



# BEHAVIOUR POLICY

September 2016

### **Underlying Principles**

Schools are places of learning and it is important that behaviour is managed so that the aims of the school can be achieved. The purpose of a behaviour policy is to support this process through:

- The creation of a positive and orderly atmosphere where teaching and learning can take place
- The creation of a safe and secure learning environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- The reduction of teacher stress through the identification of effective systems and practices
- Addressing the demands of changing conditions and approaches  
(Clare and Murray 2000)

### **Vision and Aims**

Our vision at St. Joseph's is to provide a safe, orderly environment where children can learn and flourish; where all members of the school community treat each other with courtesy and respect at all times.

The aims of the behaviour policy are:

- To create an environment which encourages and reinforces good behaviour
- To create an environment where all children are valued and feel safe from bullying behaviours
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

### **Introduction**

Good behaviour is an important aspect for creating a positive learning environment. This policy therefore forms a key part of the contract between the school, staff, parents and children to enable all children to develop to their full potential.

Part of the ethos of our school must be about respect and consideration for all its members, looking for the best in each other and thinking of other people and their feelings. We feel that our policy must be positive and that we encourage and look for behaviour worthy of praise. This includes positive comments to children about helpfulness, consideration, showing respect and co-operation etc.

We believe in an open door policy towards parents in school and positive comments about their child's behaviour are frequently passed on.

As a Catholic school part of our own behaviour and teaching must also be about forgiveness where a new day brings a new beginning.

All staff, parents and children should make themselves aware of the policy and work together to ensure the outcomes and aims can be fully met in creating the right learning environment for children.

### **School Environment**

We aim to create an environment that is interesting and stimulating and to also encourage respect for the school and the school community.

We endeavour to:

- Develop positive working relationships with children
- Set high standards of speech, manners and dress
- Encourage and praise those displaying good behaviour
- Address misbehaviour

In our classrooms we need to create and sustain a positive, supportive and secure environment.

We endeavour to:

- Encourage children to become independent in the classroom, including being prepared for lessons
- Reward work and behavioural achievement
- Mark work constructively, setting targets for learning where appropriate
- Keep a clean, attractive and stimulating classroom environment
- Have interesting and interactive classroom displays
- Extend, enrich and motivate all children.

### **Our School Rights**

There are four basic rights for both adults and children in our school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be the person God wants me to be

Everyone has the responsibility to protect these rights through their own behaviour and actions.

- The responsibility to make sure others feel and are safe
- The responsibility to allow others to learn in class
- The responsibility to treat others as we would like to be treated
- The responsibility to allow others the opportunity to develop as God wants them to be

### **Whole School Behaviour Management Process**

At St Joseph's, great emphasis is placed on rewarding good behaviour displayed by children. All children are allocated to one of four 'Houses', namely, St. Matthew, St. Mark, St. Luke and St. John.

House points will be issued for good and exceptional behaviour and work (ranging from 1 to 3 points). House points are collated at the end of each week and the winning house announced during Praise Assembly on Friday mornings. The winning house over the term will be rewarded with an extra prize for their efforts. This will be decided by the school staff i.e. additional playtime etc.

In addition to this, children will be chosen from each class to receive a certificate for good work, displaying the Catholic virtues (Catholic Schools Pupil Profile) or special mention (Tea with Mr C) which are presented at the whole school assembly on Friday mornings. These certificates are presented by the Head/Deputy Head Boy and Girl. Class teachers will explain why the child has been chosen and for 'Good Work' the child's work will be displayed

on the 'Wall of Pride' in the hall. 'Tea with Mr C' will take place on a Friday afternoon with Mr Carry (Principal) at 2.45pm. Staff can also send a child to the Principal for exceptional work.

An additional pupil motivator is the weekly attendance trophy which will be awarded to a class which has the best attendance each week. The class with the best attendance at the end of the year will be awarded a special prize, this could be a visit to a place of interest. Attendance certificates will also be given to pupils at the end of each term for 100% attendance. Pupils with 100% attendance for the entire year will be placed in a raffle to win a special prize i.e. a bicycle for KS1 and KS2 pupils.

In the event of behaviour not meeting expected levels the underlying principle for assessing a child's behaviour is based upon a colour code system – Green, Amber and Red. At the beginning of each day every child starts on 'green' on the behaviour chart. Some classes may wish to use names or photographs to indicate this. However, this status may be changed to reflect the child's behaviour patterns as follows:

1. If a child does not follow a school rule then the teacher reminds the child of the expectation, i.e. this could be through describing to the child what they are doing rather than presenting it negatively (don't do....) which could escalate the child's misbehaviour further.
  2. If the child continues to exhibit this behaviour then the child's name/photo is moved onto the amber circle on the behaviour chart. A non-verbal response by simply moving the child's name may be sufficient for the child to change their behaviour. Telling the child that they are going to be moved onto the 'amber' may escalate their misbehaviour further.
  3. However, if this does not have an impact and the child continues to misbehave then the child's name/photo is moved onto the red circle on the behaviour chart, at which point the child is asked to move to the 'time out' area/table. The time that a child is sent to the time out area should be appropriate for their age, i.e. 5 minutes for Key Stage 1 (KS1) and 10 minutes for Key Stage 2 (KS2). At this point, a KS2 child would complete a reflection sheet. KS1 staff will talk through each heading and record the child's responses to each heading.
  4. After the time out period the child will return to their own desk if they have shown a change in their behaviour. If the child returns to his/her desk and continues to exhibit inappropriate behaviour, then the child will be sent to the Key Stage leaders' classroom. Children are not to sit/stand outside classrooms unsupervised.
  5. If after a period of time the child is still not following the instructions given or the child's behaviour is impacting on the behaviour of other children then another child will be sent to the Vice Principal (Mrs McCole). If support is required a red triangle card will be sent by another child to a member of the senior leadership.
- The Principal will be informed at an earlier stage if the child's behaviour puts himself/herself or other people in the classroom at risk.
  - There may be times when the use of reasonable force may be required to either control or restrain a child to keep themselves or others safe

from harm. Further details can be found within the school's Care and Control policy.

- Each class maintains a Behaviour Incident Record book to be completed by teaching staff and lunchtime supervisors when incidents occur. This is monitored on a weekly basis by Mrs McCole.
- If a child continues to exhibit behaviour that is a concern, it may be necessary to call in outside agencies to support, e.g. Behaviour Support Service (The Sycamore Centre).
- Teachers also have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable." Further information regarding these powers are outlined within the DfE document 'Behaviour and discipline in schools' (January 2016). In all cases of misbehaviour a pupil can only be disciplined on school premises. Teachers may be disciplined for misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the schoolor misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - pose a threat to another pupil or member of the public or
  - could adversely effect the reputation of the school.
- A discussion with the Principal will take place before any sanctions are issued with regard conduct outside the school gates.

### **Playtime and Lunchtime Procedures**

Staff/lunchtime supervisors on duty must make reference to the school rules when dealing with incidents of misbehaviour.

- A child will be reminded of the school rule and their behaviour described. This acts as an initial warning to the child. If the child continues to exhibit inappropriate behaviour the child will be informed that their behaviour is unacceptable and will be spoken to in a controlled and calm manner. The child will then stand by the member of staff on duty or lunchtime supervisor for a fixed period of time (the time period will be appropriate to their age).
- For serious incidents of misbehaviour i.e. fighting then a member of the Senior Leadership Team (SLT) will be informed immediately. If additional support is required a card with a red triangle will be sent to the school office so that a member of the SLT can assist.
- All incidents of misbehaviour must be reported to the child's class teacher and recorded within the class record book.
- Two Play Leaders (Year 6) are on duty at lunchtime to support with activities on the KS1 playground. Equipment for children to play with must be provided on each playground during lunch periods.

### **Use of Reasonable Force**

- As in accordance with the Department for Education guidance (2011) there may be occasions where members of staff have to use 'reasonable' force to prevent pupils committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. The term 'reasonable'

refers to the means of using no more force than is needed. This force can range from guiding a pupil by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

- All members of staff have a legal power to use reasonable force. Further training for members of staff to manage incidents of misbehaviour through de-escalation and positive handling (Foundation Team Teach programme) is delivered by the Local Authority.
- After each incident where physical restraint/control has been used to manage a child's behaviour a Physical Restraint Report Sheet will be completed by the member of staff involved in the incident and then followed up by the school's Behaviour Coordinator (Mr Carry).
- The school will refer to the guidance provided by the Department for Education (DfE) namely 'Use of Reasonable Force – advice for school leaders, staff and governing bodies.'

### **Anti-Bullying Policy**

At St Joseph's we regard bullying and its impact seriously because it undermines and is in contradiction to the Gospel values which should permeate the life of the school. Bullying will not be tolerated. Children and parents should be assured that known incidents of bullying will be responded to. We encourage all children and adults to work against and to report any incidents of bullying.

#### *Responding to Incidents of Bullying*

- All known/reported incidents of bullying will be investigated by the class teacher.
- A 'conference' of all parties is often very successful, with the child who has been bullied confronting the child who has displayed bullying behaviour in a safe environment
- The child who has been bullied will be given the opportunity to discuss her/his feelings with a member of staff of their choice.
- The child who has displayed bullying behaviour will be asked how to put things right
- The child who has displayed bullying behaviour may face a range of sanctions including periods of time out, withdrawal of privileges, and in serious cases a fixed term exclusion or internal exclusion from class or school
- Parents of the child who has been bullied may also be questioned about the incident or about any concerns that the child may be having
- It must be made very clear to any child or adult involved in bullying behaviour that it is against the teachings of Jesus and has no place in the life of St. Joseph's School.
- The situation will be monitored by all the adults involved.
- Outside agencies may be invited to become involved, if the problem is serious.
- If parents do not feel the situation has been properly resolved they should contact a member of the Academy Committee.

### **Roles and Responsibilities**

An active partnership between parents and school offers great benefits and all parties involved need to play an active role in promoting good behaviour and creating the right atmosphere for learning.

### *Parents' Role*

Parents should:

- Have responsibility for pupils arriving at school on time.\*
- Ensure that correct school uniform is worn.
- See that pupils are provided with the correct P.E. and swimming kit and any books or equipment needed for their work.
- See that homework is completed.
- Co-operate with the school in matters of discipline and reinforce the school's efforts at home.

\*All requests for holiday during term time will be unauthorised unless this is due to an exceptional circumstance. Examples of exceptional circumstances include the death of a close relative to the child i.e. father, mother, sibling or time allocated for a parent serving in the armed forces etc. This will always be reviewed on an individual case basis.

### Penalty Fines

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Head teacher/Principal MAY NOT authorise a leave of absence in term time for a holiday. A Head teacher/Principal MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a fixed penalty fine** via the Education Investigation Service. A penalty fine can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

**Exclusion** – If your child is excluded from school and during the first six days of exclusion, and he or she is identified in a public place **you may be issued with a fixed penalty fine** via the Education Investigation Service.

Details of fines can be found on the Education Investigation Service website.

### Parenting orders

Parenting orders may be issued by magistrates following the conviction of parents or carers or on the application of the local authority for failing to send their child to school regularly. As part of the parenting order, you will be required to:

- fulfill certain tasks such as taking your child to school each day
- attend parenting guidance sessions

If you fail to do this, you will be in breach of a court order. This matter will return to court and further fines could be imposed.

### Prosecution

If you fail to meet all of the above, you may be prosecuted. This could result in each parent or carer receiving a fine of up to £2,500 and / or three months imprisonment for failing to ensure your child regularly attends school.

### *Teacher's role*

Teachers need to create an atmosphere for good learning and must seek to:

- Establish a calm and purposeful atmosphere.
- Provide teaching and learning which engages and stimulates children and includes differentiation.
- Praise and encourage whenever possible.
- Have high expectations of pupils in achievement and behaviour.
- Be positive and constructive.
- Ensure that work requirements of pupils are clearly set out and explanations are clear.
- Handle any misbehaviour quickly and calmly.
- Set clear goals for each activity and ensure they are understood by all the pupils.
- Ensure that seating arrangements are suitable and appropriate resources are available.

### **Policy Review**

- The policy will be reviewed on an annual basis or earlier if Government legislation dictates.

Signed (Principal): Mr A Carry

Signed (Chair of Academy Committee): Mrs S Price

Date adopted by the Academy Committee: Autumn term 2016

### **Associated Resources:**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>