



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Love Jesus



Love Learning

Love Life

Good Behaviour Policy

Mission Statement

As a Catholic School it is our mission to provide a safe, nurturing and happy environment in which to educate our children to share their witness through Christian values; to instil a love of learning, of self and of others; enabling all to develop their God given gifts and to achieve their potential.

Governors' Statement of Behaviour Principles

One of the main purposes of our school is to ensure that the children learn how to treat themselves and those around them with respect, and with a sense of care and concern for the physical and emotional well being of their schoolmates. Our Mission Statements calls on us, "To expect high standards of behaviour, courtesy and respect engendering a spirit of co-operation and tolerance within the school community."

Jesus is our role model for behaviour and his teachings form the core of how people treat each other in St Joseph's School. We believe that promoting and highlighting positive behaviour is the best way to ensure that good behaviour prevails throughout the school. Good behaviour includes attitude to learning as well as interaction with others.

The School's Good Behaviour Policy is based on these Principles

Aims

The school should, along with the home and the parish, aid the development of children who:

- Are respectful towards their peers and to adults
- Have a positive self- image
- Are polite
- Are proud of their own achievement and celebrate those of others
- Can co-operate with friends and other peers
- Are knowledgeable about Jesus' teachings to love one another
- Are tolerant and kind
- Are motivated to do well in their learning
- Are sensitive to others' feelings, knowing how to forgive and be forgiven
- Are self-controlled

Means to achieve our aims

- Notice and publicly praise children "being good"
- Include children in rule setting
- All adults in school to be positive role models in their own behaviour towards children and each other
- Monitors and buddies given the responsibility of being role models for younger children
- Inform parents when particularly pleased with a child's behaviour
- God Matters lessons, Circle Time, PSHE (Personal Social and Health Education) and SEAL (Social and Emotional Aspects of Learning) resources
- Role-play and turn taking games
- Shaking of hands after games
- Celebrate and reward children for general 'being good' ie Golden Time, green on traffic light system
- Celebrate random acts of kindness as being a 'Witness of the Week'
- Parents updated weekly, by text message, with their child's behaviour rating.
- Securing parental involvement and support starting with the Home School Agreement

Behaviour Ratings

- The main purpose of behaviour ratings is recognition of the children who are always good but whose positive behaviour is not always acknowledged. Children are given a behaviour rating of 1, 2 or 3 each week reflecting their standard of behaviour for that week. These ratings are recorded in the behaviour file on the shared drive and sent by text to parents weekly.
- A rating of 1 means that we have been pleased with a child's behaviour throughout the week. A rating of 2 means that behaviour has not always been good enough. That may be because of a single incident or a few little ones which add up. A rating of 3 is rare and means that there has been a significant incident of poor behaviour or repeated minor incidents which continued despite warnings. If a 3 rating is given parents are asked to speak with the class teacher about the issue.
- Reasons for a 3 rating are recorded on the Behaviour Ratings Spreadsheet
- Incidents of a serious nature are recorded in the Behaviour Log Book kept by the Headteacher. Incidents that could be deemed as 'serious' include violence towards another, deliberately hurtful or racist language, theft, defiance of an adult and deliberate damage to property.

Traffic Light System

Each Class will have a visual 'Traffic Light System' to track children's level of behaviour. Each child will start each day on the expected behaviour of the green level. Exceptionally good behaviour will allow the child to move up to the gold level winning five housepoints. Gold level children will be recorded in the class behaviour book and thanked at celebration assemblies. Disruptive behaviour, a poor attitude to learning or failure to heed a warning will result in moving down to amber. Repeated offences will result in a further drop to the red level. On reaching this level the child will be sent to work in a different classroom and a proportion of golden time will be lost. If red zone behaviour continues, or if violence or defiance occurs, a red card will be issued and all golden time will be lost. This will be recorded in the class behaviour book (alongside the many children who have had their names recorded for positive behaviour). The log books will be monitored by the deputy headteacher.

Reward Systems

- Golden Time (free time given to children to choose their own activity in class); through overall good behaviour children earn the right to golden time to be enjoyed by the class at the end of the week.
- House points
- Pupil of the Week awards
- Witness of the Week recognition
- Movement up to Gold
- Going to see the Headteacher to celebrate exceptional good behaviour
- Letters to parents recognising good behaviour

What to do when behaviour expectations are not met

- Emphasise previous positive behaviour when reprimanding bad behaviour
- Make it clear that it is the poor behaviour that you dislike not the child
- Make it clear why the behaviour is not acceptable
- Make clear the positive behaviour you expect to see in the future

- Aim for reconciliation not retribution

Sanctions

- Loss of playtimes / golden time
- Loss of number 1 rating for the week
- Movement down the traffic lights
- Task given which will encourage reflection upon the consequences of the poor behaviour shown eg a child who has upset another may be asked to write/ draw something about how their actions made somebody else feel.
- Sent to another teacher to explain their actions
- Loss of extra-curricular privileges or other school based activity.
- A number 3 rating for a week includes a request for parents to speak with the class teacher
- Sent to headteacher
- Internal seclusion.
- Exclusion

To be lawful, any punishment must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances.

Exclusions

- Exclusions can be for a fixed term (including just lunchtimes) or permanent. Exclusions will only be used in the most extreme of circumstances and will always be carried out according to the guidelines given in the [Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion](#) 2012. All exclusions are reported to governors. In the rare event that a child is given a fixed term exclusion, the school will work towards successful reintegration for the child when he or she returns to school. The school is committed to Plymouth's Fair Access Protocol to avoid permanent exclusions whenever possible.

Support

- It is recognised that some children find being 'good' much harder than others. For these children liaison with the Special Educational Needs Coordinator (SENCO) will result in Individual Behaviour Plans being put in place to help children overcome or at least manage their difficulties better.

- Some staff are trained as Emotional Learning Support Assistants (ELSAs) to support children experiencing difficulties including controlling their behaviour. This may be one-to-one support or through a nurture group.
- Referral to the MAST (Multi Agency Support Team) will enable access to a range of external support aimed at addressing particular problems children are experiencing.

Department for Education Guidance

Staff should be aware of Government guidance on issues that may arise when implementing this policy.

Searching pupils

School staff can search **pupils** with their consent for any item.

Head teachers and **staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and **staff authorised by the head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

The school has a separate policy on the use of force to control or restrain pupils.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the

person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

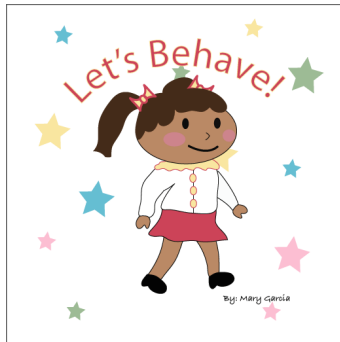
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

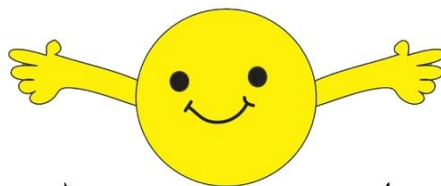
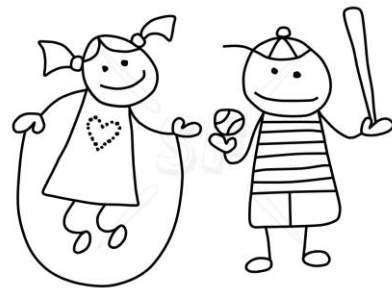
Appendix A



We can all be 1 if we try!



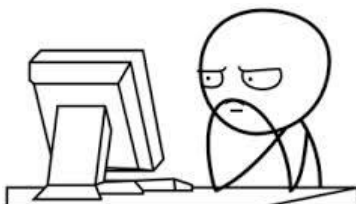
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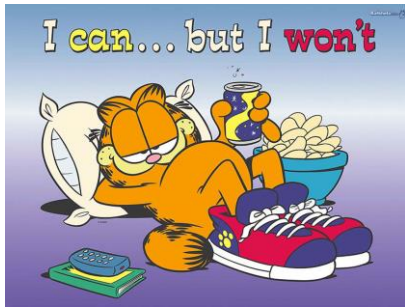


REACH OUT!



2





3





I am given a rating of 1

- ❖ when I join in lessons and try my best.
- ❖ when I follow instructions.
- ❖ when I help or show care for others.
- ❖ when I am polite and display good manners.
- ❖ when I follow the rules.



I am given a rating of 2

- ❖ when I haven't tried my best.
- ❖ when I don't follow instructions.
- ❖ when I am thoughtless and have hurt others.
- ❖ when I am rude to other children or adults.
- ❖ when I choose not to follow the school/class rules.
- ❖ when my teacher has to speak to me about my behaviour in the classroom.
- ❖ when an adult has to speak to me about my behaviour in the playground.



I am given a rating of 3

- ❖ when I consistently misbehave in lessons/playground.
- ❖ when my effort is consistently poor.
- ❖ when I keep being thoughtless and hurting others .
- ❖ when I keep being rude to other children or adults.
- ❖ when I keep choosing not to follow the school/class rules.
- ❖ when I hurt someone physically.
- ❖ when I don't represent St Joseph's in a positive way.