

St. Joseph's Catholic Primary School

Revised Draft Behaviour policy 2009

Aims

As a Catholic school our emphasis will always be on forgiveness. We believe it is important to promote a caring and supportive environment to enable all members of the school community to feel respected and safe.

We aim for our school to be happy and harmonious. We expect all members of the school family to respect and help one another. In all that we do we try to foster good self esteem in children, recognising that this leads to positive and responsible behaviour. The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focussing on shortcomings and failures. We look to parents, carers, and governors for their support and advice in helping the school to be a happy and caring community.

We aim:

- to ensure good care for all the children in school, upholding our belief that every person has value
- to apply discipline fairly and consistently using the restorative justice approach
- to treat everyone - staff and children - with respect
- to make our expectations of acceptable behaviour clear to everyone
- to help all children acquire good social and emotional literacy through the SEAL programme

Code of behaviour

At St. Joseph's Catholic Primary School we recognise that inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and that teachers have right to teach. No-one should be prevented from learning by the poor behaviour of others.

School rules

These rules are simple and are designed to create a calm, happy and safe atmosphere.

The Golden rules

- Be gentle** - do not hurt anybody.
- Be kind and helpful** - do not hurt others' feelings
- Work hard** - do not waste your or others' time
- Look after property** - do not waste or damage things
- Listen to others** - do not interrupt
- Be truthful** - do not tell lies

Copies of these rules are displayed in classrooms and in other public areas of the school.

Health and safety rules

Children should walk round the school quietly.

Children should not go onto the playground or field without permission

Children must ask permission to come into school at playtimes

Children must wait in the playground for their parents at the end of the day, unless they have permission to walk home.

Promoting positive behaviour

We aim to be positive and proactive in encouraging good behaviour and all staff play a role in this. Using the SEAL programme, all staff work to promote the social and emotional aspects of learning throughout the day and in specific SEAL lessons. Teachers and other staff are also trained in the Team Teach programme to enable them to deal confidently with pupils and minimise antisocial behaviour. We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie. They also need to know what sanctions will apply if they misbehave. Staff use praise and positive reinforcement to promote caring attitudes among the children. By giving children responsibility and a chance to make decisions, we try to build self esteem and the foundation of good

citizenship. Older children are trained as peer mediators and help to sort out disputes between younger children while modelling positive behaviour. We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. We believe that punishment is most effective if it is applied fairly and calmly. Children are given the opportunity to explain the reasons for their actions. Only the smallest effective punishments are used. Pupils need to know why they are being punished and are given the opportunity to make amends. Staff have been trained in the Restorative Justice approach and use this when discussing problem behaviour with pupils. Any punishments are applied in a way that maintains self respect, not used to humiliate.

On occasion it does prove necessary to make use of sanctions. Different methods work for different children and staff will judge carefully the most appropriate approach. It is important to state that the majority of children conform willingly to our code of behaviour and enjoy their life at school to the full. Some children, however, need to be corrected. A few children do need a specific behaviour programme planned to meet their needs and help them behave acceptably and gain the most they can from school life.

Rewards

Class teachers develop a good relationship with their pupils and often a word of praise and their teacher's approval is the best reward for a pupil. However, the following rewards are used to encourage and motivate children.

- 1) Stars or stickers given by the class teacher for good work or effort.
- 2) Class or school certificates for good work or behaviour.
- 3) Visiting another teacher, or the deputy or headteacher to show good work
- 4) Mention in the Golden Book and showing good work during Friday assembly
- 5) Lunchtime awards for thoughtful and helpful behaviour(given by lunchtime staff)
- 6) Class teacher mentions the child's success to parents or sends a letter of praise home
- 7) Inclusion in an artist or writer of the month display
- 8) Freedom to choose a favourite activity

In addition to this, children on a specific behaviour programme may be given stickers on a chart which records improving behaviour.

We recognise the effort a child has made to improve his/her behaviour and do our best to support children and their families. However, in planning to meet the needs of an individual child, we also have to consider the effect on the whole school community of continued and serious misbehaviour. Parents of children with behaviour problems are expected to support the school fully, and to make clear to their child what sort of behaviour is required at school.

SANCTIONS CODE

Our sanctions code divides unacceptable behaviours into four levels. Each level has its own system of consequences.

Level 1

Level 1 consists of three stages:

1. **Warning.** This may be a verbal or visual warning.
2. **Move.** This may be within the classroom or to another area of the school.
3. **Loss** of five minutes of playtime or time out if already outside.
4. **Behaviour triggers for Level 1 sanctions**

- Not getting on with work
- Stopping other children from working
- Talking at the wrong time
- Being cheeky to any member of staff
- Running inside the school
- Not being prepared for PE or swimming lessons
- Rough play in the playground

- Level 2

Level 2 involves the child being sent to sit in the duty teacher's classroom for the duration of the morning playtime. The child will write her/his name in the behaviour record book and explain why s/he is there to the person on duty.

If a child is sent like this on several occasions, a letter will be sent to his or her parents.

Behaviour triggers for Level 2

- Pushing other children
- Throwing things inappropriately
- Insolence to adults
- Name-calling
- Disobedience
- Disruptive classroom behaviour
- Being dishonest
- Not producing expected work in class
- Running recklessly around the school
- Swearing
- Spitting
- Deliberately causing minor damage to property (first instance)
- Injuring others by thoughtless behaviour
- Unkindness to other children

Level 3

Level 3 involves the child and his or her parents and the headteacher, or deputy headteacher

It consists of three stages:

1. The child is sent to the Headteacher (or the Deputy Headteacher in her absence) to explain his/her behaviour. The child will be sent to sit outside the head's office and a letter (Letter A) will subsequently be either handed or posted to the child's parents, informing them of the incident and requesting them to discuss the matter at home and report back to the school using the return slip at the bottom of the letter. The child's name, a copy of the letter and the subsequent reply slip will be logged in the Behaviour file. If a reply is not received from the parents, a reminder letter will be sent.
2. If there is repeated bad behaviour, the child will again be sent to the Headteacher (or the Deputy Headteacher in the HT's absence) and then be kept in for the next playtime (or series of playtimes depending on the offence). A letter (Letter B) will be sent to the parents requesting that they make an appointment to discuss the matter with the Headteacher or Deputy Headteacher. The child's name and a copy of the letter will be kept in the school Behaviour file. If the parents do not respond to the letter, the Headteacher or Deputy Headteacher will contact them *as soon as possible*.
3. If there is continued bad behaviour, the child will be sent to the Headteacher, or, in her absence, the Deputy Headteacher, and a fixed term exclusion will be imposed, which may be an internal or an external exclusion depending upon the circumstances. **(NB In certain circumstances, if the offence is particularly serious or a repetition of a previous serious incident, a fixed term exclusion may be imposed without stages 1 and 2 being undertaken).**

4. *Behaviour triggers for Level 3*

- Throwing things in a dangerous manner
- Persistent insolence
- Using violence towards others
- Threatening or intimidating others
- Persistent name-calling or teasing, including homophobic and racist taunts
- Persistent use of inappropriate language or obscene hand gestures
- Deliberately causing damage to property
- Persistent disobedience
- Stealing
- Spitting at others

- Persistent dishonesty
- Leaving school premises without permission
- Bringing anything dangerous into school

Level 4

Level 4 is the most serious and will warrant instant and permanent exclusion.

Behaviour triggers for level 4

- **Using severe violence towards any person in the school**

Behaviour policy Letter A

St Joseph's Catholic Primary School

Park Avenue
BRIDGWATER
Somerset
TA6 7EE

Tel: (01278) 422786
Fax: (01278) 429791
Email: Sch.059@educ.somerset.gov.uk

Headteacher

Mrs Margaret Jones

date

Dear Parent,

I am writing to let you know that has been in trouble at school for *say what child has done*. I am sure you will be disappointed to hear this news and will want to help behave better in future.

Please talk to about what happened and explain to *him/her* about the need to improve *his/her* behaviour. I would be glad if you would fill in the slip below to show that you have received this letter and have had the chance to talk to about *his/her* behaviour. I enclose a copy of our school behaviour policy which explains how we support children who have done something wrong and how we expect parents to support that process.

If you would like to discuss what has happened, please phone me at school or book an appointment to see me through the school office.

Yours sincerely,

Margaret Jones
Headteacher

.....
St. Joseph's Catholic Primary School - please return this slip to school

Name of child:

I confirm that I have received details of what has done wrong at school and that I have talked to about what has happened and how can do better in future.

Signed

Behaviour policy Letter B

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Park Avenue
BRIDGWATER
Somerset
TA6 7EE

Tel: (01278) 422786
Fax: (01278) 429791
Email: Sch.059@educ.somerset.gov.uk

Headteacher
Mrs Margaret Jones

date

Dear

You will be sorry to hear that has been in trouble at school for
..... Please make an appointment to see me as soon as possible so that I
can explain in more detail what has happened and discuss with you how we can both support
..... so that this type of behaviour does not happen again.

Yours sincerely,

Margaret Jones
Headteacher