

Approved by: Curriculum and Pupil Committee **Date:** 16/10/2019

Signature:

Based on: SLT developed in school

Last reviewed on: October 2019

Next review due by: Autumn 2020



St Joseph's Catholic Primary School, Oxford

Behaviour Policy

“Let us protect with love all that God has given us.”
(*Pope Francis, 19.03.13*)

The Behaviour Policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Special Educational Needs (SEN)
- Equal Opportunities Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Disability Discrimination Scheme.

Rationale

We are made in God's image and, therefore, we have the right to be valued and respected as in

Any behaviour which does not bear witness to this can, and should, be challenged.

Purposes

At St Joseph's we aim to make sure that everyone:

- feels confident, valued and comfortable in the school
- behaves in a safe way (for themselves and others)
- grows in mutual respect by showing that the feelings of other people are important
- makes well informed choices, thus developing self-discipline
- realises that all our choices (good or bad) have consequences
- accepts responsibility for the consequences of their actions
- follows the school learning charter

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Guidelines

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

- Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour.
- Lessons should have clear objectives, be understood by the children, and, where appropriate, adapted to meet the needs of the children.
- Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management and Displays

- Classroom management and teaching methods have an important influence on children's behaviour.
- The classroom environment should give positive messages to the children about how they and their efforts are valued.
- Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.
- Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.
- Displays which use individual children's names competitively (eg. star charts) or to highlight poor behaviour will not be used at St Joseph's.

Rules, Rewards and Consequences

It is important that rules, consequences and rewards are used consistently.

- Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is

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earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Routines, class rules and the Learning Charter contribute to a happy learning environment and should be designed to make clear to the children how they can achieve good standards of behaviour.

- Rewards and should:
 - be clearly understood by the children and adults;
 - be fair and consistent;
 - have a clear rationale;
 - be realistic and positive;
 - promote the idea that every member of the school has responsibilities towards the whole.

- Rules should be kept to necessary minimum. In line with our Mission Statement, we believe that celebrating pupils' social, physical, creative and academic achievement is a vital way in which to promote good behaviour.

- We do this in all aspects of school life through:
 - verbal or written praise by peers, school staff and parents;
 - displays of work;
 - opportunities to perform or share;
 - the awarding of stickers, certificates, house points, marbles and other rewards;
 - sharing success with the community.

- Consequences are used to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of consequences should be characterised by certain features:
 - consequences should identify unacceptable behaviour rather than the individual;
 - it must be clear why the sanction is being applied;
 - the acceptable/desirable behaviour should be made clear in order to avoid future consequences;
 - on the whole, group consequences should be avoided as they breed resentment;
 - there should be a clear distinction between minor and major offences, and the sanction should be in proportion to the offence.

- Consequences range from:
 - expressions of disapproval
 - withdrawal of privileges
 - referral to the Key Stage Co-ordinator
 - referral to the Headteacher
 - letters or phone calls to parents
 - to ultimately and in the last resort, exclusion (following the LA guidelines).

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- Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences.
- Where anti-social, disruptive or aggressive behaviour is frequent consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or MBox may be necessary. This possibility should be discussed with the Headteacher.

Specific Incidents

- Our ethos remains the same whatever the incident, however we recognise our responsibility to keep all pupils and staff safe, and therefore there may be particular occasions where a more severe sanction is warranted. Parents will always be informed and children's views will be listened to.
- Where a pupil hurts another pupil at playtimes, the consequences will be as follows:
 1. A clear reminder and explanation of consequences if there was a further incident.
 2. A one day internal exclusion from the playground.
 3. A three day internal exclusion from the playground.
 4. A five day internal exclusion from the playground.
 5. Sending the child home for lunch (exclusion)
- Examples of minor consequences
 - Time out (in same class or to another teacher NOT unsupervised)
 - Five minutes missed play
 - Asked to sit elsewhere
- Examples of more serious consequences
 - Detention after school
 - Contracts with children and parents
- Children who have chosen not to complete work in class time may be asked to complete work in playtime (max ten minutes) or work may be sent home in consultation with parents.
- Home/school books may be used to emphasise school or parents working in partnership to the benefit of the child.
- The school will follow LA guidelines in considering exclusion for severe incidents.

Communication and Parental Partnership

- We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour and we aim to build trust and develop a common approach to behaviour expectations and strategies for dealing

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with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

- The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.
- The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare.
- Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.
- The school SENCO may also be asked to provide support for the class teacher and to act as a point of contact between the class teacher and outside agencies.