

St Joseph's Catholic Primary School

St Joseph's school is a Christian community in which individuals are valued and respected, and encouraged to reach their full potential and be

'The Best They Can Be'

Faith, Hope, Love.



Policy for Managing Behaviour

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

Author: W D'Arcy (in consultation with student council 2018)

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Other relevant policies: Teaching & learning, Managing Behaviour

Rationale:

At St. Joseph's Catholic Primary School, we aim to promote agreed standards of behaviour and self-control where individuals respect themselves and others. We expect the highest standards of behaviour. We believe that appropriate behaviour and positive reinforcement provide a foundation for the establishment of a secure, happy environment in which everyone can learn effectively and develop as caring, reflective and responsible members of society. It is inappropriate/unacceptable behaviour that we disapprove of - never the child who displays it.

At St Joseph's we recognise the notion of good behaviour is based upon the teachings of Christ, especially where the treatment of others is concerned. It is held as a central truth, that if we believe that Jesus would be unhappy with actions or treatment of others, then they are unacceptable. Therefore, we aim to teach our children in the clearest terms what it means to 'love one another' as Jesus loves us, the rules of the school and their purposes, and how everyone has a role to play in making the school a caring community where opportunity and happiness *for all* is our goal.

It is the task of the staff, governors and parents to be models of this Christian living.

Aims

At St. Joseph's we believe that it is important to:

- Foster positive caring attitudes to one another and the environment.
- Acknowledge that each and every person within our school family has a personal part to play and that each person's talents will be valued.
- Embed our catholic identity in every aspect of school life.
- Support each person in our school family and nurture the self-esteem of all.
- Listen with care to the views and opinions of one another and to value them.

School Rules

Our school rules are displayed around the school and in each classroom. It is expected that all members of the school will always follow the rules:

We follow Jesus' teaching of 'Love one another...' This means we are kind and considerate

We use our hands and feet gently

We listen and work hard to do our best

We tell the truth

We look after our school and move around safely

We let each other learn

Rewards and Consequences

At St. Joseph's, we believe that children need to *be taught* the difference between right and wrong, in contexts and language appropriate to their development by *learning* how to make the *right choice* for themselves - and to understand that *actions have direct consequences*.

Good behaviour is encouraged by the use of praise and reward. It is expected that all members of the school, both adult and child, should take the opportunity to acknowledge the contributions made by others. Staff should be consistent in their actions and make sure rewards are accessible to pupils of all abilities, sex and race.

Rewards

Teachers and non-teaching staff welcome opportunities to praise individuals or groups for following the rules and displaying appropriate behaviour - kindness, helpfulness, effort and achievement.

The Whole School System - House Points

- Each child is in one of four *Houses* - Eagles, Falcons, Hawks or Kestrels.
- House Points are awarded via the class-based marble system (see below) and the house which has the highest points total is awarded the 'House Trophy' termly. Each member of that house then takes part in the "Head teacher's treat" as a reward.

Each class has 4 coloured pots relating to each house (Red = Eagles; Blue = Hawks; Yellow = Falcons; Green = Kestrels)

- Marbles are awarded verbally in and outside of the classroom and placed in the child's house pot. Any member of staff can give any child a marble at any time of the school day.
- At the end of the week the marbles in each pot are counted. Year 6 children are responsible for recording the points for each class and ensuring the totals for each house are kept up to date.

Individual Differences

For some children, it will be necessary to set up an individual reward and incentive system to help them acquire new behaviours. This will be achieved through individual behaviour plans which are shared with all staff.

Weekly Celebration of Achievement

During whole school assembly, we celebrate children's achievements. 'St Joseph's Star Awards' will be given by class teachers to 2 children per week under the following categories, 'Resilience, Empathy, Aspirational, Confidence and High expectations. On some occasions, there is also a Headteachers' Award. The children's names will be entered in the 'St Joseph's Star Children Book', located in the entrance hall. Star children will also be named in our regular newsletters.

Star Points

Each child will have a 'REACH' card for which they can collect star points for. Teaching and non-teaching staff may reward the children with these if children are 'caught' making good choices and actively demonstrating the school rules and the 'REACH' ethos both inside and outside of the school environment. Star points can also be awarded for children that have acted in a way that is exemplary.

25 Star Points	Bronze Star
50 Star Points	Silver Star
75 Star Points	Gold Star
100Star Points	Platinum Award

The awards will be given out in celebration assembly

Other Rewards

Stickers and other merits or rewards can given at the discretion of the staff but should not replace or supersede the agreed reward system as described above.

REACH Time and Time-Out

EYFS and Key Stage 1

At the start of the week, all children are automatically entitled to 15 minutes of REACH time which takes place each afternoon. Children who consistently follow school rules will keep all of their time.

If a child chooses not to follow school rules, there will be a progression of warnings before they lose some of their REACH Time. This gives the child the opportunity to change their behaviour before a sanction is put in place.

Each class teacher will keep a record to show who has lost REACH Time, which is monitored by the SLT. 'REACH' time can be won back, by consistent following of the school rules over a period of time. If a child loses 'REACH' time and does not earn it back by the end of the week, then this will be communicated with parents. If a child loses 'REACH' time on three occasions in one term, parents will be invited in to discuss their child's behaviour and how to move forwards.

Key Stage 2

In Key Stage 2, children will automatically be entitled to 15 minutes 'REACH' time which will take place on a Friday.

The same approach will apply to children in Key Stage 2 as outlined above for Key Stage 1 and EYFS

Warnings and Sanctions

For unacceptable behaviour all staff will follow the steps below:

1. Non verbal warning (look)
2. Verbal warning - "You are breaking a school rule, I need you to stop doing that so that is able to learn"
3. Second verbal warning - name on the board
4. Loss of 5 minutes of REACH Time

If the undesirable behaviour continues, it may be necessary to temporarily remove the child from the learning environment. This will involve a Time-Out.

Time-Out

- Time-out will result in moving to another class for remainder of the current session/playtime
- On leaving his/her class, the child is taken to a partner class
- On arrival in the partner class, they are found somewhere to sit without further reprimand
- The child will get on with work at his/her own level during time-out, supplied by their own classteacher
- The Time-Out is recorded by the class teacher, along with a brief description of the behaviour that caused it
- Parents/carers are informed

At playtimes and lunchtimes if a child's behaviour causes him/her to be sent for a time-out, he/she will need to go inside the school (usually outside Head's office).

'Fast track' sanctions

Some behaviours will require the immediate loss of REACH Time and result in Time-Out. They include:

- swearing
- violence to other children or adults
- deliberate damage to school property

- disrespect during worship activities
- discriminatory behaviour/derogatory language

In all these cases the teacher or Head teacher will also inform the parents. The amount of 'REACH' Time lost will be decided by the SLT in conjunction with the child.

Parental Involvement

When a child has received 3 or more Time-Outs in a week, or they have needed to see a member of the leadership team, the parents will be invited to come in to discuss the child's behaviour. If necessary a home-school agreement and individual behaviour plan may be needed - this will be at the discretion of the leadership team and parents.

When the schools' rewards and sanctions system is not working for a child, an individual behaviour plan will be drawn up in collaboration with the child, parent/carer, classteacher and SLT

Monitoring

'Star-Child Book' and 'Time-out Book'

- The 'Star Child Book' will be based in the entrance hall - teachers write in the names of the 'Star Children' who receive 'Star Awards', a member of staff will write the names of the recipients of his/her termly awards. The book is then available for parents and visitors to look at - a celebration of our children's achievements and behaviour.
- The 'Time-out Book' will be based with the headteacher. Each time a child is given 'external' time-out, their name is written in, with reasons. Staff are made aware if a child has had time out and are closely monitored at at playtimes by duty staff and lunchtimes by the midday supervisors
- Loss of 'REACH' time is recorded each term by the classteacher and the Senior Leadership Team. Children who repeatedly lose REACH Time are identified and monitored closely. Where necessary, a meeting with parents/carers is arranged.

Where next?

If the child's behaviour shows little or no improvement, then the behaviour would be beyond the scope of this structure and the child would need to be identified on the Code of Practice (SEND), with the likelihood of engaging in the support of outside agencies such as the Behaviour Support Team, or Outreach Services. This is likely to be in a very small minority of cases.

Physical restraint

If a child needs to be physically restrained, we follow DfE guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Bullying

We do not tolerate bullying at St. Joseph's and any such incidences will be dealt with seriously.

Please refer to 'ST. JOSEPH'S POLICY for ANTI- BULLYING'