

# Behaviour Policy – October 2018

*Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.*

*(‘Behaviour and Discipline in schools’ government guidance 2014)*

## **Expectations of children and school**

### **(Taken from ‘Ensuring good behaviour in schools’)**

- All pupils to show respect and courtesy towards all adults in school and towards each other
- Parents to encourage their children to show respect and support the school’s authority to discipline its pupils
- Every teacher will be good at managing and improving children’s behaviour

## **Behaviour Ethos**

At St Joseph’s we have .....

Positivity  
Respect  
Independence  
Determination  
Enthusiasm

These expectations are key to our behaviour management and link to the rewards and sanctions that used within our school. These were developed in consultation with the children and School Council.

## **Rewards**

A major aim is to encourage good behaviour through the provision of praise and rewards. Sometimes we need to ‘catch’ a child behaving well in order to build self esteem which is often a cause of poor behaviour. Getting to know each child as an individual and what makes them ‘tick’ is useful in finding a ‘way in’ to tackling any issues. Parents and carers are valuable partners in this.

There are many opportunities for rewards both inside and outside the classroom. These are given in recognition of many aspects of school life including good work, attitude, behaviour and thoughtfulness. Rewards include:

- A green dojo (using the ClassDojo system that is established in each class)
- Certificate for the most Green Dojo’s each week in class
- Verbal or written praise
- Use of the gold star and then a chance of ‘Tea with Mrs G’
- Star of the day
- Stickers
- Special Mention Certificates in Assembly
- Middy Assistants Lunchtime Awards

## Sanctions

Unfortunately, instances of poor behaviour do occur and when this happens children need to be reminded of the limits of what is acceptable. It is important to label the action, not the child in all instances. For example, 'That was a naughty thing to do' rather than, 'You are naughty'. Children should be dealt with in a caring, supportive and fair manner. Sanctions are outlined below. Where unacceptable behaviour recurs a record should be kept of intervention as evidence for future action.

All stages outlined in this document are to be built upon systematically unless there is a serious incident. If this occurs it may be necessary to omit one or several stages in the process.

## Process

- Classroom rewards and sanctions as set out in the behaviour policy will be used consistently within each class. In the majority of cases consistently followed reward structures give children the incentive to behave appropriately. Children will be given warning of sanctions and if the unacceptable behaviour continues the sanction will be used.
- Verbal warning – with a reminder of what good behaviour you wish to see
- 2<sup>nd</sup> Verbal warning and name moved to the orange face – if a name remains here for all of the session this will result in them losing 5 minutes of playtime
- It is at this point that children will also receive an orange dojo on the electronic tracking system under the correct heading e.g. not enough effort - orange
- If behaviour continues then name moved to the red face – if name remains here for all of the session this will result in them losing 5 minutes of Friday lunchtime in addition to their loss of 5 minutes of playtime
- Again following this stage the children will receive a red dojo under the correct heading e.g. not enough effort - red
- Every Friday lunchtime any children who have been on red that week will be spend a set of amount of time with Miss Bennett to discuss why they have had their name moved and how this can be prevented in future – if a child is there for consecutive weeks then this time can be increased
- Time out – move the children to another table or area in the classroom

***Children are encouraged to change their behaviour which can result in their name being moved back up the traffic light faces to green.***

*If these strategies aren't working on a regular basis the rewards and sanctions for that child need to be reviewed in order to make the expectations and consequences clear.*

- If a child is asked to go and sit in another classroom upon their return it is the class teachers' responsibility to impose the appropriate sanction. In line with recent government guidance these could include work being repeated till it meets the required standard, loss of privileges, loss of playtime, reporting to members of the SLT on a daily basis to discuss behaviour or in extreme cases temporary or permanent exclusion

- Communication with home is important at this stage – speaking after school, a phone call or letter
- If the behaviour escalates the involvement of a teaching assistant to help to calm the child should be sought. The child should be worked with in class at this stage. If the child needs to be removed they should be escorted to a safe place away from other children and the class teacher, additional adults or LBP needs to become involved. ***Any adults involved at this stage will use strategies learnt during Team Teach training. (February 2015 and February 2016)***
- When they are ready to work the child rejoins the class – the sanction should not be discussed at this stage, but at the end of the session so that the lesson is not interrupted.
- There must be a consequence of this action imposed by the teacher as the child has to take responsibility for their actions.
- If the child refuses to calm down then a senior member of staff becomes involved, initially phase leaders then Key Stage leaders, and finally the Head teacher.
- There will be incidents of poor behaviour that will need to be immediately referred to the Head teacher, this will be based on the professional judgement of the class teacher or LBP

***Notifying and getting the support of parents early in the process is essential, positive as well as negative!***

If a child repeatedly moves up the sanctions scale (3-5 times a week) on a regular basis the process outlined below should be followed:

- Behaviour checklist to identify triggers (review practise and routines etc. to prevent 'triggers')
- Make a reward card with the child (to reinforce positive behaviour)
- In consultation with parents and children to create a plan to help improve behaviour

### **Getting assistance**

It is sometimes difficult to summon support when there is no Teaching Assistant in the room at that time. In both buildings a message can be sent into another classroom where an assistant is based. If another adult (adjacent teacher, LBP or SLT) is sent for it is URGENT and the safety of the child or of other children is at risk.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by a team of Midday Assistants and other staff. The Midday Assistants are expected to maintain order and discipline supported by the Senior Staff on duty.

The process for rewards and discipline at lunchtime, as far as possible, mirror what happens during taught time. Midday Assistants can reward the behaviour of children with a Lunchtime Award. Where behaviour problems occur the children are reminded of the standard of behaviour expected. Continued poor behaviours may result in the child being asked to complete a task to remove them from the situation. Children who repeatedly misbehave should be brought to the attention of the Senior Staff on duty.

The Midday Assistants at St. Joseph's must be treated with the respect expected by all adults in school. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of Senior Staff and this can result in loss of privileges and playtime. Parents will be informed and if the misbehaviour continues the child will be excluded from the premises at lunchtime for a fixed period.

### **Parental Involvement**

Parents can help by:

- Recognising that an effective behaviour policy requires close partnership between parents, teachers and children
- Discussing the golden rules with their child, emphasising their support of them and assisting when possible to enforce them
- Attending Parents Evenings and developing contacts with the school
- Knowing that learning and teaching cannot take place without sound discipline
- Remembering that staff deal with behaviour problems patiently and positively

### **Pupils' conduct outside the school gates**

Following the publication of 'Behaviour and Discipline in schools' (February 2014), schools have extended powers to enforce sanctions for pupils misbehaving outside of the school premises. These can include taking part in a school organised or school related activity, travelling to and from school, times they are wearing school uniform or when they can be identified as a pupil at a school.

### **Care and Control of Children (please refer to Positive Handling Policy)**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. However, Head teachers and authorised members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. At these times all members of staff involved will implement strategies from their Team Teach training to move child to an area where everyone will be safe and a conversation can take place.

### **Recording Incidents**

Behaviour incidents are recorded using CPOMS. These can include –

- Any incidents involving a child or anyone employed in school which results in personal injury or damage to property
- Loss, theft or damage to property
- Any other incidents or matters of a serious nature
- Recurring behaviour that gives cause for concern.

Please remember that parents are able to see incidents related to their child at any time.