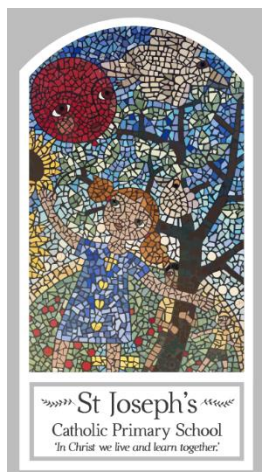


# St Joseph's Catholic Primary School



## Behaviour Policy

Policy Agreed :	Feb 2020
Policy Update:	June 2022
Policy Update:	September 2022
Review Due:	June 2023
Signed- Chair of Governors	Martin McDonagh
Signed – Headteacher	Laura Atkinson



## **Rationale**

St Joseph's school recognises the right of all within the school to learn, play and work in a safe, supportive and stimulating environment. We are a respectful and caring community. We aim to do our best at all times and strive to be considerate to others, regardless of any differences. We acknowledge that knowing and understanding children, their differences and similarities must be at the heart of our behaviour practices. We believe that confidence and self-esteem as well as attitudes to learning affects all thinking and behaviour and impacts on learning and achievement. We work hard to provide positive experiences of learning that enable children to achieve their full potential.

## **Principles**

- Every child has the right to learn
- All have the right to learn and work in a safe environment
- All have the right to be treated fairly and with respect
- All have the right to be listened to and supported to modify our behaviour
- Rules support our right to learn and to be safe in the school environment
- Rewards celebrate making the right choices and success
- Sanctions help take responsibility for actions and support making the right choices in future
- An awareness of individual needs and circumstances is needed to ensure fairness and equality
- Modelling positive behaviour is effective in teaching children how to behave
- Communication around positive behaviour, behaviour management strategies and with the school community is essential to provide a consistent approach
- An agreed approach will be used to respond to incidents of inappropriate and positive behaviours
- The policy will be reviewed annually and will take into account monitoring data including voice of children, parents and staff

## **Responsibilities**

All staff are expected to model high standards and expectations of both learning and behaviour. Staff are expected to create a calm environment where positive behaviour is promoted, regulation and de-escalation strategies employed. Staff are expected to talk and reason with children appropriately. All staff are expected to take responsibility for behaviour management at all times. Class teacher are responsible for dealing with day to day instances of behaviour. The Headteacher will monitor those on behaviour report 3 times daily: at playtime, lunchtime and the end of the school day. The Headteacher will be responsible for dealing with those who are on a behaviour report and those who behaviour meets the criteria for either a fixed term or a permanent exclusion.

## **Expectations**

Our expectations at all times are that adults and children will:

- Be Respectful
- Be Ready
- Be Safe

**Classroom Non Negotiables** are therefore we expect children to:

ne statement e.g. 'listen and follow instructions', 'follow the school rules' and 'Sit on the carpet when asked' could both fall under 'be respectful and follow instructions'.

- Be respectful and follow instructions
- Complete the agreed work to the best of their ability in the agreed timescale
- Work independently when asked
- Work with a talk partner when asked
- Participate appropriately in whole class learning sessions
- Keep the learning environment tidy
- No shouting- quiet voices at all times

**Around school** (for example in the hall, in the corridors)

All staff are expected to take responsibility for behaviour around school:

- Walk sensibly at all times ( keep to the left hand side of corridors)
- Hold the door open for adults, visitors and other children
- Be considerate of others who are still working
- Talk to each other in a calm, friendly manner using good manners at all times
- Keep all areas tidy
- No shouting – quiet voices at all times

**In Assembly** children will:

- Enter and Exit the hall in silence, walking in a single file line
- Sit on their bottoms with legs crossed facing the front  
[children with medical conditions will sit on chairs at end of class row- this will be agreed with SLT on case by case basis]
- Listen attentively
- Join in with singing and responses

**In the hall at lunchtime** we expect children will:

- Walk into the hall
- Line up quietly in single file whilst queueing for lunch
- Be respectful of dinner staff and other children
- Sit at the table to eat and use cutlery appropriately
- Attempt to eat their main course before asking for pudding
- Clear away plates/bowls/knives/forks when finished eating
- Go straight out to play when they have finished eating

**In the playground** we expect children will:

- Be friendly and polite; allow others to join in games/chats
- Be respectful of equipment
- Wear appropriate clothing for the weather conditions

## **Consequences**

Children will learn that there are consequences to their actions and the choices they make as this is a life skill. All staff are responsible for promoting high standards of behaviour. If a child exhibits inappropriate behaviour staff should follow these overriding rules:

- 1. Stay calm**
- 2. Reason and explain the behaviour that is unacceptable why the behaviour is unacceptable and what the consequence will be.**
- 3. Remember it's the behaviour that is unacceptable *not* the child.**

### **Unacceptable behaviour includes:**

- Deliberately disrupting a class or the smooth running of the academy
- Swearing and verbal abuse
- Absconding from lessons or the academy
- Racial abuse
- Violent behavior including assault
  - Vandalism, damage to property or theft
  - Bullying

Choosing to behave in the above ways, will result in a consequence.

Disruption to learning will not be tolerated. Staff will follow the procedure outlined below.

Staff will follow the school based consequences when inappropriate behaviour is displayed.

There will be occasions when there is a need to move to an Internal Exclusion.

Criteria for this are outlined in the appendix.

[Updated] Personalised provision will be put into place for those who may demonstrate persistently high level concerns from the SENd team. A personalised plan will be drawn up using the SEMH graduated response from RMBC with the SENDCo and Class teacher. This will begin with a personal, social and emotional assessment using PIVATS, SDQ assessment to identify need. Plans will be shared and reviewed with parents regularly. More information about SENd Provision can be found in our SENd/Inclusion Policy (available on the school website)

### **Policy Review**

In line with statutory requirements, this policy will be reviewed annually with the outcomes of monitoring processes, including discussions with parents and staff taken into consideration.

**Date of Policy: Updated September 2022**

**To Be Reviewed: June 2023**

The following process will be followed when children do not adhere to the rules and expectations set out.

**Each lesson is a new start.**

### **Stage 1: The Reminder**

- A clear verbal reminder directed at the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing.
- Say what you see 'you are out of your seat' followed by what the student needs to be doing in order to return to a state in which they can learn and others can learn. **'You need to go back to your chair and get on with your work. Thank you'**.
- The student is made aware that if they don't make the right choice or if they don't follow the rules then they will be given a warning

### **Stage 2: The warning**

- A clear warning directed at the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing.
- Say what you see 'you are out of your seat' followed by what the student needs to be doing in order to return to a state in which they can learn and others can learn. **'You need to go back to your chair and get on with your work. Thank you'**.

### **Stage 3: 2nd Warning**

- If the behaviour doesn't improve the student will be given a second warning
- The adult must make the student aware which rule they are not following in order to help the student to correct their behaviour

### **Stage 4: The Time-Out**

- The student is asked to take a 5/10 minute time out, and go to a designated time-out space in class.
- **They should not take any work with them** as this time is intended to be for reflection on their own behaviour. This is not a time for the adult and student to discuss the incident
- At the end of the time-out period the student returns to their chair and continues with their work. There will be an opportunity to reflect, with adult support as appropriate.
- If the student is not ready to return to class, the class teacher can arrange for the student to work elsewhere if practicable for the remainder of the session
- A student who repeatedly reaches Stage 3 or behaves beyond these boundaries, should be formally logged on CPOMS for future reference and referred to a more senior member of staff for support
- The class teacher should discuss the "Time out" with the parent/ carer on collection at the end of the day

### **Stage 5: Removal**

Where all of the above have occurred in a single session, the final stage would be a removal where a student would be given their work to take to another class. Following this there would be a debrief session to discuss the behaviours displayed leading up to the incident. If the incident is serious, the student may be removed in the first instance without going through the previous stages. (If the unacceptable behaviour is physically hurting another child deliberately or back chatting/rudeness to an adult, then they will be sent to

SLT where reflection of behavior is needed. (Step 4 and 5 will need to be informed via CPOMS)

**SLT Intervention:** The Head or AHT will arrange a meeting with the student and parent/ carer as above if there is persistent insufficient progress. CPOM logs will be studied and the action plan will be reappraised.

**[Updated] Behaviour Report Monitoring:** Children may be placed on a two-weekly behaviour monitoring report by SLT. This requires classroom staff to complete an report card ( copy in appendices) for each lesson towards targets agreed with the child in line with the core expectations of the school. The child then reports to the Headteacher or Assistant Headteacher each break time, dinner time and end of day to discuss the previous session and any points of reflection. At the end of two-week minimum review of behaviour targets the child is either removed from monitoring report or extended for a further two week cycle.

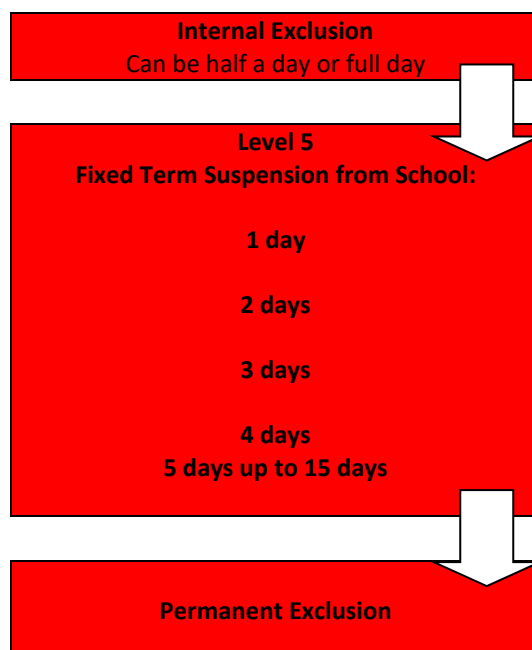
Extreme behaviour may necessitate exclusion.

**[Updated]** All Suspensions / Exclusions are considered in line with the Exclusions Policy and inline with latest DfE Guidelines. The Suspensions and Exclusions Policy is available on request from the school office and on the school website.

Whilst this is a graded system, where serious or persistent misconduct arises, suspension may be used and other agencies where applicable will be informed, including the police where appropriate. A series of fixed-term suspensions may well be a contributory factor to a managed move or permanent exclusion from St Joseph's.

In accordance with the Governors' Charging and Remissions Policy, parents/carers will be required to cover the cost of any damages, breakages, losses and defacement for which their student is responsible.

For certain behaviours The TIME OUT may be the most appropriate first point of call. This must be used at the teacher's discretion where it is felt that the behaviour may be too disruptive to others. Behaviour should be logged directly onto CPOMS on the same day. These will be retained for monitoring purposes, and as far as is practicable, on a daily basis these will be collated and acted upon.



**Appendices: Report Card**



**Behaviour chart**

Year Group: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

	Breakfast Club	Practise/Deepen	English	Maths Meeting	Playtime	TT Rockstars/ SPAG	Collective Worship	Dinner time	Wider Curriculum	RfP/ End of Day Story
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

My Targets are:

1. To be respectful of ALL adults in school
2. TO complete work to the BEST of my ability

Signed by: \_\_\_\_\_ Class Teacher  
 Signed by: \_\_\_\_\_ Headteacher

**\* Targets will be agreed with pupil and class teacher and shared with parents**

Behaviour Expectations Stages.  
Each lesson is a new start.

**Stage 1: The Reminder**  
A clear verbal reminder

**Stage 2: The warning**  
A clear warning directed at the student

**Stage 3: 2nd Warning**  
If the behaviour doesn't improve the student will be given a second warning.

**Stage 4: The Time-Out**  
5 minute time out, in a designated time-out space within the classroom.  
**Reflection time on behaviour**

**Stage 5: Removal**  
Where all of the above have occurred in a single session, the final stage would be a removal where a student would be given their work to take to another class.