



OLSJ
OUR LADY + ST JOSEPH
CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY
OUR LADY & ST JOSEPH CATHOLIC PRIMARY
SCHOOL

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DATE: November 2016

REVIEW DATE: November 2018

CHECKED DBO: APRIL 2018

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BEHAVIOUR POLICY

Rationale

Jesus Christ is our model. His teachings are the basis for all our actions. In light of these teachings we believe that every member of the school community is entitled to feel valued and respected, and that each person will be treated fairly and well.

Our school is a place where adults and children spend a considerable amount of time together. We want it to be a place which is happy, caring and safe for all - children, staff, parents/carers and visitors; a place which is warm and welcoming; a place where children can learn effectively; a community which respects helps and shows care between its members and lives out its gospel values. We wish to create an environment which emphasises the positive and where our mission statement can be truly developed.

The ethos of the school as a whole is central to establishing and maintaining high standards of behaviour. Foremost in this endeavour is the development of positive relationships between the different groups within our school. Good behaviour arises from good relationships and from setting expectations of good behaviour. The example set by adults especially in terms of interest in pupils, work ethic, promotion of high standards, attitudes of co-operation, fairness and politeness has a direct impact on pupils' work and behaviour.

School Regulations

To ensure the smooth running of our school and the health and safety of everyone, we have general school regulations. These regulations benefit not only children but adults too. We expect parents/carers to be familiar with them and to support and implement them.

- Children are to wear the school uniform and abide by uniform regulations (see uniform policy for fuller details).
- Apart from payments requested or authorised by a member of staff, no money or valuables should be brought into school. Inexpensive watches may be worn but neither the local authority nor the school will accept any responsibility if they, or any valuables or money are lost or stolen.
- Children should not bring sweets, chocolate, chewing gum, games, toys or any dangerous items into school including penknives or any sharp pointed instruments
- Children are not allowed to leave the school precincts during school hours unless accompanied by a known adult or with the permission of the Headteacher or Deputy Headteacher.

Responsibilities of Pupils/Parents/Staff

Responsibilities of the Pupils

- To work to the best of their ability and allow others to do the same
- To respect everyone, including themselves, both inside and outside school
- To remember good manners, be kind, polite and co-operative and considerate to all
- To wear their school uniform with pride
- To respect the school's and other children's property
- To be aware of both the general school regulations and our 'Gospel Values' and aim to follow them at all times

Responsibilities of the Parents

- To foster spiritual and moral development of their children
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of school policy
- To be aware of the school rules, Gospel Values and expectations
- To ensure that a high standard of attendance and punctuality is maintained by their child

Responsibilities of the Staff

- To treat all children fairly and with respect
- To be mindful of children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To assess for learning and to ensure assessment for learning informs planning
- To plan, prepare and deliver differentiated lessons targeted at the needs of our children
- To look for opportunities to develop the children's spiritual, moral, social and cultural (SMSC) values
- To create a safe and pleasant environment, physically and emotionally
- To provide an environment conducive to learning e.g. high quality displays, reading corners, maths areas, etc.
- To provide accurate and timely feedback to children
- To use rules and sanctions clearly and consistently
- To treat all children fairly and apply this policy in a consistent way.
- To be a good role model, treating each other with respect at all times.
- To form a good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim
- To recognise each as an individual, and to be aware of their needs
- To offer a framework for social education
- To encourage independence and self-discipline
- To reward good behaviour
- To have high expectations for all children and for each other

School's Gospel Values

Every child should endeavour to live their lives in accordance with the school's Gospel Values. These are:

- Faithfulness and Integrity
- Dignity and Compassion
- Humility and Gentleness
- Truth and Justice
- Forgiveness and Mercy
- Purity and Holiness
- Tolerance and Peace
- Service and Sacrifice

The Gospel Values are displayed on the wall in every classroom and are there to help children distinguish between "right from wrong" (*Promoting fundamental British values as part of SMSC in schools*, November 2014). They are reinforced within assemblies and lessons. All members of staff also model the Gospel Values so the right example is set.

Class Behaviour System

Throughout the school we work with the approach 'It's Good to Be Green'. Each classroom has a chart on a wall. When children behave positively they move up the 'Good to be Green' chart; they are then rewarded. If their behaviour is negative they move down and have consequences proportionate to their behaviour. The reasons for children moving up or down can be numerous and varied, the examples below are given to demonstrate the different levels and their deep connection to the Gospel Values.

<u>Chart Colours</u>	<u>Examples of behaviour</u>	<u>Sample Actions</u>
Gold	Exceptional effort in following all aspects of the Gospel Values	Gold Certificate given to child. Golden Ticket given and child entered into the half termly prize draw.
Silver	Consistently following the Gospel Values to a high standard	Silver Certificate given to child.
Bronze	Consistently following the Gospel Values	Bronze Certificate given to child..
Green	Following the Gospel Values	No action taken, their behaviour is of a good level
Yellow	Not following one or all of the Gospel Values	Parent may be informed. A set amount of Golden Time lost. This is set by the teacher. Some play/lunch time might be lost.
Orange	Consistently not following the Gospel Values. Either lots of low-level negative behaviour, and/or a high level negative behaviour.	Parent will be informed if a pattern is developing. A set amount of Golden Time lost. This is set by the teacher. The school's Learning Mentor will discuss behaviour with the child and the steps they need to take to improve. Some play/lunch time might be lost.

Red	Consistently not following the Gospel Values. Either lots of low-level behaviour over an extended period of time even after a warning, or a 'high level' behaviour that is threatening or dangerous to others.	Child sent to see a member of School's Leadership Team(SLT). Child explains why they are 'on red' and complete a reflection sheet which is designed for them to "take responsibility" (<i>Promoting fundamental British values as part of SMSC in schools, November 2014</i>) (See appendix1). Incident recorded by SLT member in 'Red Book'. No Golden Time. Parent is informed.
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If a child does not follow the Gospel Values, the class teacher may decide to take all or part of a child's Golden Time from them – depending on the behaviour. Golden Time is a set time during the week and is 20 minutes long.

If a child cannot participate in Golden Time activities as a consequence of their poor behaviour choices, an alternative task is set e.g. completing unfinished work from during week.

Golden Time activities vary throughout the year groups, but are linked to children's learning and are something the children find particularly engaging and enjoyable.

We monitor our pupil's behaviour closely. Our Learning Mentor records children's behaviour colours at the end of every day and tracks their progress. The Learning Mentor supports the children, who have negative behaviour, in making the right choices for the future.

Every week in Monday's assembly 'The Gospel Value of The Week' is explained in child friendly language, so all can understand, and set. If a child works incredibly hard and follows that specific Gospel Value exceptionally well they could be chosen to receive a Gospel Value Certificate (one per class in most cases). This is given out at Celebration Assembly on Friday; parents are invited to attend.

House Groups

Every child is assigned to a House Group on entry to the school. These are: Matthew, Mark, Luke or John. Children in each class are split equally into these groups; siblings are assigned to the same house. The purpose is to encourage teambuilding across the school e.g. all children in the Mark House, no matter if they are in Year 1 or Year 6 work together to achieve a common purpose i.e. the most 'house points' during the week.

Children can gain 'House Points' for their house by following the Gospel Values at any time during the day. Any member of staff e.g. school midday team, office team, kitchen team, premises team etc., can give House Points to reward positive choice. This is unlike the 'Good to be Green' chart, which is only used in the classroom to reward/sanction classroom behaviour.

House Points cannot be taken off/ removed from a child/group.

The winning house across the school is announced in the Friday Celebration Assembly. Whichever house wins over the term receives a special prize. The Headteacher will meet with the School Council each term to discuss sensible prizes which could be rewarded.



Examples of Positive and Negative Behaviour

- **Positive behaviour**- following the Gospel Values and behaving as well as that child can.
- **Negative behaviour** - not following the Gospel Values thereby impacting on their own learning and, potentially, others.
- **Low-level negative behaviour**- making background noises, talking over the teacher, calling out, not listening completely or doing messy work (this list gives examples, it is not exhaustive).
- **High-level negative behaviour** – fighting, hurting others bullying, running out of class, racism, homophobia, sexism, or swearing (this list is to give examples, it is not exhaustive).

Support

Within the school we have a Learning Mentor and Family Support Advisor. They are there to support children in their behaviour and support the family with matters affecting their child's behaviour. We understand children's behaviour may change due to something outside of school. With this support network we hope to help the children in making the correct choices and demonstrating positive behaviour.

Child involvement

Within class lessons, liturgies and assemblies we discuss why behaviour is important with the children. This policy was made with the support of the school council who reemphasised the key aspects of the policy to the children in each class.

Special Educational Needs (SEN)

We understand that not every child is the same and their needs may mean our expectations will be specific to a child. We have an Inclusion Team who will support each child with SEN, however there is still an expectation that every child will follow the Gospel Values and do

this to the best of their ability.

Playground

Within play time and lunchtime children have more freedom and independence. Within PHSE, and RE specifically, we continually reinforce the way we expect children to interact with others at all times: in the classroom; around the school and on the playground. The same standard of behaviour is expected at all times.

Teaching Assistants (TAs) and Midday Meals Supervisors (MMSs) support the children's behaviour during lunch and play times. If a child's behaviour is not at the required level, as a sanction, they may need 'time out' or a period of reflection. This may mean losing all or part of their playtime or lunchtime.

In the case of poor behaviour, it is the expectation that staff on duty will resolve any issues with appropriate sanctions e.g. time out.

If an incident is serious, Senior Leadership will resolve the issue and give appropriate consequences.

Teaching Assistants (TAs) and Midday Meals Supervisors (MMSs) can also reward good behaviour by giving out House Points.

If a child demonstrates a high level of good behaviour then a behaviour slip can be written by a TA/MMS and given to the child's class teacher.

Parental Involvement

For any behaviour policy to work it is vital that parents and the school work together. When behaviour is not at the expected level, we will work with parents to support their child. We may need to tailor specific support to children's complex needs. This will be dealt with on a case-by-case basis. We expect parents to support us in every way possible to ensure their child responds.

Early Years Foundation Stage

Due to the children's age the whole policy is not enacted in Nursery or Reception. In the second half of the Autumn Term the Reception children will be introduced to House Points. All of the EYFS classroom's class rules are the Gospel Values, this is in-line with the rest of the school, but they have their own age appropriate visual display for instant behaviour rewards and consequences. For more information please refer to the Early Years Foundation Stage Policy and '*Information For Parents Booklets*'.

Exclusions

In most cases exclusion will be the last resort after a range of measures have been tried to improve the child's behaviour. Exclusion will only be considered where the educational entitlement and the well-being and safety of the child concerned, the staff and the rest of the children in the class/school is being jeopardised. Alternatives considered will be internal exclusions, referral to Learning Mentor or referral to a specific support service, however it is down to the school's judgement on whether these alternatives are feasible. Exclusions may be fixed term or permanent and they can only be authorised by the Headteacher.

An Internal exclusion is where the pupil remains on the school premises but does not stay in their classroom. The pupil will usually be placed in another classroom as a temporary

measure/sanction where they can continue their learning. Pupils in internal exclusion will receive the same duty of care as all other children in the school. Safeguarding of all children is paramount.

The use of force to control or restrain pupils

Under section 550A of the Education Act 1996 (which came into force on 1 September, 1998) staff who are authorised by the Headteacher to have control or charge of pupils are allowed to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence;
- Injuring themselves or others.
- Causing damage to property;
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school whether that behaviour occurs in a classroom during a teaching session or elsewhere.

However, in order to maintain good discipline and keep physical intervention to an absolute minimum it may help to:

- Move calmly and confidently
- Try to relate to the age and understanding of the pupil
- Explain the consequences of refusing to stop
- Make simple, clear statements to the pupil
- Keep your voice quiet, firm, and assured
- Lessen the threat of your presence by sitting down or allowing the pupil space
- Talk to the pupil all the time
- Offer comfort, reassurance and security
- Maintain eye contact
- Allow the pupil to save face
- Seek adult assistance
- Judge the risk of potentially increasing disruption as a consequence of physical intervention

It may not be helpful to:

- Give complex advice or instructions
- Speak quickly and loudly
- Corner a pupil or stand too close

Appendix 1: Reflection Sheet

Name:

Class:

Date

How were you feeling when this happened? Why is this?

My side of the story (what happened, do not leave anything out):

What Gospel Value were you breaking? (don't know is not an answer, think and choose one or more)

We are kind

We listen

We are gentle

We are respectful

We are honest

We work hard

What should you have done? (what would have been the right choice)

What am I going to do next time?

(think about what you are **not** going to do and how you will stop yourself from getting into that position again. Be Good is not an answer)

Signed:.....

Date:.....

Once complete, do not say done, just sit quietly and reflect on what happened.