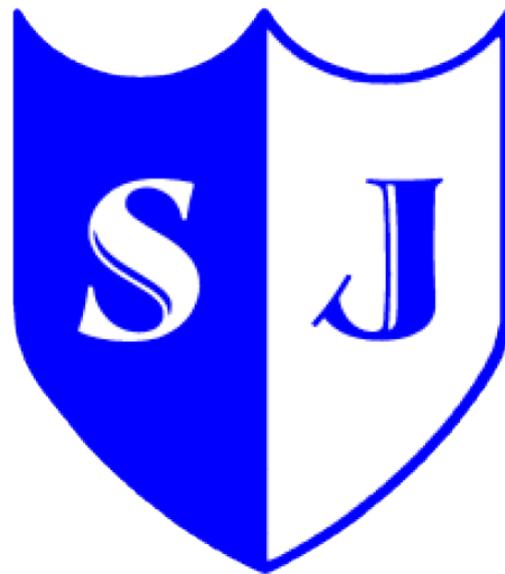




St Joseph's Catholic Primary School

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“Faith in growing, growing in Faith”

Behaviour Policy and guidelines

January 2018



At St Joseph's, we take great pride in ensuring school is always a secure and safe place for all, where learning can take place in a happy, friendly environment. Behaviour at St Joseph's is exemplary and a real strength of the school (recognised by Ofsted in May 2017). We actively nurture this characteristic in our children by focusing on and rewarding good behaviour at every opportunity. Hence, our behaviour motto 'Praise the positive', captures our policy on behaviour aptly.

Good behaviour is an absolute priority for the school to ensure that high quality teaching can take place while the children have the best possible environment in which to learn.

Parents in partnership are an integral part of the school behaviour procedure and policy. Everyone at St Joseph's has a right to be treated with respect and dignity. In the rare circumstances when children display difficult or challenging behaviour, this ethos pays dividends. Any kind of degrading treatment is unacceptable. In order to create a calm and peaceful learning environment, respectful behaviour and good manners is modelled by staff at all times as an example to children of what is expected of them within the school.

RIGHTS AND RESPONSIBILITIES OF CHILDREN AT ST JOSEPHS

RIGHTS

- J Children have the right to be treated with respect and dignity.
- J Children have the right to receive a high quality education.
- J Children have the right to feel safe.
- J Children have the right to work and play in a safe environment.
- J Children have a right to wear a uniform that demonstrates they are a part of the whole school community.

RESPONSIBILITIES

Children should demonstrate respect and dignity for themselves and for everyone in school.

Children should work hard in class and encourage others to do their best. Children should be responsible for their own safety and security and not compromise themselves deliberately.

Children should respect the school environment and the property of others. Children should be smart and wear their school uniform with pride.

Children should attend school every day and be on time.

Children should behave respectfully inside and outside of the school and be good ambassadors for the school in their local community and beyond.



PARTNERSHIP WITH PARENTS

The school values the views of parents and wish to work collaboratively with parents to support children behaving well at home and at school. It is important that positive news is regularly shared with parents as well as contacting parents when children have difficulties. The school has Class Dojo that allows us to communicate positive messages to parents. Parents are encouraged to come into school to share in the successes of their child and to discuss strategies for supporting their child's behavioural and emotional needs, both, in school and at home. St Joseph's operates an open door policy to facilitate multi-agency working.

RULES FOR IN AND OUTSIDE THE CLASSROOM

For children to be clear about rules for the classroom, we ensure consistency throughout the school. Our rules for in and outside our classrooms are as follows:

- Listen carefully and follow instructions.
- Always put up your hand when you wish to speak.
- Stay in your seat unless you have permission to move.
- Move around quietly and safely.
- Keep your hands and feet to yourself.
- Use equipment properly and make sure you put it back in its proper place.

A POSITIVE APPROACH TO BEHAVIOUR MANAGEMENT

All behaviour management strategies at St Joseph's emphasise a positive approach.

Attention should, as far as is possible, concentrate on recognising and acknowledging good behaviour. When dealing with negative behaviour there are many strategies that can be used which will support the child rather than escalate the situation; highlighting good behaviour which is apparent in the immediate vicinity, positive words of encouragement and or providing time and space for a child to enable them to make the right choices.

Whilst behaviour management should always highlight the positives, when a child has displayed unacceptable behaviours, it is right and necessary for that child to receive a consequence which is proportionate to the behaviour they have presented.



Providing a staged response to managing behaviour is crucial in enabling children to manage their own behaviour by allowing them the benefit from a warning system and giving them the opportunity to correct their own behaviour. If severe consequences are applied too soon then the teacher and the school is left with no place to turn. At the same time, the child has not had the opportunity to modify their own behaviour, following a warning from a member of staff, to resolve the situation independently.

REWARDING GOOD BEHAVIOUR

Daily/Frequent Rewards - awarded at the staff discretion.

- © Smile and genuine verbal praise from teaching staff. We encourage smiling at St. Josephs! We like our staff and children to be happy!
- © Communication to the parents about the child's good behaviour or learning verbally or via Class Dojo
- © Stickers/stamps
- © Work displayed/shared with others
- © Responsibilities given (classroom/school jobs)
- © Class Reward Points
- © Raffle tickets given by lunchtime supervisors which results in a positive reward
- © Target Sheets - individual children may be rewarded for their good behaviour through their 'daily target' sheet that clearly states what they have to achieve to receive their daily/weekly reward.

Major Awards

- © End of term Headteacher Awards in Celebration Assembly for Good Behaviour and Mathematician, Reader and Writer of the Week - awarded to individuals to mark the outstanding achievement in academic work and behaviour. Children's outstanding work displayed in class or in the hall
- © Merit Awards given by staff for outstanding pieces of work across the different subject areas.
- © Verbal Praise/Stickers from other Teachers
- © Share work with Maths/Literacy Leaders, SENCo, Deputy Headteacher and Headteacher



- © 100% Attendance weekly class reward and 5 minutes extra break
- © 100% Attendance prize/certificate issued yearly in a special assembly

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

In rare circumstances where inappropriate behaviour is displayed, we encourage children to reflect, and given the options, make a positive decision to behave in the correct way.

When the children make the wrong decision, we help them to understand that there is a consequence for that decision. We also support the children to recognise the correct way to behave. Clear instructions will be given for the child to follow. (ID strategy)

Managing inappropriate classroom behaviour

At St Joseph's, we have a consistent approach for the management of inappropriate behaviour within the classroom. It is a staged approach, which should be followed by all members of staff. Staff in the classroom can deal effectively with most inappropriate behaviour exhibited by the children. In rare cases of extreme behaviour, staff may require the help and support of other members of staff. In response to this, at St Joseph's, we have employed a three-tiered system of behaviour management.

For behaviours that are appropriate for staff to effectively deal with themselves: The Class Consequence Pathway'

Minor, low-level disruptions

These are common behaviours, likely to take place in all schools, such as, telling tales, name calling, talking while the teacher is speaking, messing with objects on the table, arguing with another child, etc...

Warning - a discreet and quiet warning given by the teacher to the child to reinforce expectations of good behaviour and make it clear that the current behaviour is unacceptable.

2a) Thinking Space - following the warning, if the behaviour continues, the child's name should be put on the amber circle on the traffic light system.

2b) Following this, if negative behaviour continues, the child should be asked to go and sit in a quiet space, away from the others for 5 minutes (self-timed, using a sand timer). At the end of this time hopefully the child will be ready and refocused to rejoin the class. Amber on the traffic light system.



3) Calm Down Time (CDT) - when behaviour continues to be inappropriate and previous strategies have not been effective, the child needs to calm down in another class for 5 minutes (again self-timed). Or spend the first 15 minutes of their lunch time in the learning hub supervised by a member of staff. RED on the traffic light system.

Being sent to CDT must have a follow up consequence (otherwise children might quite enjoy a little break from the classroom once in a while!). The time needs to be paid back to the teacher at the earliest available opportunity (i.e. break/lunch) to make up for the time/work that they have missed. This must be paid back to the teacher in their classroom and must not exceed 10 minutes.

Managing more severe behaviour

Verbal or physical abuse from a pupil directed at a child or a member of staff should always be referred to the SENCo, Deputy Headteacher or Headteacher, immediately. The teacher should record a detailed account of the event on the child's log or classroom log. Each time a referral is made, a record of the referral will be kept and they will form a part of the behaviour monitoring system. The deputy head will carry out the behaviour monitoring to track the children who are causing concern to ensure appropriate strategies are being fully utilised. These will be discussed and actioned in senior leadership team meetings and parents will be informed.

Repeated Inappropriate Behaviour

If a child has accessed 'Calm Down Time' twice or more within a short period (morning or afternoon) then they will be referred to the SENCo. The SENCo will then speak with the child and make them aware of how important it is to make the right choices and then the SENCo will implement the appropriate consequences. If a child is referred more than twice within a short period, the child will then be referred to the deputy head. The deputy head will then utilise all available behaviour records to discuss, in depth, the child's behaviour with them and their parents. For continuous, repeated inappropriate behaviour which is proving disruptive to the education of the child or of the other children, a referral will be made to the Headteacher.

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Record Keeping



Class teachers should maintain a 'Class Conduct Book' to monitor the behaviour of their class. Teaching assistants should also maintain behaviour records on the 'Class Consequence Pathway Record' when teaching small group interventions to ensure consistency in practice.

The SENCo will decide, following a discussion with the class teacher, whether an 'individual behaviour chart' will need to be kept for any child causing concern. When a child is causing concern, it would be the class teacher's responsibility to inform the deputy head.

If any child is regularly sent to CDT then it is the class teacher's responsibility to discuss these issues with the child's parents, either after school or at a mutually convenient time. When meeting with parents, positive news should always be shared and strategies should be suggested to support and promote good behaviour. If, having tried different strategies, behaviour still does not improve then the class teacher will seek the advice of the SENCo, Deputy Headteacher and Headteacher.

Behaviour records will be monitored at the end of each half term and the analyses shared with staff to look at ways to improve regularly occurring incidents for certain children.

Modified Behaviour Pathway for children in Early Years Foundation Stage (EYFS)

At St Joseph's the same rights and responsibilities are given to our youngest children however the staff recognise that the children are still developing their ability to function within a group of children the same age and that all children develop in their own time.

The staff are committed to working with each child to encourage their sense of right and wrong and boundaries. The behaviour approach used although similar to the rest of the school is modified to be developmentally appropriate.

Modified Behaviour System:

There is a 5 level pathway in both Nursery and Reception consisting of A pot of Gold, A rainbow, Smiling Sunshine, Unhappy cloud, Sad thunder cloud. All children begin each day on the Smiling Sunshine.

Rewards for appropriate behaviour:

- Child's photo moved up one step for:

Consistent good sitting/listening

Good work during focus activities

Being independently helpful/kind



Any other behaviour which staff feel deserves reward

- If child repeats desired behaviour they will move up again onto the pot of gold. On reaching the pot of gold children get to pick a prize from the golden box.
- Really good/amazing work or behaviour child's picture can be moved straight to the pot of gold and will receive a certificate
- Consistent good work/behaviour throughout the week equals the possibility to be chosen for Star of the Week.

Consequences for inappropriate behaviour:

- 1 warning given for inappropriate behaviour such as:

Running in the classroom

Being unkind

Consistent low level disruptive behaviour

Any other mild behaviour considered inappropriate

- A Second warning the child's picture will be moved to the unhappy cloudy picture and the child will be moved from their chosen activity or peer
- A Third warning then the child's picture will be moved to sad thunder cloud. Reception children will be given 3 minutes time out, Nursery children will be given 2 minutes time out
- Any child still engaging in inappropriate behaviour after being placed on the sad thunder cloud will be removed to an alternate space, Reception children will be taken to the Nursery classroom and Nursery children will be taken to the Reception classroom.
- Any child who is involved in physical violence or altercation will be moved straight to the sad thunder cloud and given 5 minutes time out for a Reception child and a 4 minutes time out for a Nursery child.

Any extreme behaviours will be referred to Senior Staff as they occur to ensure each incident is documented and discussed. Parents will be kept informed of all aspects of the pathway their child is involved in each day. Repetitive inappropriate behaviour will be discussed with EYFS staff, Senior Staff and parents in order for all adults involved with the child to work together to support the child's ability to learn and modify their



Managing inappropriate break and lunchtime behaviour

Break times are managed and supervised by teaching staff and teaching assistants. Any rare behaviour incidents are investigated and dealt by the staff on duty during the break times so children are ready for learning straight after break. Incidents are logged in 'Break time Behaviour' book.

Lunchtimes are managed and supervised by midday supervisors with the Senior Lunchtime Supervisor. Lunchtimes incidents are investigated and dealt with by lunchtime

supervisors during the lunch break and where appropriate consequences are administered so that the teaching staff do not waste valuable teaching time with their class dealing with children who have had difficult lunchtimes. All first aid and accident information will still need to be verbally communicated to class teachers by lunchtime supervisors at the beginning of the afternoon session.

All break and lunchtimes incidents will be investigated with independent witnesses (children and adults) to ensure a full picture of the incident has been formed before the incident is recorded in 'Breaktime' or 'Lunchtime' book and a consequence is given. Loss of whole lunchtime or any lunchtime exclusions will be at the discretion of the Headteacher.

Children who behave well at break and lunchtimes are rewarded with genuine verbal praise, house points and stickers.

At lunchtime, the School Council run the 'raffle ticket' rewards for well-behaved children as recognised and acknowledged by lunchtime supervisors.

Each time an especially positive behaviour is noted, the lunchtime supervisors will nominate the child for a raffle ticket which is entered into a draw. At the end of each month, 7 children are drawn from the Golden Box. These children will be special guests at the 'Golden Table' dinner with the Headteacher or Deputy Headteacher. The organisation for this incentive is managed by the School Council.

A staged response to managing break and lunchtime behaviour in KS1 and KS2

<u>Behaviour Pathway</u>	<u>Consequence</u>	
	<u>Break</u>	<u>Lunchtime</u>
Warning	No time Owing	
Minor incidents of swearing	5 mins	10 mins
Name calling		
Disrespectful attitude		
Arguing/pushing/kicking	10 mins	20 mins
Fight	Whole break	Whole lunch exclusion
Confrontational and/or disrespectful attitude towards an adult		

Dealing with rare incidents of a more extreme inappropriate behaviour

If a child has an extreme outburst of behaviour (e.g. extreme swearing, inappropriate offensive language, fighting, inciting violence, refusing to follow instructions, deliberately disrupting and or hurting others or any other incident of totally unacceptable behaviour) then an immediate referral to the Deputy Headteacher is required (or to the Headteacher in the absence of the Deputy Headteacher). In most cases of extreme incidents, the child will need to be removed from the situation and playground. The child may need to sit in a quiet room to reflect upon their actions and behaviour whilst the incident is being investigated. In these cases, it may be appropriate for the child to miss more than 1 break/lunch time or even to be excluded if the Headteacher considers the incident to warrant a more serious consequence. In rare cases where more extreme behaviours are displayed such as physically harming another child and or specifically breaking skin and drawing blood, then parents will be immediately informed by the Headteacher or the Deputy Headteacher and a period of exclusion will be given. At St Joseph's, extreme and violent behaviour that endanger the safety and well-being of other children (or adults) will not be tolerated. Strategies may be put into place to assist the child in successfully accessing their break and lunch times again.



Target Children' - children causing a high level of concern in extreme cases

As part of our behaviour strategies, following discussion with the SENCo, some children causing a high level of concern may be provided with an individual 'target' sheet which will focus on 1 to 3 specific behavioural targets to achieve. Parents will be informed and will also have an opportunity to contribute to the discussion and target setting.

A referral would also be made to the integrated Behaviour Support (IBSS) within the Local Authority and they would become involved in developing and reviewing good behaviour and relationships between the child, parent and school.

These targets should directly link with the targets laid out in the child's 'Behaviour Plan' and would be generated with the class teacher.

- Each child will score 0 or 1 for each target for each session in the day (including break and lunch times for some children).
- Each child will have a different target number to achieve (depending upon the number of targets they have and on the number of sessions the targets apply to as some children may not have break and lunch time sessions included on their target sheet).
- The target will be to achieve 70% or more of the total number per day.
- Depending upon the nature of the difficulty and how the child responds to the target sheet, rewards may either be daily or weekly.
- Reward activities will include computer time, board games, art activity etc and will be at the discretion of the class teacher. However, they will need to be manageable and enjoyable.
- If the child scores less than the target number, they receive no reward.
- If a child is not achieving their targets on a regular basis then the use of the target sheets will be stopped. Target sheets are intended to encourage good behaviour and positive rewards not reinforce failure of any kind.
- When the child is repeatedly achieving their targets then the targets will be modified to acknowledge their achievements.



- The impact of the target sheets is reviewed regularly to ensure that the targets are effective for each child.
- ≡ When a child no longer requires a target sheet then the behaviour will continue to be monitored through the classroom, break and lunchtime tracking.

Record Keeping at break and lunchtimes

All break and lunchtime incidents, including children receiving a 'Warning', are recorded in the 'Break-time Behaviour' and 'Lunch-time Behaviour' books, with the date, the nature of the incident, who the incident was witnessed by, any other children or staff who have been involved and the outcome, including any consequence that has been given. This ensures precise monitoring of incidents of a similar nature or repeated incidents caused by the same child as well as accurate reporting to parents. All behaviour records are closely monitored by the deputy head. The report will be shared the Senior Leadership Team and the Governing Body. Lunch time supervisors should also inform class teachers of any incidents.

If a child regularly owes time or is having difficulties in managing their behaviour at school, then parents will be involved to discuss positive strategies to enable the child to access their time at school in a more positive way and prevent further disruption to other children who are trying to engage in work and positive play.

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Internal Exclusion

Although St Joseph's Primary School is committed to inclusion for all, there is a need, in extreme circumstances, to exclude children from school. However it is becoming extremely clear that for most children being excluded from school is an appealing option as many children are allowed to play at home, watch TV or play on their computers. We therefore operate a system of internal exclusion. The internal exclusion takes place in a secluded part of the school. Due to the circumstances leading to the internal exclusion, it is not meant to be a day for support or individual attention but a punitive day. Although this practice goes against our usual supportive practice and is also hard to maintain, it is important that the child finds this day extremely hard and boring. The child should work independently for most of the day



with some guidance only on the nature of the tasks. At snack and lunchtime experience has shown that the child needs a break from the intensive work, so colouring sheets and books are made available.

Children arrive at 9:15 am and are escorted into school by their parent. They are also collected by their parent at 3:00 pm. The children will be supervised by TAs during internal exclusion.

If a child does not conform to the requests from the TAs in the internal exclusion room, the Deputy Headteacher or the Headteacher will be sent for immediately. In these exceptional circumstances, and at the discretion of the Headteacher, the child may be asked to complete their exclusion at home.

EXTERNAL EXCLUSION

St Joseph's is committed to inclusion and providing education for all. As a school, we try to cater for the needs of all children and work closely with parents to support every individual. It is the right of every child to receive high quality education in a safe and secure environment which is conducive to good learning. It is equally the right for all staff to provide that education in a safe and secure environment too. In extreme cases of special need where St Joseph's is unable to meet the needs of an individual, such that the child is unable to remain in the shared learning environment, it may be necessary to follow the process of external exclusion.

This is seen as the very last resort only and the school does not wish to undertake this process with any child unnecessarily. However, if their behaviour is very severe, the child may be excluded from the site and work at an alternative educational provision or have a fixed term exclusion. This is at the Headteacher's discretion. A child at high risk of exclusion may have a care plan implemented to include a reduced timetable to re-engage them to become successful in school.

FURTHER STRATEGIES TO SUPPORT CHILDREN WHO ARE EXPERIENCING BEHAVIOUR DIFFICULTIES OR FACING EXCLUSION.

At St Joseph's we also offer a wide range of further services and support for whom behaviour is a concern. These strategies can be accessed through further consultation with the SENCO, Deputy Headteacher and Headteacher. The range of services available includes:

Health Visitor (for under 5s) House on the Corner - counselling School Health Team

CAMHS

Speech and Language Therapy (SALT)



Integrated Behaviour Support

Majority of children who have behavioural difficulties will have multi-agency support through the Early Help process. This is to collaborate with all possible support network to target the support for children and families where it is needed.

FIXED TERM AND PERMANENT EXCLUSION in extremely rare circumstances

If a child continues to disrupt the learning and education of others and themselves and or there is a serious breach of the behaviour policy then a longer fixed term exclusion or a permanent exclusion may be considered.

Permanent exclusions may be considered if the child:

1. has had a range of strategies implemented and support given to meet their individual needs;
2. has seriously breached the school behaviour policy on numerous occasions;
3. is disrupting both their own education and that of the other children too;
4. poses a risk to the welfare of both pupils and staff.

Then, the Headteacher may acknowledge that we have exhausted all available strategies for dealing with the child and that the Headteacher now needs to permanently exclude the child from County Bridge Primary to protect the education and welfare of both themselves and others.

In the case of a serious physical assault, then at the Headteacher's discretion, a child may be permanently excluded immediately.

MONITORING and REVIEW

A summary of this policy will be shared with parents annually and the whole staff.

The SENCo, Deputy Headteacher, Headteacher and the Governing Body will review the policy annually.

Reviewed and agreed by Governors:

____Chair of Governors

____Date