



St Joseph's Catholic Primary School

Behaviour Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	
Date	10.03.2021
Review Date	10.03.2022

(signed on hard copy)

Our children are taught to; forgive, be tolerant of others, be truthful, live peaceful lives and to love one another. We do, therefore, promote a positive approach to behaviour management and encourage everyone to make the right choices for themselves. We encourage our children to live the Gospel values through our 'Prayers for Life' and our Catholic ethos permeates everything we do. We aim to provide an environment in which all children can grow in the love of God, feel safe, be happy and reach their full potential.

We celebrate the uniqueness of our children and understand that there is always a reason that a child makes poor choices. We place great emphasis on identifying the reasons and helping children to get back on the right path in an environment of praise and encouragement. Teachers are trained to recognise anxiety, fear and trauma through our Christ-centred approach, which incorporates nurture, emotional-literacy, support and mindfulness sessions in our personalised approach to behaviour for learning.

Context

This policy should be read in conjunction with those policies listed below:

- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-School Agreement
- Special Educational Needs Policy

Expectations

Our behaviour policy is a means of promoting good relationships, with the common purpose of allowing everyone to work and learn together in an effective and considerate way. Above all, we want all our children and staff to be safe and healthy in mind and body. We take inspiration from Christ, the greatest teacher. We model positive relationships in school. We believe that Gospel values and British values go hand-in-hand and instil these in our children so that they recognise themselves as faithful, kind and hardworking individuals, who can have a positive impact in society.

Prayers for life

Our 'Prayers for Life' underpin our high expectations of behaviour and conduct in school. These are displayed in school and referred to daily. Our expectations are discussed and agreed upon with the whole school including pupils via our pupil council and pupil charter, staff and governors through policy and practice as well as parents through our home-school agreement.

Dear Jesus, help me to forgive

Dear Jesus, help me to be generous

Dear Jesus, help me never to give up

Dear Jesus, help me to care for others

Dear Jesus, help me to always say thank you

Dear Jesus, help me to share what I have

Classroom Management

Each class teacher develops a set of positive expectations, linked to our Prayers for Life, at the start of each new school year and refers to them when needed. All adults in school are consistent and kind in their conduct and our behaviour expectations are built on strong personalised relationships, which recognise the needs of each individual.

The importance of an aspiring curriculum is crucial and we place great emphasis on this. We differentiate according to the needs of each child, realising the frustration that can be caused when work is too hard or too easy. We are firmly committed to our rich and engaging curriculum; which strive to make learning fun, makes things real for the children so they understand the purpose and joy that can be gained from learning, all of their lives.

Class Dojo

We use Class Dojo in all classes to create a strong partnership between school and home. This enables staff to message parents/carers to share positive achievements as well as concerns. Parents can view photographs of their children, shared by staff, which means praise is immediate from both home and school. Children can earn DOJO points for their work, behaviour or displaying British/Gospel Values and these can be used to customise their avatar and work towards incentives.

Good to be Green

Our Good to be Green system is used consistently across the school, including lunchtimes and Little Rascals. All children begin the day on 'green' and every lesson is a new start (i.e. after playtime, lunchtime etc.) If children make poor choices that do not fit with our Prayers for Life (as decided by our Pupil Council) and our behaviour flow chart, a yellow 'warning' card may be given. Children can turn this back to green within a very short time frame. If poor choices continue, a red card may then be given meaning a consequence is put in place. This may be time spent in another class or reflection time spent with a member of the SLT. For 'red' behaviours such as aggression or use of foul language, a straight red card will be given. This could result in an internal exclusion in another class or with a member of SLT. If, over a half-term, children gain a number of yellow and/or red cards then they will not be invited on the Good to be Green day.

Celebrating Success

Good Manners, behaviour and conduct around school should be expected and always given verbal thanks and praise. Children may be given specific praise for making good choices. We also celebrate the success of all our pupils in a variety of ways as this is vital in encouraging the positive ethos and culture in our school.

These can include:

- Stickers
- Written/verbal praise
- Sharing/celebrating success in class
- Certificates
- Messages home
- Rewards/special treats

We believe it is important that children develop intrinsic motivation in making good choices and trying their best; noticing that their achievement can be the reward in itself.

Weekly Gold Book Assembly

Gold Book celebrates the achievements of the children throughout the week. Each class teacher nominates a pupil; parents are informed and invited to take part in the celebration. Pupils are given special certificates and stickers to celebrate their success.

Reconciliation and Reflection

St Joseph's is a Catholic School and reconciliation forms a part of our school's distinctive nature to follow the teachings of Christ. Children can choose or may be asked to spend time in reflection over lunchtime

with the HT or DHT to consider the choices they have made and reconcile themselves with what they have done and how they can make it right. Children complete a Reconciliation and Reflection sheet during this time.

Serious Misconduct

There may be outside agency involvement. Repeated poor behaviour will result in children not being able to represent the school take part in school outings.

If the happiness and safety of other children in school is severely compromised, a child may be excluded from school at the discretion of the Head teacher. Alternative provision may be sought.

Bullying

We have a zero tolerance approach to any form of bullying, whether it be in school or online. Teachers listen to pupils and educate them on what bullying is and what to do if they feel they are being targeted.

Please see our policy on **Peer on Peer Abuse**

Behaviour Contracts

In extreme circumstances, where a pupil has exhibited extremely challenging behaviour and is at risk of permanent exclusion, a behaviour contract will be drawn up under the direction of the Head teacher, Governors and with the agreement from the relevant professionals along with the pupil and parents. Behaviour contracts will override all other expectations and sanctions in this policy.

Monitoring and Review

The Head teacher will monitor the effectiveness of this policy with the support of staff, school council and governors. This policy will be reviewed every two years.

**This Policy was reviewed by Staff, children and governors in February 2020.
Adopted by Governors at the 2020 Spring Term Full Governing Body Meeting**

Amber Cards

If a child is showing **low level behaviour** the child will receive their first verbal warning. Staff should use the phrase; **'that's a verbal warning.'**

This gives the child a chance to reflect upon and improve their behaviour in class. This will allow children greater opportunity to remain on green.

Should the child's behaviour not improve or be resolved by the verbal warning, then staff should use the phrase;

'you have had a verbal warning, but you are continuing to.... You are now receiving a yellow card.'

Red Cards

To get to red, the child will have had a verbal warning and have moved to amber. Staff should say **'you are continuing to You are going to receive a red card.'**

OR

A child has shown an incident of **Medium Level Behaviour**

The child will receive a red card and as a consequence will lose the privilege of a morning play or some play time in the form of a lunchtime 'Reconciliation and Reflection' meeting.

Log behaviour on the school computerised system as an R&R meeting.

Children either stay in their classroom with a member of staff or go to the computer suite at lunchtime for 'Reconciliation and reflection meetings. There, the children reflect on what they have done and how they can resolve the issue by seeking forgiveness from those that they have wronged. Children complete a think sheet and a sorry prayer. **Under no circumstances should children be left in the classroom unsupervised.**

If the child continues with medium level behaviour, follow the process:

Remove to another classroom for 20 minutes with work.

Additional information to be added to behavioural log online

Parents will be informed

The children will receive a red card immediately for **High Level Behaviours**

These are very serious and the following process carried out:

A member of the SLT need to be informed about high level behaviours.

Internal inclusion to another class/group room for half a day or a full day.

Complete behaviour log online

Letter sent home to parents to be signed and returned

Child to complete 'Think Sheet'

If a staff member feels behaviour of child is requiring specific support:

Decision to be made whether behaviour is severe enough to refer to Head teacher.

Parents to be called into school for a meeting

High level behaviours lead to a Behaviour Report Card

Lunchtime and external exclusions to be made on Head teacher's direction and Governors will be informed.

Playtimes and lunchtimes

The following system will be adopted for any incidents of unacceptable behaviour.

Verbal warning, the welfare staff should use the phrase, **'this is your verbal warning.'** If behaviour is repeated, a time out on the wall for 5 minutes will take place. Welfare staff should use the phrase;

'you have had a verbal warning, but you are continuing to.... You are going to have a 5 minute time out on the wall.'

If there is a continuation of unacceptable behaviour, the class teacher should be informed and the behaviour system followed.

For more serious High Level Behaviour, the children will be sent inside to SLT.

The will be behaviour logged on the school's online system.

Child completes think sheet

SLT will follow through with the high level graduated response and Head teacher, if not already informed, will take action.