



St. Joseph's Catholic Primary School Behaviour Policy

This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. Joseph's:

At St. Joseph's
we live, love and learn
by the example of Jesus.

Rationale

*"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)*

As a Catholic school, the Governing Body whole-heartedly accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

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 feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back 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

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which 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 a 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. Wherever possible and based on the individual child, criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures (See Appendix 1)

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are intended to:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

In September, class teachers will discuss rules for the class which will then be agreed upon and displayed to further reinforce them. Each child will then 'sign up' to the rules which will then be sent home with the Autumn term curriculum overview so as to inform the parents of the agreed rules.

Rewards

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 commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during assembly:-

- House points and certificates (Infants/Juniors)
- Merit stickers (Infants)

Individual teachers can incorporate various 'house point' based rewards into their daily/weekly reward systems.

At St. Joseph's, **Golden Time** is also a further reward in Key Stage 1 which the children work towards throughout the week. Each child is allocated 30 minutes of Golden Time on Friday between 2:45pm and 3:15pm, unless they have lost time throughout the week due to poor behaviour/misbehaviour.

Sanctions (See Appendix 1)

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.

- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher/Deputy Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions 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 may be necessary. This possibility should be discussed with the Headteacher.

Communication and Parental Partnership

At St. Joseph's, 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.

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.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing 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.

Review

This policy was drawn up in conjunction with all teaching staff and will be reviewed annually.

July 2009

Appendix 1

Rules and Procedures/Sanctions

The following rules and procedures should be followed and the relevant sanctions applied in relation to unacceptable behaviour.

It is important to ensure that the teacher is consistent in their application of these sanctions.

In Class

1. Initial misbehaviour - firm verbal warnings.
2. Further misbehaviour within the same lesson/day – relocation within the classroom (loss of 5 minutes of Golden Time – at the teacher's discretion) or loss of playtime.
3. Further misbehaviour – inform the parent at the end of the school day.
4. If the poor behaviour continues the following day/throughout the week, inform either Mr. Gorton (Key Stage 2) or Mrs. Reynolds (Key Stage 1) and further action will be taken (ie: withdrawal of privileges etc.)
5. If the poor behaviour continues a meeting will be arranged with the parents and a member of the SLT to discuss the problems.
6. If the poor behaviour still continues then a meeting will be arranged between the parents and the Headteacher.

In the case of severe misbehaviour, the incident should be reported immediately to a member of the SLT.

Around the School/General

All staff are asked to take collective responsibility for the behaviour of all our children around the school building, especially during Lunchtime and before/after assembly. All staff should use the sanctions listed above to promote positive behaviour in/around the school.

Firm but fair!!