



St. Joseph's RC Primary School

At St Joseph's we inspire everyone to be the person God intended them to be, by acting justly, loving tenderly and walking humbly with God.

LIVE FULLY – ACT JUSTLY

MANAGEMENT OF BEHAVIOUR POLICY

INTRODUCTION

Every organisation depends upon people behaving in certain ways to achieve its purposes. St Joseph's primary school cannot achieve good results without co-operative effort. Our Mission is to help all children to reach their full potential in a caring, co-operative atmosphere, guided by Gospel values. We want each child to feel they are 'special' and aim to provide for their diverse needs, to help them grow into responsible, caring people. Good behaviour is a necessary condition for effective teaching and learning to take place. Reducing the bad behaviour which disrupts effective teaching and learning is the overall aim of this policy, its implementation and future evaluation.

RATIONALE

Within St Joseph's primary school discipline is recognised as a system of rules for good behaviour, and an ethos which aims to cultivate in our pupils an acceptance of responsibility for their actions and the consequences of their actions. Good behaviour is conduct which assists our school to fulfil its functions, namely the development of the potential of all of our children. Bad behaviour is conduct which inhibits this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the activities of other members of the school community.

- To develop in our pupils a sense of responsibility for their actions;
- To create conditions for an orderly community in which effective learning can take place;
- To develop good relationships with mutual respect between all members of our school community;
- To maintain a situation where the care of our pupils is characterised by kindness, respect and understanding of their needs.
- Creating a positive, encouraging community atmosphere.
- Providing a curriculum which is both relevant and appropriate to the needs of the children.
- Having a clear code of conduct pertaining to all areas of school life.
- Ensuring all school rules are agreed by staff. The rules and reasons for them should also be understood by parents, children and supervisory staff.
- Ensuring that rules are backed up by a system of rewards and sanctions applied consistently and fairly.

- Allowing regular time for staff discussions about discipline problems and successes.
- Involving parents, informing them about our policies and strategies for dealing with difficulties.

Aims

We aim:

- to value each other and develop mutual respect,
- to develop skills of self-control and self-discipline,
- to create an environment that supports learning,
- to build a community where all feel valued, safe and secure.

We believe that children behave well when:

- the curriculum is positive,
- there are clear expectations,
- partnership exists between parents and school,
- relationships are good,
- children are handled in a consistent manner,
- children are told what to do instead of what not to do,
- children feel they are listened to,
- individual needs are taken into consideration.

Staff are to:

- strive to understand the underlying reasons for a child's behaviour,
- work in close co-operation with parents in matters of behaviour management,
- encourage children to take responsibility for their own behaviour,
- reward and praise good behaviour,
- lead by example,
- involve parents in developing positive behaviour,
- explain the policy so that the rules are clearly understood,
- ensure that the rules are fairly and consistently applied,
- value children and treat them with respect,
- help children understand that it is the behaviour that is unacceptable not the child,

Children are to:

- follow the school rules,
- respect and to take care of everyone within the school community,
- play their part in helping to create a co-operative, contented school,
- learn to accept responsibility for their own behaviour,
- behave in a respectful way towards adults.

Parents are to:

- support the School Policy,
- work in co-operation with the school in implementing the Policy,

- inform the school if there are factors at home that will influence a child's behaviour,
- inform the class teacher if you have any general behaviour concerns.

LEADERSHIP

The successful implementations of this policy will require that the head teacher fosters a commitment to St Joseph's primary school by staff, pupils and parents. The following guidelines are designed to promote effective leadership.

The headteacher should:

- take the lead in defining the aims to the school in relation to standards of behaviour;
- create conditions for establishing the widest possible agreement on these standards and how they will be achieved;
- ensure that these standards are consistently applied throughout the school;
- ensure that parents receive positive and constructive comments on their children's work and behaviour as a matter of course;
- involve parents at an early stage when discipline problems arise;
- develop an active partnership with parents as an aid to promoting good behaviour;
- ensure that St Joseph's has effective induction arrangements for the parents of new pupils.

ORGANISATION AND CURRICULUM

The organisation of a school and its grouping of pupils can have significant effects on the quality of behaviour.

A broad curriculum with suitable diversity of activities, matched to the needs of all pupils can be made to provide genuine challenge and excitement, requiring sustained application on the part of the pupils, leaving little time for, or interest in, misbehaviour.

A well organised and effective classroom will encourage independent learning and discourage low-level disruption enhancing the educational opportunities for all children.

TEACHING AND LEARNING

The quality of the teaching and learning in each lesson and in each classroom has a direct effect upon behaviour. Lively and stimulating teaching is always associated with good behaviour. When the teaching environment arouses curiosity and interest, when the work is well matched to their abilities, and when they are involved in worthwhile activities and encouraged to take some responsibility for their own learning pupils will respond positively.

More subtly certain other factors appear to be prevalent where good behaviour is well established:

- the nurturing of genuine involvement based upon an understanding of the concepts which underlie those tasks particular to a given lesson;
- materials and preparation to ensure differentiation within tasks for pupils of different abilities;
- sustained hard work on the part of the pupils as well as the teachers;
- specific help for pupils without losing sight of the reaction of the whole group;
- the encouragement of pupils to contribute ideas
- careful attention to their contributions, with encouragement to refine their ideas in discussion;

- flexibility in adapting lessons to take account of pupils' contributions;
- variation of the pace of a lesson to keep interest and momentum;
- wit and humour which helps pupils to enjoy and can defuse potential problems, without recourse to sarcasm;
- infectious enthusiasm for the subject, and for the pupils.

ENVIRONMENT AND RESOURCES

The physical environment provided by the school has a considerable effect upon the pupils' behaviour. It is important that we recognise the importance of displaying pupils' work in creating an attractive environment, increasing pupils' self-esteem and fostering a sense of ownership of the environment.

Staff and pupils should adopt policies for the care of the premises.

We should make full use of off-site learning as means of motivating pupils. The school field trip account will support all off site learning experiences.

BULLYING

A separate policy had guidelines exist on this subject. See contents page for information.

REWARDS

- School Smiley Face system: 3 examples of exemplary behaviour are logged on an individual smiley face slip. When these are complete, the pupil visits the Headteacher and is rewarded with a gift from the golden tin.
- Smiley faces should be awarded for exemplary behaviour, improved work habits etc.
- Recognitions can be given in assembly to success of different kinds.
- Pupils' work should be displayed as much as possible.
- Praise and encouragements should be used in lessons as much as possible.
- Praise can be delivered in formal and informal ways, in public and in private, it can be awarded to groups or individuals. It can be earned for the steady maintenance of high standards as well as for achievements of note.
- Golden Table - children may be nominated by any staff member for exemplary behaviour and attitudes during the week, to sit on the Golden Table on Friday lunchtimes.
- Communications with parents.

SANCTIONS

Sanctions are required to register disapproval of unacceptable behaviour and as a last resort to protect the authority of teachers and the stability and security of the school community.

- School Sad face system: 3 examples of unacceptable behaviour are logged on an individual sad face slip. When these are complete, the pupil visits the Headteacher or a member of the Senior Leadership Team to discuss behaviours and this slip is sent home in a homework diary/reading record book for their parents.
- Withdraw from class for five minutes after three warnings have been issued using time out cards.
- Behaviour Tracking Sheets used to record times and dates of inappropriate behaviour which is seen by staff as becoming habitual. These are reinforced with a RAG rating system, whereby children can assess their own behaviour throughout the day/week.

- Reprimand.
- Change of seat.
- Repeat of unsatisfactory work.
- Withdrawal of privilege.
- Loss of lunch/break-time.
- Referrals to senior staff to be dealt with appropriately.
- Referrals to Headteacher. Account of incident to be recorded by pupil or scribed for further discussion with pupil.
- Contact with parents.
- Exclusion. (Cooling off).
- Suspension, leading to expulsion.

CODE OF CONDUCT

Each of us is expected to behave in a responsible manner, both to ourselves and to others, showing consideration, courtesy and respect for other people at all times. This means that:

- you always try to understand other people's points of view;
- in class you make it as easy as possible for everyone to learn and for the teachers to teach;
- you move gently and quietly around school;
- you always speak politely to everyone;
- you are quiet, whenever you are required to be;
- you keep the school clean and tidy;
- out of school, you remember that the school's reputation depends of the way you behave.

ONE RULE MAY SUFFICE

Everyone is expected to behave in a responsible manner, both to ourselves and others, showing consideration, courtesy and respect for other people at all times.

A Code of Conduct can be drawn up by individual classes after discussion within class about their needs.

SCHOOL RULES are:-

- Always be polite.
- Be friendly and caring.
- Listen and learn.
- Take care of our school.
- Walk sensibly and quietly in school.

ABOUT THE SCHOOL

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:

- start the dialogue;
- greet pupils;
- deal with misbehaviour, to ignore it is to condone it;
- set high standards of speech, manner and dress;
- enjoy relating to pupils;
- refer transgressors to head teacher, or senior staff.

LUNCH-TIMES IN THE HALL

- Line children up in an orderly fashion.
- Encourage children to lift their seats in order to move.
- Ensure children are not eating as they move around the hall.
- Children can be dismissed from Hall by an adult.
- Encourage courtesy and good table manners.

Problem needs solving, not complicating. Seek help if you need it and do all you can to:

- use humour - it builds bridges;
- keep calm - it reduces tension;
- listen - it earns respect;
- be positive and build relationships;
- know pupils as individuals;
- be consistent.

ALWAYS APPLY RULES POSITIVELY

PARENTING CONTRACTS

In very rare cases it may be necessary to suspend a pupil, for example if there has been a malicious physical attack on another person. This will only ever be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

For pupils who have been excluded on more than two occasions within a term the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

PROCEDURES FOLLOWING A PERMANENT EXCLUSION

It is the responsibility of the school during the first 5 days of permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority(LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

PROCEDURES FOLLOWING A FIXED TERM EXCLUSION

(i) For exclusions up to 5 consecutive days work will be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

(ii) For exclusions for 6 consecutive days or longer the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

BEHAVIOUR OUTSIDE OF SCHOOL

The Governors reserve the right to regulate pupils' behaviour where the pupils are neither on school premises nor in the charge of school staff, where it is reasonable to do so.

POWER TO SEARCH PUPILS FOR WEAPONS

The Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. Associated guidance sets out that schools can also screen pupils without suspicion using electronic means such as wands or arches.

A Head Teacher can conduct a “without consent search” with another member of staff present, and can authorise (though not required) other staff members, except security staff, to search pupils. The search should be conducted in a private place and must have two staff members present, and searchers must be the same sex as the pupil. The pupil can be required to remove outer clothing (including blazers). If this is refused, a searcher can use reasonable force to remove it.

GUIDELINES FOR PUPILS

1. SCHOOL RULES

- Always be polite.
- Be friendly and caring.
- Listen and learn.
- Take care of our school.
- Walk sensibly and quietly in school.

2. CLASSROOM EXPECTATIONS

Start of lessons:

- Enter rooms sensibly, go straight to your workplace.
- Take out books, pens and equipment.
- Remain quiet during registration.

During lessons:

- When your teacher talks to the whole class remain quiet and concentrate.
- If the class is asked a question put up your hand to answer it, do not call out.
- Work sensibly with your classmates, do not deliberately distract or annoy them
- Eating and chewing are not allowed. You may drink water only but not when an adult is talking to you.
- Continue to work normally when a visitor enters the room.
- Show your respect for other peoples' property, work and classroom equipment.

End of lessons:

- The bell is not of you, it is for the information of the teacher.
- You shall not pack away your equipment until you are told to do so.
- Do not leave litter in the classroom.
- You are responsible for the tidiness and organisation of your classroom.

3. INSIDE THE SCHOOL

- No running.
- Keep to the right.
- Give way to adults.
- Do not pollute the school with noise.
- Do not touch displays.

4. IN THE SCHOOL YARD

- Games are to be played away from the building.
- All games are to be played with due regard to safety of participants and others.
- Keep the yard clear of litter.
- Care for young plant life.
- Never climb through or over fences.
- Break ends when the bell rings. The second bell instructs you to walk quietly to your line
- Line up quietly, space your lines.