



# St Joseph's Catholic Voluntary Academy



St Thomas Aquinas  
Catholic Multi-Academy Trust

## Part of the St Thomas Aquinas Catholic Multi Academy Trust

### Behaviour Policy

Date policy reviewed: 13/06/2021

Signed Chair of Governors

 *KMHowells*

Kate Howells  
Chair of Governors  
St Josephs Catholic Voluntary Academy

Date of next Review: 13/06/2022

## POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE

### Our School's Vision and Mission Statement.

*'At St Joseph's with God's guidance we love, learn, respect and forgive.'*

*St Joseph's Catholic Voluntary Academy*

# Expectations

*'At St Joseph's with God's guidance we love,  
learn, respect and forgive.'*

At St Josephs We are.....

Ready to.....	Respect.....	Safe....
<ul style="list-style-type: none"><li>➤ Be Our best</li><li>➤ Try</li><li>➤ Succeed</li><li>➤ Forgive</li><li>➤ Be part of a team</li><li>➤ Lead</li><li>➤ Learn</li><li>➤ Be role models</li></ul>	<ul style="list-style-type: none"><li>➤ Ourselves</li><li>➤ Each other</li><li>➤ Staff</li><li>➤ Our school and equipment</li><li>➤ Local area</li><li>➤ Our planet</li><li>➤ The differences in other people</li></ul>	<ul style="list-style-type: none"><li>➤ Take chances</li><li>➤ Learn from mistakes</li><li>➤ Grow</li></ul>



St. Joseph's Catholic Voluntary Academy wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, our policy sets procedures to create a calm, secure and happy working environment for all.

Our Policy sets out, in general terms, how we expect staff and all our pupils to behave in school and on visits. It is agreed with the children and staff at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code.

This Policy has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a positive, stimulating, place of learning for everyone connected to the school.

### **Care and Control of Children: creating the environment for all to flourish.**

We wish to create a positive atmosphere for all at the school. We realise that adults set the tone for attitude and behaviour. As adults we have responsibility to create an atmosphere where children are stimulated and want to learn. Behaviour and expectations are set by staff as both personal role models and also in the way they deliver the curriculum and conduct themselves. Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils, thereby looking to diminish the possibility of negative behaviour.

### **The Role as Adults**

It is essential that all staff:

- ◆ Are good role models
- ◆ Are firm but fair, and are not biased in their dealings with pupils
- ◆ Work hard and involve themselves fully in the life of the school
- ◆ Have a good sense of humour
- ◆ Are always willing to listen, being patient and kind
- ◆ Treat people as human beings, are never sarcastic or put people down
- ◆ Promote self-worth in all members of our school
- ◆ Talk to children about problems directly when they arise, either individually, in small or larger groups as appropriate
- ◆ Liaise with parents/guardians or other adults when necessary
- ◆ Apply and enforce sanctions where necessary in line with the school's Behaviour Policy
- ◆ Realise the impact that their behaviour has on others around them, and that behaviour and attitude is everyone's responsibility

## Managing Behaviour Directly

At St Joseph's we look to pre-empt poor behaviour and endeavour to deal with children and their behaviour positively. Whilst good teaching and a good environment will encourage and support good behaviour, poor behaviour will be dealt with in an appropriate manner. These will be applied in a fair, consistent manner with structures, boundaries and rules explained fully to the children.

## Incentive Scheme

The major focus this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. St. Joseph's scheme is based on rules, rewards and sanctions, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good behaviour.

All children, from the Early Years Foundation Stage through to Year 6, are awarded points and certificates for thoughtfulness, being helpful, good work, and so on. Teachers use Class Dojo to award children points which feed into the whole school house point reward system.

Class points are given when children are behaving well as a class, eg: for lining up at playtimes and lunchtimes, keeping their cloakroom area tidy. These points are given by the teachers. Points are recorded by the teacher and displayed in class using the Class Dojo.

Class Dojo Points are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 point (recorded on class Dojo)
50 Points	Bronze Award
100 Points	Silver Award
150 Points	Gold Award
200 Points	Platinum Award

Awards will be presented in whole school assemblies and parents will be informed of their child's achievement.

Points can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school. If all children in a class achieve Bronze or Silver they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc.

The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day

When a child achieves a Gold award they will be invited to have afternoon tea with the Head Teacher. This will be held when a group of children have achieved the award.

When a child achieves their Platinum award they will receive a book voucher

Head teacher certificates are awarded to children who have tried hard all week. These can be for good work or good / improved behaviour. Children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

## **Sanctions**

We believe that developing the whole child enables them to take responsibility for their own actions, thus promoting self-regulation and proper regard for authority. This system relies heavily on the use of praise to modify behaviour and any success is recognised. However, when rules are broken there must be a consequence with only exceptional exceptions. Sanctions given are proportionate and consistent. Behaviour incidents are recorded and are categorised as either low or high level (definitions are included in the graduated scale below).

We recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

We use the Behaviour Watch and the CPOMS systems to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined up approach and early identification of any issues. Keeping a record of incidents also enables data to be robustly and purposefully interrogated by the behaviour lead.



## St Joseph's Primary School – Graduated Behaviour Scale



STAGE	PERSON	ACTIONS
<b>Stage 1:</b> Low level incidents: <ul style="list-style-type: none"> <li>• shouting out</li> <li>• chatting</li> <li>• wasting learning time</li> <li>• not responding immediately to a reasonable request</li> <li>• moving out of seat without permission</li> </ul>	Class teacher/ Lead adult / TA	<ul style="list-style-type: none"> <li>• Verbal interaction</li> <li>• When behaviour is modified, child is praised.</li> </ul>
<b>Stage 2:</b> Continuation of stage 1 behaviours <b>Or</b> immediately if: <ul style="list-style-type: none"> <li>• discourteous</li> <li>• name calling</li> <li>• pushing</li> <li>• unwanted touching of another child</li> <li>• disrupting a lesson</li> <li>• high levels of unnecessary movement</li> </ul>	Class teacher/ Lead adult/ TA	<ul style="list-style-type: none"> <li>• Time out during break/lunch times Ks1: 5 minutes Ks2: 10 mins</li> <li>• Praise any modified behaviour, child to apologise</li> </ul>
<b>Stage 3</b> Persistent stage 1 or 2 behaviours  <b>Or</b> immediately if child not comply to previous sanction (s)	Class teacher/ Lead adult/TA  Key stage leader  Parents	<ul style="list-style-type: none"> <li>• Child to complete any missed work during their next break (lunch/break as appropriate) and to apologise</li> <li>• Child to be put on Behaviour Spots outside head teacher's office or staffroom</li> <li>• Key stage leader informed.</li> <li>• Contact with parent/carer at the end of the day</li> </ul>
<b>Stage 4</b> Persistent and escalating previous stages of behaviour <ul style="list-style-type: none"> <li>• Fighting/ hurting another child</li> <li>• Swearing</li> </ul>	Class teacher  Behaviour Lead  Parents	<ul style="list-style-type: none"> <li>• Child sent to Key stage leader</li> <li>• Child to make up lost learning time during break</li> <li>• Parents telephoned to discuss the situation</li> <li>• Child to apologise verbally and/or in writing as appropriate to age etc.</li> <li>• Behaviour Lead to be informed and monitor through Behaviour Watch</li> </ul>
<b>Stage 5:</b> Continuation of stage 4 behaviours <b>Or</b> immediately if <ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Self-harm</li> <li>• Engaging in actions that could harm others</li> <li>• Bullying- all forms</li> <li>• Threatening- high probability of someone being hurt</li> <li>• Leaving without permission</li> <li>• Spoiling with intent</li> </ul>	Class teacher  Behaviour Lead  Parents  Headteacher	Behaviour lead to: <ul style="list-style-type: none"> <li>• speak to child and deal with the initial incident</li> <li>• put in place a support plan &amp; risk assessment</li> <li>• consider the involvement of other agencies</li> <li>• CPOMS incident recorded</li> <li>• speak to parents</li> <li>• sanction appropriate to the incident- loss of full play time or privileges.</li> <li>• consideration of behaviour diary.</li> </ul> Headteacher to be informed and consider, if appropriate, isolation or exclusion



**St Joseph's Primary School – Classroom Graduated Behaviour Scale**



STAGE	ACTIONS
<p><b>Stage 1:</b> Low level incidents:</p> <ul style="list-style-type: none"> <li>• shouting out</li> <li>• chatting</li> <li>• wasting learning time</li> <li>• not responding immediately to a reasonable request</li> <li>• moving out of seat without permission</li> </ul>	<ul style="list-style-type: none"> <li>• You will be spoken to about your behaviour</li> <li>• After you have changed your behaviour, you will be praised.</li> </ul>
<p><b>Stage 2:</b> Continuation of stage 1 behaviours <b>Or</b> immediately if:</p> <ul style="list-style-type: none"> <li>• discourteous</li> <li>• name calling</li> <li>• pushing</li> <li>• unwanted touching of another child</li> <li>• disrupting a lesson</li> <li>• high levels of unnecessary movement</li> </ul>	<ul style="list-style-type: none"> <li>• Time out during break/lunch times Ks1: 5 minutes Ks2: 10 mins</li> <li>• After you have changed your behaviour, you will be praised.</li> <li>• You will apologise</li> </ul>
<p><b>Stage 3</b> Persistent stage 1 or 2 behaviours  <b>Or</b> immediately if child not learn from the previous sanction (s)</p>	<ul style="list-style-type: none"> <li>• You will complete any missed work during the next break (lunch/break as appropriate) and to apologise</li> <li>• Key stage leader informed.</li> <li>• Your parent/carer will be spoken to at the end of the day</li> </ul>
<p><b>Stage 4</b> Persistent and escalating previous stages of behaviour</p> <ul style="list-style-type: none"> <li>• Fighting/ hurting another child</li> <li>• Swearing</li> </ul>	<ul style="list-style-type: none"> <li>• You will be sent to the Key stage leader</li> <li>• You will make up lost learning time during break</li> <li>• Parents telephoned to discuss the situation</li> <li>• You will need to apologise verbally and/or in writing as appropriate to age etc.</li> <li>• A record will be made of your behaviour</li> </ul>
<p><b>Stage 5:</b> Continuation of stage 4 behaviours <b>Or</b> immediately if</p> <ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Engaging in actions that could harm others</li> <li>• Bullying- all forms</li> <li>• Leaving without permission</li> <li>• Spoiling with intent</li> </ul>	<p>Mr Skye will:</p> <ul style="list-style-type: none"> <li>• speak to you and deal with the initial incident</li> <li>• speak to parents/carers</li> <li>• give sanctions appropriate to the incident- loss of full play time or privileges.</li> </ul> <p>You will be sent to the Mrs Dedman</p>

## **Parents/carers**

Parents/carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents/carers, teachers and children. Parents/carers should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents'/carers' Evenings and parents'/carers' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents/carers should recognise that staff will deal with behaviour problems patiently and positively.

## **Physical Intervention**

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. Any physical restraint will be carried out in line with LA guidelines. The child is removed and taken to the Head Teacher or Assistant Head, who contacts the child's parents/carers.

An Incident Form is completed and the situation discussed with the Head Teacher or Assistant head, who will work with the member of staff and parents/carers to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies - Social Services, Psychological Service, Pupil Referral Service, etc.

For further guidance, refer to the School Policy or DfES circular 10/98 *Use of Force to Control or Restrain Pupils*.

Staff have received updated Physical Intervention through Team Teach. <https://www.teamteach.co.uk/>

## **Managing Cyber-bullying**

Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated. Full details are set out in the school's policy on anti-bullying and behaviour. All incidents of Cyberbullying should be reported to the Head Teacher and will be recorded on CPOMS. Procedures will be followed to investigate the incidents/allegations of Cyberbullying.

## Personal Mobiles – Pupils

- Pupils are not allowed to have mobile phones during school hours or on school trips.
- We understand that mobile phones may be brought into school as a means of parent child communication before and after school. However, if a mobile phone is brought into school, the child must immediately switch off their phone and give his/her phone to reception. It will then be securely held until the end of the day, when the child will be able to collect it. The school will not be held responsible for any damage to devices on its property.

## Further information

### Useful Documents and Resources

DfES/Home Office	Social Inclusion: Pupil Support (Circular 10/99)
Stationery Office Chaired	Discipline in schools: Report of the Committee of Enquiry by Lord Elton 1989 (reprinted 1997)
DfES/ Home Office	Dealing with Troublemakers 1997
DfES	The Use of Force to Control 10/98 or Restrain Pupils
Folens Publishers	Primary Professional Development: Behaviour Management & Policy (FA6500)