



'Together we will do our best for Jesus'

Effective From	September 2009
Review interval	Annually for accuracy

Review Date	Name	Updates
November 2011	A.Mullany	Specific anti-bullying policy
September 2012	A. Mullany	Restorative justice replacing rights respecting; reference to LA bullying logs;
September 2015	T. Gardner	Update in light of review at staff 'Whole school Behaviour' INSET
June 2016	T. Gardner	Annual review

At St. Joseph's School we are committed to providing a warm, caring and safe environment for all our children, so that they can learn and play in a relaxed and secure environment. We think that kindness and forgiveness are key.

Our approach to shaping pupils' behaviour is guided by the following principles:

All staff, in partnership with families contribute to behaviour shaping and provide clear, consistent boundaries, expectations and sanctions in line with the principles of restorative justice which is practised throughout the school.

- We believe in a respecting culture where diversity is a richness which we celebrate.
- We always value the individual and focus on their behaviour and determine to understand the motivation for their behaviour.
- We promote self-discipline and believe children should take responsibility for their behaviour and understand and accept the consequences of their behaviour.
- We accept that children will get behaviour wrong at times and that everybody makes mistakes; this is part of the process of learning skills for life but unacceptable behaviour is not tolerated. Bullying

of any kind is not tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying.

- There is an emphasis on modelling and rewarding good behaviours as part of a culture of success and we recognise the importance of the school environment in shaping the behaviour of pupils.
- Children learn best when they are safe and happy in a caring, forgiving and fair environment.
- Information about children with known emotional, behavioural and physical needs, and strategies to be used with them is shared with all staff including "guest teachers".
- The school works closely with other professional agencies and is dedicated to working in partnership with parents and carers to ensure children stay safe.

What behaviour do we want to see?

At St Joseph's we are an inclusive learning community where relationships are paramount. We believe that children are individuals and bring with them wide-ranging experiences, abilities and needs.

We are a Catholic Primary School existing to further the work of Christ. We believe that we have a distinctive ethos characterised by an atmosphere of respect, forgiveness, discipline and purpose with Christ at the centre. We can show each other the face of Christ. Together, we will do our best for Jesus.

In our school community children and adults:-

- Experience success and meet challenges positively.
- Respect each other's feelings, views, cultures, personal space and property.
- Understand that each of us has rights and responsibilities.
- Are polite and demonstrate good manners
- Are motivated to focus on each other's needs
- Are responsible and responsive
- Are honest and truthful
- Are caring and thoughtful
- Understand why appropriate behaviour is required
- Own their own behaviour and are helped to consider consequences and learn from their mistakes
- Contribute to and uphold our school values of courtesy, collaboration and commitment which underpin all that we do
- Are firm, fair and forgiving
- Accept and understand that a person's behaviours can be different and our responses will differ accordingly.

Our school is a place where our children can expect that:

- They have the right to learn and to be taught.
- They have a right to safe play.
- Good behaviour is rewarded and celebrated.
- Appropriate behaviour is modelled by all adults
- Fairness and justice are important.
- Rewards and sanctions are consistent and effective.
- Standards of behaviour are set out clearly and reinforced consistently
- Acceptance that nobody is perfect and we all make mistakes and will be given the opportunity to make amends and be forgiven.
- They are listened to and valued.
- They are able to shape and determine their own behaviour.
- Staff accept and understand that children's behaviours can be different and our responses will differ accordingly.
- Any behaviour that does not comply with our school values as set out in this policy will not be tolerated.

Our school is a place where our parents can expect that:

- Pupils have the right to learn and to be taught.
- Children respect adults and the rights of all children to learn.
- Pupils have access to safe and healthy play.
- There is a promotion of Catholic moral values, standards and expectations.
- Their children are treated with dignity.
- There is partnership and open dialogue about their child's behaviour.
- It is safe, secure and their child's wellbeing is paramount.
- Adults listen to children.
- Good behaviour is taught and reinforced through a planned approach based on positive strategies with a clear and consistent response to unacceptable behaviour.
- Staff accept and understand that children's behaviours can be different and our responses will differ accordingly.
- Unacceptable behaviour is not tolerated.

How do we shape pupils' behaviour?

- In order for children to be successful learners we believe that there should be a strong partnership between the child, the parent and the school. We strengthen this partnership by keeping parents informed of their child's wellbeing at school and their progress. We welcome parental and pupil involvement and feedback through the school council, PTFA, Governors' activities, pupil and parent surveys, consultations, open afternoons, newsletters and our school website. As a learning community we believe that all behaviour has a cause and that it is the school's responsibility to create a learning environment that maximises opportunities for good behaviour.

Our behaviour principles outlined above underpin the strategies and approaches we take to shaping our pupils' behaviour.

Whole school strategies for shaping behaviour

Shaping behaviour across the school - We recognise that, like children, every member of staff has their own personality and individual style of teaching. The following are strategies which all staff use to shape pupils behaviour:

- **Modelling appropriate behaviour by all staff:** e.g. Greeting each other by name; By holding doors open for another individual we show respect and are welcoming; respecting where others are working, adults will always greet children as they arrive at school and in class.
- **Deal with issues immediately** whenever possible and then move on.
 - Leave children with a clear idea of what they should do next time.
 - Recognise that children will often have the solution.
 - All interventions are learning opportunities.
- **Use of considered voice control and intonation:** children will often copy what they hear.
- **All staff take responsibility** for all children where necessary.

Class based behaviour shaping strategies

We believe that there are fewer behaviour problems and greater pupil progress in classrooms where there is/are:

- **Yearly review of the class rules:** Owned by the children but shaped by the teacher

- **Purpose, enjoyment and challenge:** Creative teaching that is challenging leads to classrooms that are busy learning environments.
- **Classroom organisation and management:** Classrooms that have clearly established routines and environments that are pupil centred and foster independence have fewer behaviour problems
- **Inclusion:** Classrooms where work is carefully matched to pupils' preferred learning styles and ability.
- **Children resolving their own problems** through the peer mediation principles.
- **The development of high self-esteem.**
- **Pupil involvement and Assessment for Learning:** Sharing of learning intentions and success criteria, partner work and pupil self-evaluations of progress are strategies that teachers use to involve children in their learning and minimise behaviour control.
- **Presentation:** Children's work is treated with the upmost respect and there is an expectation that it be presented to a high standard in order to foster a sense of ownership and pride.
- **PSHE and circle time activities** that are planned but also at times responsive to the needs of a class, situation or whole school emphasis.

Our response to unacceptable behaviour and consequences

Unacceptable behaviour requires a differentiated response

Levels of unacceptable behaviour and their consequences:

Level 1

- Interfering with another person's property
- Talking while the teacher is talking when a clear request for listening has been given.
- Ignoring instructions
- Not finishing work within reasonable differentiated expectations
- Low level classroom disruption such as fidgeting, tapping
- Calling out
- Persistent avoidance of work
- Abrupt one word responses e.g. yeah, nope
- Inappropriate invasion of personal space

Consequences/Support (See also Behaviour Shaping Strategies)

- Class behaviour strategies
- Non-verbal warning, use of hand signals
- Verbal warning – quiet word
- Completing work at playtime
- Losing golden time
- Time out from activity
- Personal discussion to review motivation and attitude
- Red card system: After verbal warnings a yellow card is shown as a formal warning. If undesirable behaviours continue, pupil is shown a red card. This means that pupil is directed to work in a safe space outside of the classroom.

Level 2 (more serious)

- Repeated/deliberate level 1 behaviour
- Inappropriate use of language (racial/gender/name calling)

- Deliberate ignoring of instructions
- Reported and verified swearing
- Refusal to comply
- Answering back and refusing to comply with an adult's request
- Leaving the classroom without permission
- Making fun of others and/or their work
- Throwing and/or flicking objects
- Abuse of toilets

Consequences/Support (in addition to levels 1)

- See red card system above. If refusal to comply, red card sent to office to call a member of SLT.
- Referral to Assistant Heads/Head Teacher
- Time out in class
- More direct verbal warning
- Missing a break time or a lunch time
- Parents informed

Level 3 (very serious incidents)

- See red card system above
- Answering back or arguing with an adult
- Name calling related to gender, race, disability, religion, family circumstances or appearance.
- Aggressive physical behaviour with intent e.g. punching, biting or pushing
- Reported and verified malicious swearing
- Deliberate spitting

Consequences/Support (in addition to levels 1 and 2)

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- Child's parent invited into school
- Reported to the Head Teacher or Assistant Heads
- Racial Incident Log
- Supervision orders e.g. parent accompanying pupil on a school trip
- 'Serious incident form' completed
- Internal exclusion
- In exceptional circumstances the school will consider using its statutory rights to temporarily or permanently exclude a child. This will only be undertaken in liaison with parents/ carers, governors, outside agencies.

Responsibilities for recording are as follows:-

Level 1 behaviour is not typically recorded

Level 2 behaviour may be recorded in an individual pupil diary or home-school communication card at the discretion of the class teacher. If there has been parental involvement, the meeting with the parents will be recorded in the child's parent log by the member of staff present at the meeting. Recorded in behaviour log. SLT may speak to parent.

Level 3 incidents will be recorded using school proforma (e.g. racial incident or behaviour log or anti-bullying log). Outcomes of parental meetings will be recorded in the parent log and incidents at this level will be recorded through a letter to the child's parents, a copy of which is filed with the pupil's records.

N.B. Lunchtime behaviour log for behaviours not meeting Level 2 but referred to SLT by lunchtime staff. Incidents at lunchtime reaching Level 2 just recorded in behaviour log.

Rewards

Each class in the Lower School displays a four stage 'rocket' or other themed shape for that base. The principle is that children start each day on the second from top section. If they remain here this guarantees their 'Golden time' at the end of the week. Each day contributes to 5 minutes 'Golden Time' on Friday. If the child moves down a section they are at risk of losing their 5 minute Golden time but they are still in a position to go back up to where they started. In exceptional cases a child may move to the bottom section. This results in a loss of 5 minutes of Golden Time. All children start the next day at the second section from the top. Children move up to the top section at the discretion of the class teacher and in line with the agreed principles within the base. This means the children gain a house point.

There are no behaviour reward systems specific to only the Upper School however the following whole school systems apply:

House points

All children can also gain House points which are counted weekly by the House Captains and the 'house' which has gained the most number of house points is awarded a 'cup' at the Celebration Assembly on Friday. Children can gain House Points from any member of staff, governors or visitors to the school.

Star of the week certificates

Teaching staff will issue star of the week certificates at base assemblies. Behaviour, sporting achievement, bravery, academic achievement and any aspect that would support building an individual's self-esteem is appropriate for reward with a certificate.

Appendices

School Policy – 'The use of physical or restrictive intervention policy'

Suggested Behaviour Management Strategies

- **Thanking children for good behaviour** as well as requesting it. E.g. "Thank you for sitting up smartly and listening" rather than "Please can you sit up?"
- **Frequent acknowledgement and specific praise for appropriate behaviour.** E.g. "Good, Peter! I like the way you held the door open for everyone. Thanks" "Putting those books back on the shelves was very helpful. Thank you"
- **Visual approval:** Such as thumbs up
- **Applauding** each other – the more the better!
- **Positive and 'approving' body language:** Avoid defensive confrontational body language and maintain eye contact
- **Give reasons or ask for reasons for expected behaviour** e.g. "we have to walk around the school because" " or "Why do we have to walk around the school?"
- **Asking children to rehearse the correct behaviour/response.** E.g. "Go back and walk. Thank you"
- **Use of 'Golden Rule' vocabulary.** E.g. following a playground dispute: how would you feel if someone did that to you?
- **Modelling by adults at all times of expected behaviour** e.g. excuse me; please; thank you!
- **Further sources of information / useful websites –**
 - Advisory Centre for Education (ACE) Tel: 0808 800 5793
 - Children's Legal Centre Tel: 0845 345 4345
 - KIDSCAPE Parents' Helpline (Mon-Fri 10-4) Tel: 0845 1 205 204
 - Parentline Plus Tel: 0808 800 2222
 - Youth Access Tel: 020 8772 9900
 - Bullying Online www.bullying.co.uk
 - Stop cyber bullying <http://www.stopbullying.gov/cyberbullying/>