

St Joseph's Catholic Primary School
Jesus told us "Love one another as I have loved you"

Policy For Behaviour and Discipline

Policy Reviewed February 2017

Next Review date February 2018

(Updates may be made to this policy before the review takes place.)

Our Vision

St Joseph's seeks to be a community in which we build the Kingdom. It is a welcoming, caring place, where Christ is central to everything we do. Every member of the community is valued and encouraged to reach their full potential. St Joseph's is rooted in Gospel values, which foster tolerance, respect and self-esteem.

Our Mission

Our Mission is to live in the way Jesus wanted. He told us to "Love One Another as I have loved you."

Rationale

This policy sets out the expectations of behaviour at St Joseph's Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where

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the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games)
- Personalised programmes/ support from outside agencies.

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with high expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone
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All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Behaviour Management Plan

Our behaviour management plan has three key aspects: rules, recognition and consequences.

Everyone in our school has the right to.....

- learn
- be respected
- be safe

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Therefore everyone is expected to follow these whole school rules:

- We will always use commonsense, courtesy and consideration.
- We will always try our best and allow others to do the same.
- We will show respect by looking after ourselves, others and school property.
- We will listen and follow adult instructions promptly

At the beginning of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified.

Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and SPECIFIC PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Specific Praise and positive individual or group recognition
- Dojo points, either for the individual or for the team to which they belong
- Stickers – either worn by child, or collected on a chart or card or added to the child's work
- Positive recognition to parents at the end of the session/ day this could take the form of a conversation or a text message or through the Class Dojo APP
- Showing work to another adult/ class/ Assistant Head teacher or head Teacher
- Good behaviour notes/texts sent home to parents via Class Dojo
- Certificates (presented in our Golden Book Assembly on a weekly basis)
- Collective whole class rewards: Each class has the opportunity to collect for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or chart leads to a whole class treat or 'special time' as agreed between the teacher and children.

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

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We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Head Teacher. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Sanctions will include:

The teacher making eye contact with the child
A reminder of the class rules and the rule currently not being followed.
A loss of time at playtime or lunch time
A Negative Dojo point
Work sent home to be completed if not done so in lesson time

Sanctions for continued incidences of poor behaviour

Sent to the head Teacher
Conversations with parents by the class teacher
Behaviour chart
Acceptable Behaviour Contract
Attendance with Parents at the Behaviour Panel
Exclusion

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Parental Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other. For example, using appropriate language, and ensuring appropriate supervision before and after school. (Parents)

We display the school's rules, rewards and consequence systems and explain them in the school prospectus.

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We have a Home/School agreement which is signed by pupils, parents and teachers.

We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, 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. Following this, if the problem persists, contact the Assistant Head teacher and finally the Head Teacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, and treat them as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head Teacher and/or Governors who will take appropriate action in line with Local Authority policy. This could lead to adults being asked to remain away from the premises for a length of time

Children with Additional Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Inclusion Support Service or Educational Psychologist.