

St. Joseph's RC Primary School

“Love one another as I have loved you”.



As a Catholic school this policy is deeply rooted in our Mission statement and the two documents should be read together.

It provides the pattern of hopes for all our aims and expectations, relationships, practices, systems structures and policies of our school.

As an inclusive Catholic school rich in cultural diversity our emphasis will always be on tolerance and forgiveness.

We aim to create a school environment which nurtures the whole child, allowing for the development of each individual's potential, giving him / her a framework for living where sound relationships can be established and where everyone has dignity and is valued. The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failures.

As a staff we are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their ENTITLEMENT and their RIGHT. By doing so, we offer our children the chances to fully participate in the life of our school and community and so empower the children to take charge of their own lives. We look to parents, carers, and governors for their support and advice in helping the school to be a happy and caring community.

At Saint Joseph's School we strongly believe that children's behaviour is changed by the emphasis and focus being placed on the POSITIVE EXPECTATIONS and by rewarding good behaviour, rather than concentrating on NEGATIVE and inappropriate behaviour.

We acknowledge that sometimes the inappropriate behaviour of some individual children removes the rights from others or themselves. We see it is a shared responsibility to change some inappropriate behaviour using some agreed strategies.

We believe that children have the following rights:

- to be valued both as an individual and as a member of our school and local community
- to learn - no one has the right to prevent others from learning
- to be safe. No one has the right to put others at risk or in fear.
- to forgiveness, reconciliation and restoration
- to be nurtured as a child, with respect and dignity
- to equal entitlement of the curriculum and every aspect of school life, irrespective of gender, age, race, socio-economic background, academic achievement etc

We also believe that:

- Good, acceptable, appropriate behaviour comes with the partnership between the children, the whole staff, the governing body and the parents. Keeping all the partners consulted and informed is therefore vital. Only with full staff and parental commitment can we develop and maintain this in practice.
- Good discipline is much more than 'not breaking the rules', and as such needs to be taught to the children regularly. This needs to be given time in an already demanding curriculum if we are to become proactive and not merely reacting to incidents.
- Children need to be taught the skills for listening, for expected good classroom behaviour, for lining up etc. They also need to be taught the difference between appropriate and inappropriate play in the playground. They need to be taught about consequences of making certain choices rather than others.
- 'Good' behaviour is
 - learnt, not inherited.
 - can be changed and improved, and is not fixed
 - is chosen by the child, not imposed by the adult
 - is modelled by the staff and governors in all our dealings with children.

Successful behaviour is managed in the following ways:

Positively

By responding to appropriate/improving behaviour with praise, encouragement and a variety of rewards. Likewise we discourage inappropriate behaviour by offering positive alternatives and agreed sanctions.

Consistently

By all staff knowing the structures and systems and applying them consistently.

Assertively

Where the teacher is able to express his/her needs in relation to the best interest of the children. This ensures that s/he is acting (and not reacting) and is therefore in control, not crisis or chaos. S/he creates an atmosphere of trust in the class.

Systematically

By teaching appropriate behaviour skills, attitudes and responses. We cannot assume that our children will know these skills.

With clearly agreed high expectations

As professionals it is our responsibility to teach, regularly revise and reinforce codes and skills.

With the support and shared understanding of the parents support for staff.

Staff may need support when encountering difficult pupil behaviour, without this being regarded as personal failure. It may be that we need to challenge our own procedures and curriculum to see if this exacerbates some inappropriate behaviour in certain individuals. It is vital that we are able to review our practices 'safely' and with the support and encouragement of colleagues.

Our School Procedures

We have a set of guidelines that sets out, in general terms, how we expect our pupils to behave in school and on visits. All pupils are expected to behave according to these guidelines. That are shared with the pupils throughout the school year.

- Every member of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- All children should actively participate in learning and classroom activities
- St Joseph's School expects children to be well-mannered and attentive in school.
- Children should walk (not run) within the school.
- Children should report incidents about other pupils to a member of staff who will take appropriate action
- Physical violence is never acceptable, neither is retaliation.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring personal items to school that are not permitted.
- Children should wear the correct school uniform.
- Earrings must not be worn.

We aim to develop strong self-esteem in every child and all adults associated with the school.

Class Codes of Behaviour

Every class is responsible for defining their own agreed codes of behaviour that support and develop the school values.

These class rules are developed through Pupil Voice and are displayed in the classroom.

Reference should be made to them regularly, and children should be actively taught how to achieve these rules.

Groups working outside the main classroom may recognise success with rewards specific to that group. However, regular feedback to the main class will ensure behaviour is recognised consistently.

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. St Joseph's scheme is based on House Points and The Rocket Challenge

House Points

The children are divided into houses named after 4 Northern saints. Children are awarded house points for thoughtfulness, being helpful, good work and so on. Each team's house points are counted at the end of the week, and the winning house announced in Achievement Assembly. A display shows the progress of all the houses each week. The nominated House Captains receive the cup on behalf of their team and it is displayed in the hall.

The Rocket Challenge

The children are rewarded for displaying behaviour beyond normal school expectations. Their behaviour is recorded on a rocket with the aim of reaching the stars. Every day is a new day and children can move up and down the rocket within a given day.

In Key Stage 1 and Lower Key Stage 2 stars are collected and rewarded with Planet cards. Stars and Planet Cards are rewarded at the end of the term. For Upper Key Stage 2 a Marvellous Me message is sent home to reward exceptional behaviour.

<u>Expectations</u>	<u>Zero Tolerance</u>
Respect	Swearing
Good Listening	Throwing
Effort	Refusal
Good Manners	Answering back
Participation/ taking part	Hurting others
Following Instructions	

There are sanctions in place for those children who are not able to behave in the expected manner. Children who persistently move down the rocket may be placed on a behaviour record and their parents will be contacted.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Another very important initiative in the school is the weekly celebration assembly. It is vital to devise a tangible reward scheme, which recognizes all forms of social and academic achievements and regularly communicates this 'good news' to other children and parents.

Individual certificates are awarded throughout the year, in achievement assembly. Children are nominated by the class teacher for a particular activity or action. Incentive stickers are given to children throughout school and every teacher gives oral praise.

Management of inappropriate behaviour in school

Always clearly repeat the instruction you want to give. If the child fails to respond positively, then give a warning of consequences. These may include:

- withdrawal of privileges
- withdrawal of playtime, especially if safety to others is a main issue
- "time-out" for 3- 5 minutes in the class to cool off
- working alone in the class area at a table in isolation for a short period
- completion of unfinished work to be done at home
- "community service" in school, especially related to the original situation
- reparation (e.g. for damage done or hurt caused)
- exclusion within school
- discussion at home time or a phone-call to inform the parents of the difficulties and discussion re special arrangements. If a parent cannot be contacted a letter home may be required.
- As a last resort the child will be sent to the head teacher or deputy headteacher and appropriate action taken, usually involving parents.
- exclusion (fixed term or permanent)

Exclusion

- Middlesbrough LA has a set of procedures for exclusions which must be followed.
- Only Head or Deputy Head, in the Headteacher's absence, may exclude a child and only after all avenues have been explored.
- Pupils cannot be excluded for more than 15 days in aggregate in any one term for 'fixed term' exclusion
- The exclusion mark must be put in the register.

IN ALL CASES OF EXCLUSION WE TOTALLY ADHERE TO THE LA'S POLICY AND GUIDANCE.

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to a member of the Senior Management Team, who contacts the child's parents.

The incident is recorded on CPOMs and the situation discussed with the Head Teacher or Deputy Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

Most children respond to a positive approach and make a considerable effort to follow the school guidelines and minimal expectations. Many children strive to exceed these and are rewarded accordingly.

Playground Behaviour

Playtime

Supervision is by a team of staff members. When on the yard Years 1, 2 and 3 are supervised separately to Years 4, 5 and 6. A whistle is blown at the end of playtime and children wait to follow instructions given by the teacher on duty. Children walk to their line and wait for their teacher to collect them.

Lunchtime

At lunchtime supervision is by a team of staff members. A member of the teaching staff is often on duty in the dining room. The children line up and sit in their house teams.

Restrictions are in place for where various Year groups are entitled to play.

Year 6 Play Leaders, prefects and door monitors support the work of the Lunchtime Supervisors whilst developing their own leadership skills.

The Lunchtime Supervisors should maintain order; usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to have time out by walking around with a member of staff. This should defuse the situation, if the behaviour does not improve a child will be asked to have thinking time on a wall or fence and then apologise to the child or person involved. In some instances children will miss a playtime or lunchtime.

The Supervisors keep note of children who misbehave persistently (rude/cheeky) and report this misbehaviour to the Class teacher and Deputy Head Teacher or the Head Teacher, if necessary.

The children should treat the lunchtime supervisors with the respect due to all adults at St Joseph's. Parents will be informed if there is no improvement in behaviour and the child may be placed on a behaviour record or excluded from the premises at lunchtime for a time. This may be followed, if necessary, by permanent exclusion.

Dinner Hall rules	Lining-up Behaviour	Playground Behaviour
Walk at all times	I walk to the line	I play nicely with others
I stay in my seat	I always join the end of the line	I do not hurt others intentionally
I raise my hand if I need help	I keep my voice silent	I am aware of others playing around me
I speak only to the children on my table	I keep my hands and feet to myself	I go to an adult if asked
I use an inside voice	I keep my body still	I follow adult instructions
I use good table manners		I keep my hands and feet to myself
		I only use nice words

