

St Joseph's Catholic Academy

Behaviour Policy Sept 2021



Mission Statement

The school mission statement is 'Live Like Jesus'. We aim to ensure our staff and pupils live out this mission statement through promoting the children's spiritual, social, moral, cultural, personal and academic development.

Purpose of behaviour policy

The governing body of St Joseph's Catholic Academy will endeavour to provide for pupils and staff an environment in which all individuals are recognised as sons and daughters of God. Our school community must be centred on the values of the Gospel and the traditions and doctrines of the Roman Catholic Church. The governing body and staff will therefore seek to ensure that the school is a safe and caring place where good behaviour is encouraged and nurtured.

Aims of the policy

The aim of this policy is:

- To help each child develop behavioural patterns which are socially acceptable and follow the Christian ethos of the school
- To help each child develop wholesome relationships with individuals and groups within the school
- To encourage children to respect each other and their property
- To help each child take responsibility for his or her actions
- Live out the Gospel value of 'Treat others as you would have them treat you'.
- To be tolerant and understanding of the rights, views and property of others
- To take responsibility for their behaviour and know the consequences of both their positive and negative actions
- To teach children about forgiveness and that we must learn to forgive those who say they are sorry when they make wrong choices and seek forgiveness. This is following the teaching of Jesus.

Our roles and responsibilities

The governing body accepts that it has a responsibility for establishing this policy and for monitoring its effectiveness. It has therefore considered and approved this policy and will review it bi-annually.

Everybody is expected to:

- Be responsible for their own behaviour
- Respect the rights and views of others
- Have a mutual respect for and the tolerance of those with different faiths and beliefs

Teachers should:

- Aim to meet the individual needs of all children
- Teach effectively with full co-operation from all children

- Build positive working relationships with all parents/carers
- Continue to develop personally and professionally

Children should:

- Always try to be the best that they can be
- Learn to care for one another
- Learn what good behaviour means and make good choices as a result
- Co-operate fully in the life of the school

Parents should:

- Feel welcome in school to discuss their children's progress and behaviour in a positive atmosphere
- Fully support their child in following the school's behaviour policy
- Feel confident that their children are developing socially, morally, culturally, spiritually, personally and academically
- Know that their child will receive additional support when required

To achieve these aims we have developed a series of positive rewards and sanctions as part of the whole school behaviour policy, which gives every child guidance to make good decisions about his or her behaviour.

Proactive strategies for encouraging good behaviour

1. Meet and Greet outside the room

- a) Be positive and upbeat when meeting pupils
- b) Praise positive behaviour
- c) Deal with low level behaviour immediately and prevent it from entering the room
- d) Teachers or Teaching assistants supervise pupils in corridors and cloakroom at transition times

2. Rules, expectations and routines

- a) Reinforce the positive behaviour you expect from pupils
- b) Have high expectations from the beginning and do not give up in reinforcing your expectations.
- c) Make rules and routines as specific as possible
- d) There should be clear guidelines for 'hot spot' parts of the lesson e.g. giving out equipment, entering the room, moving round the room, noise levels.

3. Seating Plan

- a) Split the pupils up and sit them next to someone who will not inhibit their learning.
- b) Ensure that there is a clear plan for your class in assembly, with children requiring more support with behaviour, sitting closest to either the Class Teacher or Teaching Assistant.
- c) Always sit next to your class in assembly and reinforce the good behaviour, whilst being proactive towards bad behaviour.

4. Praise and reward

- a) Be proactive in catching children displaying good behaviour
- b) Avoid being reactive and then criticising inappropriate behaviour
- c) Make praise specific and descriptive
- d) Use school rewards to reinforce good performance

5. Consequences

- a) Use a hierarchy of sanctions to enable you to intervene quickly when inappropriate behaviour arrives (see 'Sanctions')
- b) Only use consequences you are able to carry out and enforce

6. Relationships with parents

- a) Positive phone calls home/Positive Do Jo Messages home
- b) Involvement of pupils in social events for the community
- c) Invitation into school for parents to see pupil's work/progress
- d) Invite parents in for termly open mornings

7. Be positive

- a) A young person's attitude often reflects the attitude of the adult.
- b) Our staff aim to give more rewards than sanctions.

Whole school rules – 'Golden rules'

- Keep your hands and feet to yourself
- Treat others as you would like to be treated by them
- Listen when someone is speaking
- Work and play in a safe manner
- Always say please and thank you
- If you have nothing kind to say, say nothing at all
- Show respect and kindness towards the adults, other children and school property

Classroom rules

On the first day of the school year, each class should decide their own rules based on the whole school 'Golden rules'. This should include a discussion about why rules are necessary. Class rules should then be displayed clearly in the classroom, and signed by all pupils and adults working within each classroom, so that everyone knows and applies these rules consistently alongside the school rules. Class rules may 'evolve' over the course of the school year and particular areas of focus are identified. This process forms an integral starting point for our Core Learning Skills programme of PSHE.

Playground rules

- Play fairly
- Respect everyone on the playground and all the equipment
- Play safely
- When the whistle blows, stop and listen
- Always ask permission if you need to leave the school playground or field
- Do not go past the end of the playground wall or field entrance
- Line up quietly and quickly at the end of playtimes
- Walk up to the school calmly, staying in line, one behind the other

Positive Play/Nurture

For children who find it consistently difficult to integrate positively at lunchtimes, the class teacher may request that they join a lunchtime 'Positive Play group' run by a Teaching Assistant, in order to develop

their social skills further. This is done with the intention of equipping them with the necessary social skills for them to play positively with other children at lunchtimes in the future.

Lunchtime exclusion

Rarely, there may occasion to exclude a child for a fixed period of lunchtimes as necessary because their behaviour consistently puts other children or adults at risk. On these occasions, the child's parents/carers will be informed with 48 hours notice. They would then be required to collect the child and make alternate lunchtime arrangements at lunchtimes for the term of the exclusion. The child should then be returned to school in time to begin the afternoon sessions

Dining Hall Rules

- All children to say prayers before lunch.
 - Eat your dinner using cutlery.
 - Everyone will use a quiet voice in the dining hall.
 - Sit down in your place to eat, with four chair legs on the floor.
 - Leave your place and the space around you clean and tidy.
 - Eat carefully with good table manners.
 - Walk in and out of the hall sensibly.

Corridor, cloakroom and stairs rules

- Always walk
- Travel quietly and calmly
- Knock on the office door or staffroom door if you need to speak with an adult. If there is no reply, come back another time.
- Stand back and hold open the door to let visitors and adults through doorways
- Keep to the left on corridors and on the stairs
- Respect others – do not push past them

Exit strategies

In class, if a child causes a disturbance that threatens the safety and well being of others, the class teacher should ask a Teaching Assistant to escort that child to the appropriate Phase Leader's classroom for 'time out'. If the child refuses to leave, the class teacher should escort their class out of the classroom and send for a member of the Senior Management Team.

Working with Individual children with additional needs, including pupils with SEND

Some children may initially prove unable to work within the remit of the Behaviour Policy designed for the general needs of the school. In these circumstances, Staff will ensure that medical factors are checked, learning difficulties addressed and parents/carers consulted regarding changes in home circumstances which could affect behaviour.

Detailed observations of the child's behaviour will be conducted using a variety of methods and often with involvement of the SENDCO/Learning Mentor and if necessary, outside agencies. From the information gathered, the teacher (with the support of the SENDCO) will set a positive target and clearly define to the child what it is that they wish them to do. These targets will be consistent with the overall aims of our positive behaviour policy. Depending on the age and sophistication of the child, the teacher will use a variety of different charts to record desired behaviour in a variety of forms. This is often sufficient reward in itself.

The teacher will also use contracts, specifically between him/herself and the child, to formalise agreements about what specific behaviour is expected of the child, and what the teacher will do to help the child achieve this behaviour. Both charts and contracts will be backed up with an agreed list of rewards (see 'Rewards'). The targets will form part of their MEP (Multi-Element Plan) and will be reviewed regularly so as to establish whether current behaviour targets and strategies are proving successful. If the programme of support is successful, then the teacher will consider phasing it out and allowing adoption of usual school rewards and consequences.

Parents/Carers will be involved throughout this process through the sharing of targets, alongside regular progress reports. Parents will be expected to attend regular reviews. If the programme is unsuccessful, the teacher will check the objectives, the consistency, the rewards and the antecedents to the behaviour. If the programme still proves unsuccessful, a discussion with the Head, the SENDCO and the Parents/Carers will take place regarding the involvement of Outside Agencies to enable further behavioural support. If a child continues to compromise good order and discipline, as a last resort, he or she will be excluded from school.

Violent or abusive behaviour towards a member of staff will result in a fixed term exclusion. Any serious incident may result in an immediate exclusion from school. The class teacher may require parents/carers to attend a meeting regarding their child's behaviour at any given time, which may result in a child being monitored through 'Home/School Report'.

The ultimate objective of any behaviour plan is to enable self control to take over from teacher/external control.

In reality, our aim for children with behavioural problems is to behave appropriately, supported only by the rewards available to all children through our Individual Positive Behaviour Plan.

The use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

More information on the use of reasonable force can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Whole school rewards

Friday Achievement Assembly

- Rotate on a three week cycle – Star writer, Star reader, Star mathematician
- Every week – Star Sports person
- Every week – Live like Jesus (Selected by Dinner staff)
- Every week 'Golden book' – evidence of one of the 'Golden skills' from each class.

- Every week “Flashback Hero”-one child from each class who has worked really hard on remembering more!

The Golden Book will keep a record of which children have received which of the Friday awards.

Do Jo points

Children will receive Do Jo points for demonstrating positive behaviour and learning behaviours throughout each week.

The following are examples of what Do Jo points can be awarded for:

- 1) being on task
- 2) improved presentation
- 3) additional effort with work
- 4) positive behaviour
- 5) showing respect and manners eg-sharing resources
- 6) living out the school mission statement
- 7) evidence of displaying ‘Golden skills’

Sanctions

For a child who chooses to break a rule, there are a number of consequences and the ones used depend on the seriousness of the unwanted behaviour and its persistence. The sanction will also depend on whether the child has additional needs or a personalised Individual Behaviour Plan. They are:

- Ignore the bad and praise the good.
- Remind of the rule and warn, once only.
- Separate from the group for 5 minutes within the classroom and put the name of the pupil on the board.
- If the undesirable behaviour continues, the child will then get a tick against their name
If the undesirable behaviour continues again, the child will go onto the Amber traffic light system.
If the child goes on to Amber, they will miss the following playtime. This could be the morning or the afternoon break depending the time of day the child moves to Amber.
- If a child should reach 3 Amber traffic lights in a week, it then becomes a ‘red’ offence. This must be reported to the appropriate Phase Leader and logged by the Class teacher on My Concern/RM. Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the Class Teacher. All contact with parents should be recorded on My Concern/RM so that incidents can be monitored by the Senior Leaders.

Some actions are more serious and will require a ‘Straight Red’. These will include:

- Repeated refusal to follow instructions
- Swearing
- Spitting
- Fighting using fists or feet
- Bullying
- Racism

If a straight red occurs, the Phase Leader will be informed of the incident and it will be logged on My Concern by the class teacher. Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the class teacher. All contact with parents should be recorded on My Concern/RM.

There will be a thorough investigation of every serious incident resulting in a 'Straight Red', through discussion with all pupils involved and use of eyewitness accounts which are to be recorded on My Concern/RM. As part of the work of the Head teacher and SENDCO, any behaviour logged incidents will be monitored by Senior Leaders to identify those children who are struggling to behave appropriately.

Should a second phone call home be required for a pupil in the same term, an appointment will be arranged for the parent to come in and discuss ways in which home and school can work together to promote future positive behaviour. If a further phone call home proves necessary, a meeting will then be held with the parent, the Head and the SENDCO.

Fixed-term and permanent exclusions

Immediate exclusion may occur if:

A pupil has injured another pupil or adult to the extent that they cause actual bodily harm.

Only the head teacher/acting head teacher (or the Assistant Head teacher in the absence of the Head teacher) has the power to exclude a pupil from school, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school or if the pupil displays persistent disruptive and/or challenging behaviour. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school term. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

All exclusions will be treated on a pupil by pupil basis and any additional needs will be taken in to account before a decision is ultimately made by the Head teacher.

The table below outlines some examples of sanctions:

The child is messing about in the line.	The class teacher is to be notified and the child's name will be added to the board.
The child is running in the corridors or down the stairs, pushing past others or behaving in a similar manner.	The class teacher is to be notified and the child's name will be added to the board.
The child hits or kicks another child or adult.	Red traffic light. The parent must be informed by the class teacher. Record this on My Concern/RM.
The child is not wearing the correct uniform.	The adult is to ask the child where their correct uniform is. Speak to the child's parent.
The child is wearing trainers.	Ask the child where their school shoes are. Speak to the child's parent and remind them of the uniform policy. If the child is eligible for Pupil Premium funding, please speak to the Head of School/Learning Mentor.
The child is heard swearing by an adult.	Red traffic light. The parent must be informed by the class teacher. Record this on My Concern/RM.
The child has intentionally damaged school property.	Red traffic light. The parent must be informed by the class teacher. Record this on My Concern/RM.
The child already has a tick next to their name on the board and is being silly in class and choosing not to complete their work.	Amber traffic light.

Communicating the rules to children

1. The rules, rewards and consequences are explained to children at the beginning of the Autumn term in the welcome back assembly and in class based PHSE sessions.
2. Staff reinforce the rules in the classroom – with discussion to develop ownership, describing desirable and undesirable behaviour.
3. Rules are displayed in every classroom and in the school hall.
4. A list of rules are given for the children to sign, decorate and keep.
5. Staff return to the rules on a daily basis to embed them into our daily routines.
6. Staff may decide on a whole school behaviour target to be focussed on for a period of time.

Sharing our Behaviour Policy with parents/carers

The policy is available on the school's website – <http://www.saintjosephsschool-matlock.co.uk/>

Additionally, parents are consulted on behaviour a regular basis through questionnaires and surveys.

Amendments made to this Behaviour Policy to cover the COVID 19 situation within schools (June 1st 2020)

- Behaviour that puts others at risk will not be tolerated. Should there be instances where a pupil deliberately uses COVID-19 risk of infection as a threat or actual event, for example deliberately coughing over someone, this will be treated as a serious breach of the school behaviour policy. Full sanctions may apply, up to and including permanent exclusion if this was so serious to merit it.
- Parents have been informed that during this period there is an expectation that children will socially distance and engage in regular hand washing as directed by school staff. (See parental letter for further detail)

This Policy is to be used inline with other school policies, such as Anti Bullying Policy, Child Protection Policy and the updated Keeping Children Safe in Education Sept 2021 [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97822/Keeping_children_safe_in_education_2021.pdf)

This policy will be reviewed bi-annually at the beginning of the Autumn Term by the whole staff. It will then be sent to Governors for ratification.

This policy was updated Sept 2021

This policy will be reviewed September 2023

Signed Head of School: K.Chadbourne

Signed Chair of Governors: K.McCluskey