



St. Joseph's Catholic Primary School

Behaviour Policy

Approved by:	Governing Body	Date: Nov 2018
Last reviewed on:	Sept 2020	
Next review due by:	Sept 2022	

St. Joseph's Catholic Primary School builds God's kingdom here and now by being:

- **A welcoming school,**
where everyone cares for and respects each other.
- **A learning school,**
which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.
- **A vibrant school,**
which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever changing world.
- **A holy school,**
where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ

LOVE LEARN BELIEVE

In line with our mission statement, the school's aim is to help children develop their own intrinsic motivation to behave in a manner which builds God's community here and now, brings enjoyment to themselves and their peers, and promotes the learning of all.

However, we recognise that children and their families sometimes need encouragement and guidance to achieve this and our school will always balance the needs of the individual with the good of the community.

Our Golden Rules

We have four “Golden Rules” which are developed to bring the Gospel values of Jesus Christ to the children and their families in a manner which can be easily followed:

RESPECT: we respect everyone we meet, child and adult alike.

LEARNING: we come to school to learn and to support the learning of others.

SPACE: we keep our hands and feet to ourselves.

SUPPORT: we build people up, not knock them down.

Although these rules are non-negotiable, (they are binding on all who wish to be part of our school community), our mission is to help each individual to follow them, and, should they fail to meet our expectations, to help the person show remorse and make reparation so that forgiveness can be the first and preferred response in all situations.

A school, and St. Joseph’s in particular, is a safe place where people come to make mistakes and to learn from them.

Promoting good behaviour

- Good behaviour should be expected.
- Good behaviour should be modelled by all adults in the child’s life, both family and school staff. Children learn from what they observe.
- Good behaviour should be identified and praised; adults should avoid generic phrases such as “Good boy, well done” and instead identify the behaviour they wish to praise: “Good boy Jack, you are lining up beautifully.”
- Good behaviour should be discussed; each class and home should have their own agreed expectations that are understood and apply to all, these should be phrased in positive terms.
- Good behaviour is promoted when children and adults are prepared to put right their mistakes.
- Good behaviour should be rewarded: each Phase have their rewards system. Rewards are good, bribes are bad!

Occasional lapses of good behaviour

All children will have occasional lapses of good behaviour; St. Peter was no saint! Jesus lost his temper in the Temple and got grumpy with his friends.

Getting a “telling off” and then putting matters right is a point of growth in a child’s life not a crisis. School staff will only admonish a child because they care; if they didn’t care about your child they wouldn’t care about your child’s words or actions.

The normal range of sanctions used in school include moving a child to a different seat in class, or asking them to work at a desk by themselves, writing their name on

the board to give the child a chance to “make up” their poor behaviour, kept back to finish work at playtime, loss of house points, or stones from the jar, loss of playtime, loss of other privileges (e.g. Golden Time).

Each year group will develop their own range of such sanctions which, although appearing trivial when written down, are very powerful when supported by school staff and parents. These sanctions will vary over time as they each have a “shelf life” of usefulness. We should therefore all be suitably shocked when little Jimmy lost three table points for constantly kicking the table leg, even if we don’t know how many table points they had in the first place!

On most occasions the sanctions noted above are enough and there really is no need to inform parents, school is where mistakes are made and matters are put right, but sometimes the teacher makes a judgement call that mum or dad ought to know.

Blue Slips

Blue Slips inform parents if their child has had a concerning lapse in behaviour, particularly when it is out of character so that they can support the school’s high expectations regarding their child’s behaviour.

School staff acknowledge the importance of open communication but need to balance this with the need to avoid spending time each day re-visiting issues which were resolved the day before.

A blue slip is a means to inform parents that their child had a lapse of behaviour which they have apologised for, accepted whatever sanction was imposed, been forgiven and the issue closed.

Blue slips will not be used for every occasional lapse in behaviour; they are used when a teacher judges that parents really ought to know that their child has been in “trouble” that day.

The blue slip will not be used if the child does not accept they were at fault or are not prepared to put matters right. In such cases the parent will be contacted by school staff.

Blue slips are therefore:

- Not a reason to seek to meet the teacher;
- Only used when the matter has been dealt with and is closed.

(An exception to this is where the parent is concerned that the home situation may be the core reason for the lapse of behaviour, e.g. marital problems, recent bereavement etc.).

Regular lapses of behaviour

Where a child regularly lapses from expected behaviour the first and most important duty on the school is to investigate why.

In order to monitor where occasional becomes regular all blue slips will be recorded on the schools on-line safeguarding system My Concern. This allows for the frequency, type of behaviour and involvement of other children to be monitored to see if a pattern is present.

In all cases where there is a belief that the child is at “risk” from influences that are causing the poor behaviour the school “safeguarding” policy must be followed.

In cases where a child begins to have regular lapses in behaviour parents should be involved at an early point. School experience is that sudden changes in school behaviour are most often linked to changes in home life. Where this is the case a “pastoral approach” to supporting the child is most appropriate.

Where the use of blue slips has not resulted in modified behaviour an invite to parents to come to school will be made. A behaviour recovery plan should be agreed with parents, child and staff from the class team, including the team leader. The plan should balance supporting the child with behaviour challenges with protecting the other children from their negative behaviour, irrespective of underlying cause.

In cases where lapses in behaviour are prolonged, or the child does not respond to support form within the class, additional support should be put in place early.

Examples include:

- Wave Two intervention.
- Additional curricular emphasis on Personal Social Emotional Development.
- Referral to the school counsellor.
- Referral to the SAFE team.
- Placed on the school special needs register for behaviour.
- Referral to the Primary Behaviour Team.
- Additional support at lunchtime to model appropriate behaviour.

For these children a Special Educational Needs provision map should be drawn up but, particularly where parental support is lacking, movement onto the “Consequence Model” (see below) should be considered.

Serious lapses of behaviour

One off serious lapses of behaviour, or consistent minor lapses in behaviour will be dealt with by the child’s team leader, Deputy or Head Teacher. All such incidents will be recorded on the school’s on-line safeguarding system, My Concern. This allows for frequency, type of behaviour and involvement of other children to be monitored to see if a pattern is present.

Where the incident involves breach of our anti-bullying policy or is of a racist, homophobic or anti-disability nature the local authority reporting procedure will always be followed.

Senior staff may choose to record the incident on the school’s information management system (SIMS). When this happens a “red letter” will be sent home so the parent can be informed of their child’s behaviour and be given the opportunity to view their child’s record.

Exclusion from school will be a last resort and may only be imposed by the headteacher (or Deputy when the head is absent from school). The local authority procedure for exclusion will always be followed: www.egfl.org.uk/exclusions).

Serious or consistent lapses of behaviour may well lead to the child being placed on the Consequence Model.

Consequence Model of Behaviour

The approach to behaviour outlined above has been very successful with most children. Unfortunately, for some children forgiveness is confused with “getting away with it” and apologies are offered to “get out of trouble”, not as a sincere wish to put things right.

Children are responsible for their behaviour and parents are responsible for their children.

For those children who choose to repeatedly break our rules, we have a school responsibility to accept that our “reparation” route has not worked.

Therefore, we either turn a blind eye to rule breaking, (to the detriment of the whole school community), continue with a discipline approach that is not working or move to a new discipline approach – a consequence approach.

The consequence approach relies on a clear escalation of consequences for your child failing to conform to our rules. At each point the family is involved for it is the parents who are responsible for their child’s behaviour. It is our hope that the clarity of this approach will help the child to choose to behave appropriately. Once a child is placed on the consequences route they will also be placed on a report card. Two weeks of good reports would lead to the child moving down the consequences ladder.

This model is common in secondary schools. If the child chooses, by their actions, the consequences route we hope they will learn their lesson here at primary school allowing for a fresh start in secondary. Too many children have exclusions in Year 7 and Year 8 spoiling their transition.

The consequences are as follows:

Consequence One

A letter is sent to parents explaining the fact that we have reached this stage. A suitable punishment internal to the school will be set.

Consequence Two

A letter is sent to parents explaining that the child will be excluded from the classroom for a given time to work in other classes.

Consequence Three

A letter is sent to parents explaining that the child will be internally excluded in isolation to work in a quiet place within school, e.g. the administration corridor.

Consequence Four

Letters are sent to parents explaining that formal exclusion will occur, this can be for periods of 1, 3, 5 or 15 days.

Consequence Five

Permanent Exclusion

In the event of a serious incident the school will move directly to the appropriate consequence. In the event of continued minor disruption, it is possible for the child to be permanently excluded (expelled) within a period of four to five school weeks.