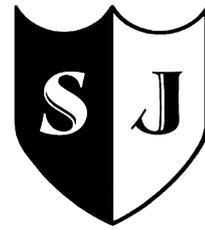


St. Joseph's Catholic Primary School

'Growing in Faith, Faith in Growing'



Behaviour Policy

The Aims of this Policy

- To develop in pupil a sense of self-discipline and an acceptance of responsibility for their actions.
- To create a safe, happy and effective learning environment where there is a mutual respect between all members.

Mission statement

The mission of St. Joseph's School is to encourage spiritual awareness, promote a full understanding of the Catholic Faith and foster the development of all the gifts and skills which the children in our care are endowed.

We see good behaviour as conduct which assists the school to fulfil its Mission Statement.

To ensure discipline, staff are committed to providing an environment in which good staff / pupil relationships can develop and to set the right example to pupils in matters of dress, punctuality and commitment. We are committed to providing a relevant and appropriate curriculum with the use of motivating teaching methods and the full involvement of all pupils.

The emphasis in our disciplinary system is on the positive approach of encouragement and praise rather than on the negative one of criticism and punishment.

In order to achieve this we aim:

- To make prayer, worship and liturgy real educational experiences, and in co-operation with parents and parish to contribute to the development of faith of each individual in the school community.
- To develop the school as a caring, sharing Catholic community, extending links into the local and wider community and to nurture an awareness and sense of justice and tolerance of other faiths in terms of equal opportunities for all.
- Through a well balanced and well planned curriculum the school will provide the children with a sound basis on which they can build, in order to develop opportunities responsibilities, and experiences for an adult life.
- To provide the best opportunities for children's learning and progress by ensuring that planning and assessment of work is well structured and reviewed.

Introduction

At St. Joseph's Primary School our behaviour and discipline procedures are based upon a system of classroom and school rules or rewards and consequences.

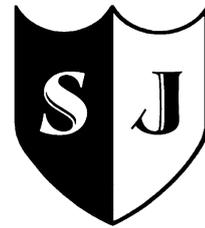
Each family (child and parent/guardian) should know the school rules.

- *Walk and do not run around the school*
- *Talk to, do not shout at others*
- *Listen quietly in class and in assembly*
- *Respect others, whatever their background*
- *Do not fight or call people names (this includes play fighting and jokes)*
- *Respect other people's work and property*
- *Be punctual*
- *Be kind to others*



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These rules should primarily be based on four main areas;
Communication
Respect
Movement / safety
Learning

At the beginning of each term, the school rules should be discussed with the children and illustrated. Staff and children believe that these rules should be used consistently in order to make our school a happy and safe place.

Role of parents

Parents are the prime role model of behaviour for children.

We recognise that parents are the first and most important educators of their children. We value parental involvement, co-operation and support, as a caring community we expect a calm and happy environment, in which all children will develop. We want parents to work in partnership with us, reinforcing the Gospel values that are practised at home, school and within the parish.

We are all striving together to help children become self disciplined. We recognise that close co-operation with parents is central to this policy and every possible effort will be made to encourage their support and understanding.

We expect the home environment to reflect and follow Christian values taught in the school. Parents are expected to follow the guidelines set out in the home school agreement and school handbook.

Whole School System

A whole school system called 'Be YOUR Best! (See Appendix 1) has been developed. It consists of two charts – 'Climb High...' and 'Don't Slip!' - outlining examples of behaviours and their associated rewards or consequences. This is intended to give teachers, children and parents clear guidance about what will happen if particular behaviours are exhibited by the children.

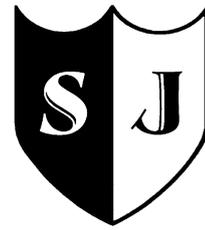
Rewards

We believe that class based rewards are one way of motivating children's behaviour. These will coincide with whole school reward systems which will include all members of staff. Deserved rewards are important in encouraging both academic achievement and good behaviour.

Below is a list of rewards that are used within a class reward system

- Verbal and visual praise from staff
- Written communication on children's work
- Teacher sharing child's good work/behaviour with the rest of the class
- Stickers
- Display children's work
- Certificates for good work or for good behaviour awarded in Celebrations Assemblies
- A visit to other teachers / Deputy Head Teacher/ Head Teacher
- Class Dojos
- Communication with Parents





This list is not hierarchical or extensive and there are more class methods for rewards.

Regular assemblies will be used as praise assemblies, any member of staff can nominate a child and the positive behaviour will be recorded.

Consequences

If a child consistently breaks the rules – they will have to take the consequences of their behaviour.

- These will be based on school and class rules;
- They will be open to all.
- They will be realistic.
- They will be consistent.

A range of Consequences

- Non verbal show of disapproval
- Warning about future behaviour and possible consequences
- Kept in at break
- Kept in to finish work
- Letter of apology to the offended person
- Reflection Sheet
- General telling off and explaining what is wrong with their behaviour
- Being moved from their place
- Privileges taken away
- Sent to another class
- Child on report
- Letter home to parents
- Sent to deputy
- Sent to head
- Temporary exclusion
- Lunchtime exclusion
- Permanent exclusion

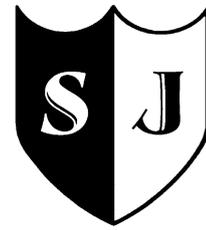
A child who persistently disrupts and fails to respond to the behaviour system of rules, rewards and consequences may need additional support. Liaison with the Senco and / or outside agencies may be appropriate.

Repeated serious inappropriate behaviour during lunch times will result in the head teacher withdrawing consent for the pupil to remain at school for lunchtime. This may be the case when Health and safety rules have been breached or when inappropriate behaviour persists.

Monitoring of behaviour problems

It is important to monitor behaviour problems and record details in the Class Conduct Book. This book will be used when researching the history of behaviour of certain children. Also it will provide documentary evidence to support concerns. Also, teachers can check to see frequency of incidences before assigning punishment.





Emotional Literacy

The school is committed to recognising the worth of the development of emotional literacy of every member of the school community. In this way we recognise that the development and behaviour of children are affected by a whole variety of influences. We are committed to developing the following areas in our school life, in order to improve emotional development and to reduce instances of inappropriate behaviour:

- The influence of brain development
- The influence of gender differences
- To explore the impact of different learning styles
- To use brain gym techniques
- To use circle time techniques
- To develop the use of peer mentoring
- To develop the use of adult mentoring
- To develop the school environment to promote good behaviour

We recognise that the development towards becoming an emotionally literate school is a process that will take several years.

Bullying and Racism

Incidents deemed to be bullying or racist will be recorded in a separate file and will be used to prove documentary evidence for the parents of both the aggressor and the victim, if needed. (Please refer to the appropriate policies.)

Note on Physical Contact between Staff and Children

Physical contact between staff and children in matters relating to behaviour is entirely inappropriate. The only exception is if a pupil has become a danger to themselves or to other people when minimum restraint may have to be used. In these cases a full report of the incident must be recorded and sent to the Head Teacher.

