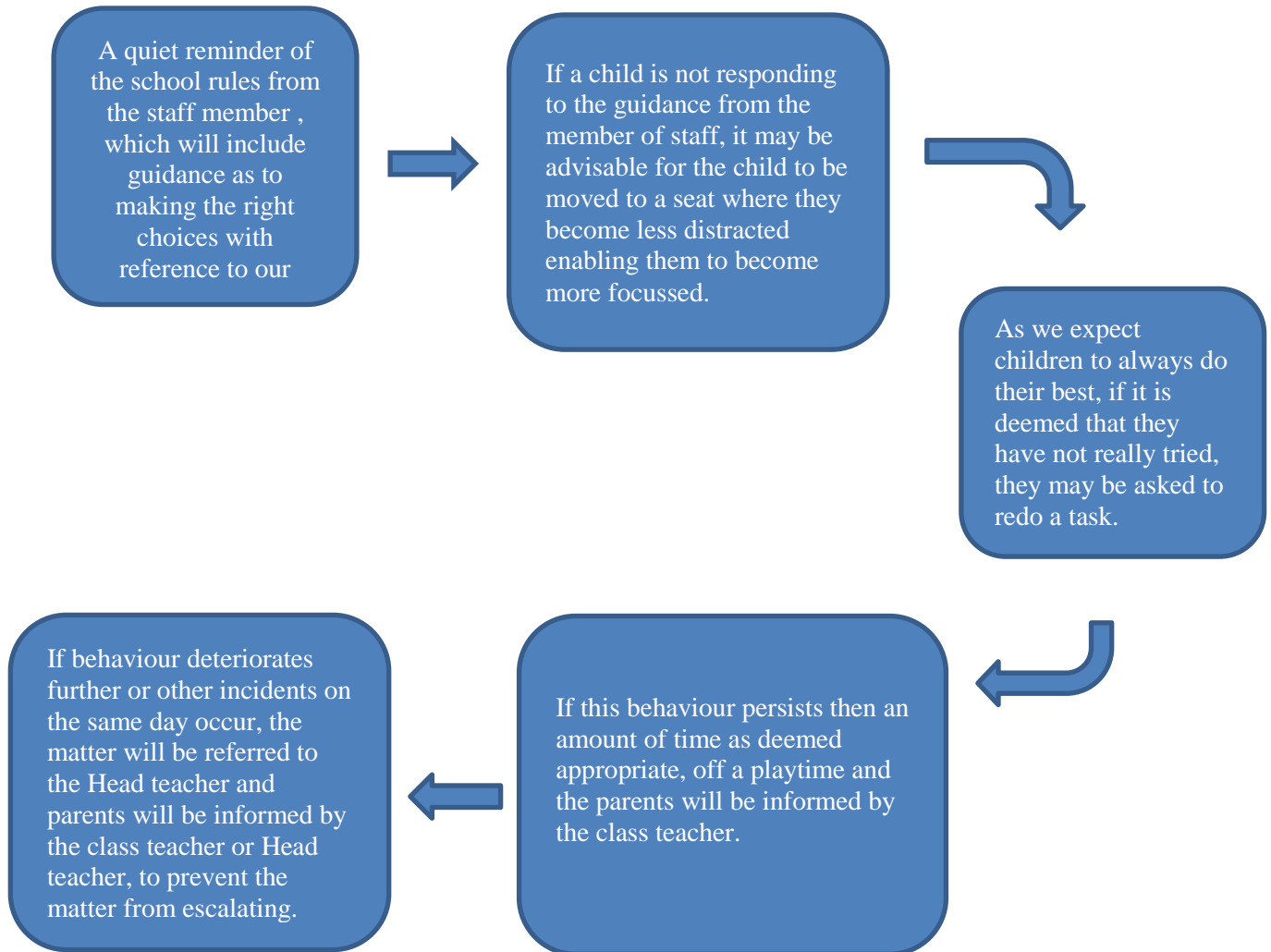
Sanctions

There are times, when despite a uniform caring approach, sanctions will need to be introduced, in order to ensure a safe and positive learning environment. Any opportunity is taken to teach the children about making the right choices, learning from their mistakes and taking steps to put things right.

Acts 2:38 - *Then Peter said unto them, "Repent, and be baptised every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost."*

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:



Once parents have been spoken to regarding their child's behaviour, it may be agreed to seek advice from other parties e.g. Parent Support Advisor.

It is of course our intention that any minor incidents are resolved promptly and effectively, however there may be the need to implement sanctions for more serious incidents.

Serious Incidents

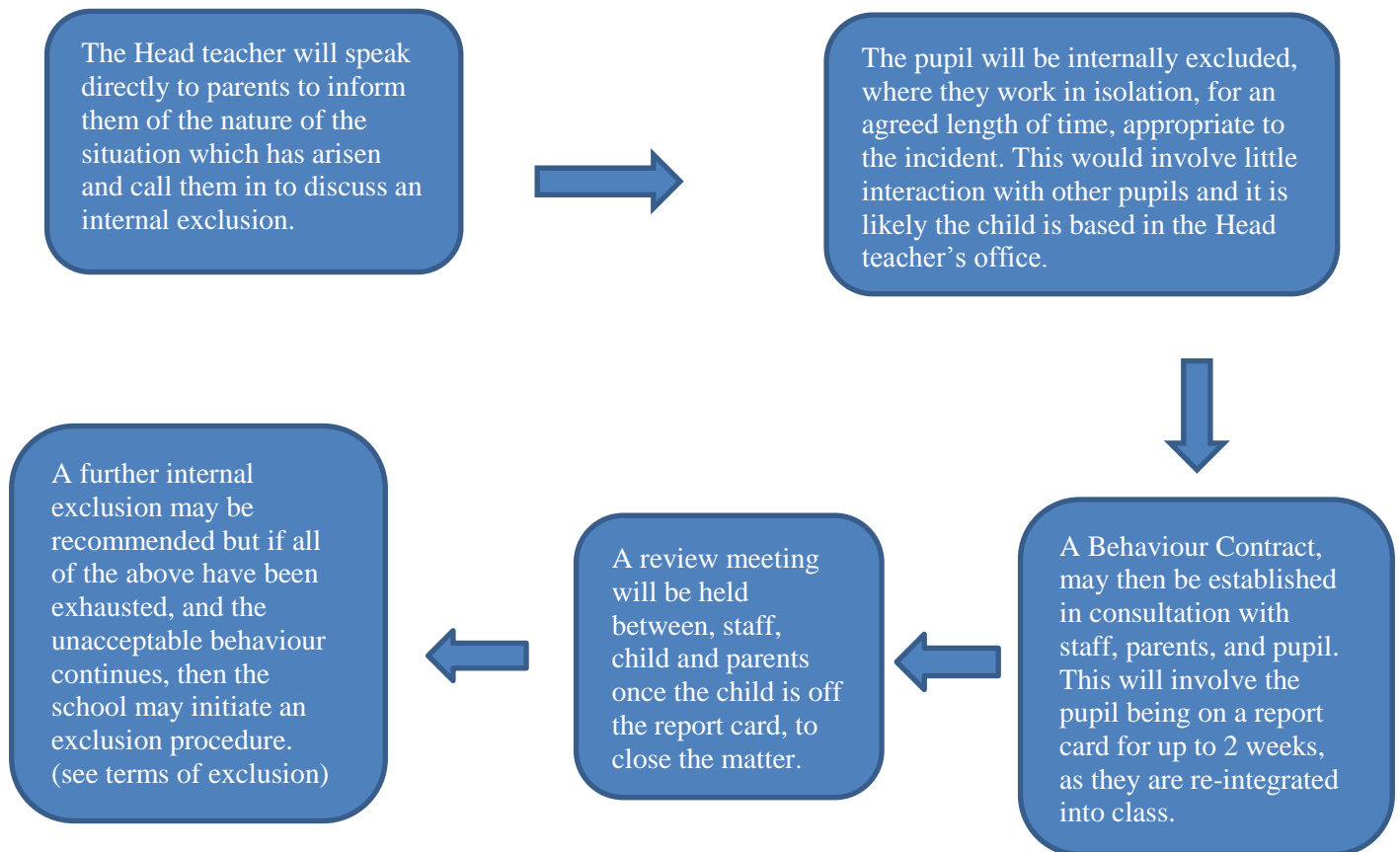
By this we refer to incidents involving;

- Causing emotional harm to others using any form of verbal abuse, including offensive language (e.g. abuse based on ethnicity, colour, sexuality, gender or belief)
- Causing physical harm to others via; biting, spitting, hitting, punching, kicking, pushing
- Bullying or bullying behaviour
- Any form of sexual abuse.

All of the above will be deemed as serious and will be reported immediately to the Head teacher. The event will be recorded in the Behaviour Log where actions and outcomes, along with those involved, will be recorded. The Head teacher will adhere to the following Formal Sanctions.

Formal Sanctions

These will be used at the discretion of the Head teacher and will be implemented with a sense of urgency so as to resolve a situation efficiently and effectively:



At any point within this process, the Head teacher may seek the support from our Parent Support Advisor, and / or the Local Authority Behaviour Support team. All formal sanctions will be reported to the Governing Body.

Parents will be kept informed and involved in each stage.

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

The school will do all it can to prevent the need for a fixed term or permanent exclusion. However it is recognised, that within the best interest of the child, and the safety of the school community, exclusion may be the appropriate and only option.

Whilst these lists have been recorded with a degree of hierarchical priority, it is left to the judgement of the Head teacher to decide on the 'best fit' sanction for the individual situation and pupil. All sanctions should make the distinction between serious and minor.

Pupils' deliberately offensive remarks referring to sex, race or religion as well as reported cases of bullying will not be tolerated and will be dealt with as a serious incident and recording.

Anti-bullying

Bullying of any kind is unacceptable and as a school we are committed to providing a safe, caring and friendly environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. Anyone who knows that bullying is happening is expected to tell the staff. See the Anti-bullying Policy for further details.

Emotional and Behaviour Difficulties

Pupils who show signs of emotional and behavioural difficulties, which are not resolved by the general arrangements outlined in this policy, will be referred to the school based stages of the SEN Code of Practice and the school SENCO will be involved in co-ordinating appropriate provision. As appropriate, expertise from outside school such as the Educational Psychologist or Behaviour Support Team may be drawn upon. As part of the developmental response to a pupil's difficulties, it may also be appropriate to consult Health and Social Services, which can help to meet the particular needs of pupils and their families and thus prevent an exclusion from the school in the future.

Positive-handling of pupils/students

Where physical intervention is required to keep a pupil/students safe the school will respond in line with the DfE guidance 'Use of reasonable force' July 2013 (**Appendix 4**).

As a school we may intervene to:-

- remove a disruptive pupil/student from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil /student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil/student leaving the classroom where allowing the pupil/student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil/student from attacking a member of staff or another pupil/student, or to stop a fight in the playground; and
- restrain a pupil/student at risk of harming themselves through physical outbursts.

All incidents of positive handling are recorded in the school's bound book and reported to parents and carers.

Where pupils/students require regular handling and intervention a positive handling plan/de-escalation plan will be put in place. The pupil/student, together with the parents/carers will be involved in this process.

Severe Behaviour Problems

A severe behaviour problem is referred to as:

- Wilfully and persistently hurting through verbal and or physical assault
- Wilfully and persistently destroying property
- Aggressive acts of disobedience
- Wilfully and persistently disrupting learning

A pupil who over a period of time, continues to give concern will be put on an Individual Behaviour Plan in accordance with the Code of Practice. Expertise from Behaviour Support team, Educational Psychologist, Anger Management specialist etc. may be sought to advise the plan or work with the child directly. The parents/carers will be informed and expected to cooperate with the plan. In the case of a serious incident, the parents will be contacted and invited to the school as soon as possible in order to meet an appropriate resolution. Should the problem not be resolved, further action will be taken following the DfE / LA guidelines for Social Inclusion.

Fixed-term and permanent exclusions

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they

can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The Governing Body convenes a discipline committee that is made up of between three and five untainted members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis, producing a termly Head teachers report to Governors on behaviour, including any incidents of racism and bullying which will be recorded in the school log.

The school will also monitor judgements on behaviour annually with the School Improvement Advisor.

In line with LA guidelines, the school has a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as possible after the incident (unless doing so would be likely to result in significant harm to the pupil).

The class teacher records minor classroom incidents on an ABC form or a behaviour tracker chart. These are handed to the Head teacher.

A record is also kept of any incidents that occur at break or lunchtimes, such as ABC forms or a behaviour tracker chart. Midday supervisors report any serious incidents to the Head teacher by completing an ABC form and giving it to the Head teacher to investigate and take appropriate action. All playground staff are able to recognise positive behaviour via the range of school rewards as previously listed.

The Head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents.

Review

The Governing Body and Head teacher reviews this policy annually. This may be reviewed earlier than this, if the government introduces new regulations.

The Role of the Class teacher

It is the responsibility of the class teacher to ensure that the school values are enforced in their class, and that their class behaves in a responsible manner during lesson time and within the school building.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Teaching Assistant

Our teaching assistants are valuable members of staff who are normally class based. They help to ensure that our anti-bullying and behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour, despite a range of positive strategies, the assistant will refer to the class teacher directly during the lesson.

The Role of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps ABCs and Behaviour tracker forms of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school values in the school prospectus and home school agreement, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by the Governors.

Parents are responsible for

- Parents are responsible for the behaviour of their child(ren) inside and outside of school in line with this policy and our home/ school agreement.
- Making the school aware of any concerns that may impact upon a child's behaviour.
- Supporting the school's mission statement and behaviour expectations.
- Modelling behaviour expectations through their own behaviour within the school grounds

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour policy, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This is done through a monitoring log and through the sample questionnaire or pupil conferencing which is done annually. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

Arrangements for monitoring, evaluation and review

Responsible committee for monitoring & evaluation:	Mission and Vision Committee
Policy reviewed by:	Mission and Vision Committee
Policy review & approval date:	FGB April 2020
Next review date:	September 2021

APPENDIX 1

St. Joseph's Catholic Primary School

Behaviour Systems – Expectations

Expected Behaviour towards Others in the School Community

- Pupils must respect others and their property at all times.
- Pupils should learn to 'take turns' and not to interrupt others.
- When asked to undertake a task by an adult working in the school, pupils are expected to respond obediently.
- There should be a climate of mutual respect amongst all those working in the school community. Pupils must show the same degree of respect to teaching staff, teaching assistants and MDSAs. In return, all staff are expected to show the same level of respect towards pupils
- Everybody should be addressed by name in communication; pupils by their first names and adults by their title and surname.
- Pupils must be honest in their communication at all times. Pupils are encouraged to '**Speak Up Now**' if they have a worry or concern about themselves or another person.
- Pupils should learn to take responsibility for their own words and actions – and the positive or negative impact on another person.

Whole School Rules

- At all times, pupils should aim to be take pride in themselves as 'ambassadors for the school; i.e. Politeness and manners, uniform, presentation, work.
- At all times, pupils should respect and take pride in the school environment and property; i.e. free from litter, damage and graffiti
- Everyone should **walk** inside the building.
- A quiet working atmosphere should be maintained in the school buildings at all times.
- Pupils should enter and leave the building in an orderly manner.
- Everyone should ensure that the cloakrooms are kept tidy.
- Pupils should enter and leave the hall in silence at assembly times.
- Pupils should not stay inside the building at break times without the expressed permission of a member of staff and necessary supervision arrangements.
- No pupil should leave the school site without expressed permission from the appropriate authority.

Class Rules

Each class in the school will own a personalised set of rules which will have been formulated in consultation with the children at the start of the academic year; reflecting the Mission Statement and school values and should be displayed clearly and owned by all.

Playground Rules

- All pupils should play in designated areas in the playground. They should stand in silence after the bell is rung / whistle is blown.
- All children must line up at the end of break times.
- Children should seek the assistance of the member of staff on duty to resolve conflicts at lunchtime.
- Pupils must seek permission from an adult to go inside at playtime.

APPENDIX 2

St. Joseph's Catholic Primary School

Staff Roles and Responsibility towards Behaviour Management

All staff should consistently insist on the highest standards of behaviour and praise and encourage positive behaviour. School rules should be applied consistently and fairly when adults are dealing with incidents of misbehaviour within the school. They must emphasise the 'DO' element of rules, rather than 'DON'T'. They must keep each other informed to ensure a holistic approach to pupil with particular behavioural challenges.

All staff must be positive role models and demonstrate the highest level of behaviour to the pupils in their charge. All staff should expect to give and receive respect, treating everyone on their individual merits.

Class Teachers and Teaching Assistants

We believe it is important for all class teachers and teaching assistants to take a pro-active role in behaviour management by:

- Establishing clear routines and writing positive class rules with the class on the first day of the new school year
- Displaying rules in the classroom and frequently remind the class of them
- Creating a positive and safe classroom environment where behaviour is managed without shouting or aggression
- Establishing clear expectations of appropriate behaviour in different situations / places e.g. Formal such as attending Mass or assembly, with visitors, with younger children, on trips, walking through town etc.
- Reinforcing desired behaviour through the PSHE curriculum, circle time and general class time.
- Regularly reinforcing general school rules
- Continually monitoring behaviour and identifying 'hot spots' in order to re-establish conditions for positive behaviour / eradicate opportunities for negative behaviour
- Communicating concerns with SENDCo / HT / outside agencies in a timely manner
- Building a collaborative partnership with parents in managing individual behaviour concerns
- Ensuring all children have appropriate access to the curriculum
- Recording and monitoring behaviour concerns
- Employing strategies to build up pupils' self esteem

Midday Supervisory Assistants (MDSAs)

We believe it is important for all MDSAs to take a pro-active role in behaviour management by:

- Following strategies outlined in this policy

- Modelling and encouraging pupils to play fairly and creatively
- Rewarding positive behaviour
- Communicating general concerns and individual behaviour problems to the class teacher and other MDSAs
- Liaising with Line Manager (School Business manager) or HT when incidents arise
- Contributing to school improvement through attending termly MDSA review meetings with Line manager / HT
- Undertaking such training as is provided (e.g. Child Protection, Behaviour Support)

Playground Duty Staff

We believe it is important for all teachers and TAs on playtime duty to take a pro-active role in behaviour management by:

- Dealing with minor incidents immediately
- Communicating problems which may continue into the classroom to the class teacher as soon as possible
- Reporting more serious incidents to the HT in the form of an ABC form.

Head Teacher

We believe it is important for the Head teacher to take a pro-active role in behaviour management by:

- Monitoring the consistency of approach and effectiveness of behaviour management in the school
- Monitoring the consistency of approach and effectiveness of discipline in the school
- Developing collaborative partnerships with parents in managing of behaviour
- Manage more serious incidents of inappropriate behaviour appropriately
- Ensuring that any allegation of bullying is thoroughly explored as this behaviour is regarded as totally unacceptable
- Ensuring all avenues have been explored and safety issues considered before the sanctions of fixed term exclusion or permanent exclusion are used. Only the HT is able to exclude pupils.

APPENDIX 3

St. Joseph's Catholic Primary School

For our Home School Agreement, please see our website or use the link below.

<http://www.st-josephs-malmesbury.wilts.sch.uk>

APPENDIX 4

DfE DOCUMENT: Use of Reasonable Force – Advice for Head Teachers, Staff and Governing Bodies' July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf