



# 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: April 2024

Signed Chair of Governors: D O'Brien

A handwritten signature in black ink, appearing to be 'D O'Brien'.

Date of next Review: April 2025

# 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 wishes to provide a school environment that is safe and stimulating for the children in our care. 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. By sending your child to St Joseph's, you are agreeing to uphold and abide by this Behaviour Policy.

## 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 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. Children have a responsibility to engage in their learning, follow the school rules and accept responsibility for their actions. Parents have a responsibility to support staff in promoting good behaviour.

## Behaviour responsibilities

### **The Head teacher and Assistant Head teachers will:**

- Promote the school's Mission Statement and Whole School Rules
- Be positive role models
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout the school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with difficult behaviour
- Investigate and action significant behaviour incidents, updating Arbor and CPOMS
- Review the Behaviour policy yearly
- Ensure all staff are provided with high quality CPD to support with behaviour management
- Work closely with parents/carers of children displaying challenging behaviours

**All teaching staff will:**

- Explicitly teach the school's Mission Statement and Whole School Rules and routines to the children
- Make sure that they are always present to supervise the children in the classroom
- Prepare equipment and resources before each lesson
- Plan and deliver interesting, challenging, and well-paced lessons
- Work closely with lunchtime supervisors to promote good behaviour over lunchtime
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

**All staff will:**

- Promote the school's Mission Statement and Whole School Rules
- Be positive role models
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Apply rewards systems in line with this Behaviour Policy
- Apply sanctions in line with this Behaviour Policy
- Record all behaviour incidents on Arbor and CPOMs and notify a member of SLT
- Have a good sense of humour
- Be firm but fair, and will not be biased in their dealings with pupils
- Work hard and involve themselves fully in the life of the school
- Always be willing to listen, be patient and kind
- Treat people as human beings, are never sarcastic or put people down
- Support self-worth in all members of our school
- Talk to children about problems directly when they arise, either individually, or in small or larger groups as appropriate
- Liaise with parents/carers or other adults when necessary
- Realise the impact their behaviour has on others around them, and that behaviour and attitude is everyone's responsibility

**Children will:**

- Live out our school's Mission
- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work and play co-operatively
- Accept sanctions and be willing to apologise for their behaviour. They will reflect on their behaviour and think how they can make a good choice in the future

**Parents will:**

- Promote the school's Mission Statement and Whole School Rules
- Support the school's Behaviour Policy

- Discuss the school rules with their child, emphasising their support of them and, assisting, when possible, with their enforcement
- Work in close partnership with the school, discussing problems that may arise with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend parents' evenings

### Routines and Expectations

The first two weeks of the school year will be devoted to 'St Joseph's Charm School'. During Charm School we will explicitly teach, model and practice the routines and school rules for all children so that the routines become a habit. There will be continual reminders, reiterations, and reinforcement from all staff at all times. Reminders will also be given after each school break throughout the year.

#### **Classroom expectations:**

- Meet and greet your class teacher politely when you enter your classroom in the morning
- Follow instructions given by any adult first time, every time
- Always show respect for yourself and others: **S.T.E.P.S.** (see appendix A)
- Make sure you have all the equipment you need before entering the classroom in the morning
- Complete the morning task straight away
- Exhibit good learning behaviours: **S.L.A.N.T.** (see appendix B)
- Raise your hand before contributing in class unless instructed differently
- Speak clearly in full sentences when contributing to class discussions **S.H.A.P.E.** (see appendix C)
- Relish challenge and show resilience
- Stay focused and complete an acceptable amount of work
- Have pride in your learning and complete your work to the best of your ability
- Look after the school's equipment

#### **Playground expectations:**

- Play fairly with others and have fun
- Keep your hands and feet to yourself
- Follow instructions given by an adult first time, every time
- Show respect for others and the equipment
- Put the equipment away carefully so nothing gets lost or damaged
- Put rubbish in the bins provided
- Play with equipment in the designated zone
- Play in your designated zone
- Line up quickly and silently at the end of playtime
- Be kind to others and help those who are lonely

### **Corridor expectations:**

- Walk in single file
- Walk quietly unless asked to walk in silence
- Smile as you pass people in the corridor
- Only enter the corridors at the correct times
- Keep to the correct side on the stairs as instructed by your class teacher

### **Dining Hall Expectations:**

- Sanitise or wash your hands before eating
- Walk into the dining hall from the playground
- Line up quietly while you wait to be served
- Always use good manners, please and thank you
- Follow instructions first time, every time
- Sit with your chair pulled up to the table
- Use a knife and fork correctly
- Chew with your mouth closed
- Only touch your own food
- Talk quietly to other children at your table
- Tidy up after yourself. Scrape your tray until it is clear of food and put your tray on the pile making sure it is on the correct size pile and the correct way round.
- Pick up any food you drop and inform staff immediately of any spillages

### **Whole School Collective Worship Expectations:**

- Walk into assembly in single file and in silence
- Leave a space between you and the child in front to avoid being squashed when you sit down
- Wait to be instructed to sit down by your teacher
- Wait for the assembly to start in silence
- Join in with prayers, hymns and songs
- Show good learning behaviour: S.L.A.N.T
- Sit still and keep your hands to yourself
- Celebrate the success of others with appropriate applause
- Stand up and walk out of the hall in silence when instructed to do so at the end of the Collective Worship

## **Library Expectations:**

- Be quiet when using the library
- Return books to the correct place when you have finished with them
- Listen to instructions given by the librarians first time, every time
- Treat the books with respect
- Keep the library tidy
- Report a damaged book to an adult or a librarian
- Sit correctly on the furniture keeping your feet on the floor

## **School Trip Expectations:**

- Listen carefully to your teachers and follow instructions first time, every time
- Show respect and good manners to members of the public
- Use quiet voices to speak to your partner or adults
- Show respect for the place you are visiting
- Stay with your partner/group and adult
- Stay seated on the bus/coach with your seatbelt on until you are told to take it off by an adult
- Tell an adult if you are feeling unwell

## **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. Structures, boundaries and rules will be explained fully to the children and will be applied in a fair, consistent manner.

## **Reward 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.

We use the 'It's Good to be Green!' behaviour chart in all classes from EYFS – Year 6 to enable teachers to keep track of children's behaviour and as a visual aid for the children. At the start of each day all children are green. If a child follows the school rules for the whole day, then they remain on green. For exceptional work or outstanding behaviour, a 'Good to be Gold' card can be awarded and is worth 10 Class Dojo points. A 'Star of the Day' card will be awarded at the end of each day and is worth 3 Class Dojo points.

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

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.

Class points are given when children are behaving well as a class, e.g., 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 as well as applying a sanction to the child who is not.

Each week, the House Captains and Vice-Captains will collect the points for their house and record the running total on the house boards in the hall.

At the end of the year the children in the house with the most points will get a whole house reward.

The reward system is graded as follows:

50 Points	Bronze Award
100 Points	Silver Award
150 Points	Gold Award
200 Points	Platinum Award

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

When all children in a class have achieved a Bronze or Silver award, they may have an appropriate class treat of their choice: class party, class disco, additional art/PE, DVD etc.

The reward should reflect the achievement.

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 the 'Child of the Week'. This is for 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.

One child from each class will be awarded 'Work of the Week'. They will bring their work to the celebration assembly and tell the whole school what they have learnt. Their work is then displayed on the boards/walls outside the hall so everyone can see their work.

One child from each class will be awarded a 'Values and Virtues' certificate for demonstrating behaviour linked to one of the seven catholic virtues.

### **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 and negative behaviour incidents are recorded.

We use the 'It's Good to be Green!' chart to keep track of negative behaviours. If a child is not following the rules, then they are given a 'Stop and Think' card which is added to their place on the chart. At first this will be placed vertically to remind the child that they are displaying an unwanted behaviour. The next time the child does not follow the rules then the 'Stop and Think' card will be turned horizontally. The child will then need to speak to their teacher at the end of the session about their behaviour and apologise.

If they continue to make the wrong choice, then a yellow card will be added to the child's place on the chart. In some instances, a child will be given a yellow card straight away as indicated in the sanctions chart. This means that they will miss playtime or be removed to their partner class, if an incident occurs in the afternoon, for 5 or 10 minutes (5 mins EYFS and KS1, 10 mins KS2). The child will need to speak to their teacher about their behaviour and apologise.

If a child continues to make the wrong choice or for serious incidents, then a red card is added to the child's place on the chart. The child will be sent to the Head teacher or Assistant Head teacher (Mrs. Abel – EYFS and KS1 or Mrs. Stack – KS2). The child will complete a reflection form and an appropriate sanction will be given. The child's parents will be informed but for more serious incidents they may be asked to come into school to discuss what has happened.

If a child receives a red card in the morning session, then they will be reset to yellow for the afternoon. The sanctions they have received for the red card still stand.

See appendix D for the sanction charts.

When the rules are broken at playtime, these incidents are recorded on Arbor. This allows all members of staff to know if a child has already received a warning for their behaviour during the school day and the appropriate sanction can be given.

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 Arbor and CPOMS systems to record safeguarding concerns and behaviour incidents which 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.



## **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. 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	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (reprinted 1997)
DfES/ Home Office	Dealing with Troublemakers 1997 DfES
	The Use of Force to Control or Restrain Pupils 10/98
Primary Professional Development: Behaviour Management & Policy (FA6500)	

## Appendix A

**At St Joseph's we expect everyone to always do the following:**

### **S.T.E.P.S**

**Sir or Miss – every time**

**Thank you – every time**

**Excuse me – every time**

**Please – every time**

**Smile – every time**

#### **Sir or Miss**

At St Joseph's we always refer to staff as Sir or Miss. It is a sign of respect. All adults will treat all children with respect and be extremely polite. There is mutual respect between adults and children.

#### **Thank you**

At St Joseph's we say thank you when others do things for us. This comes naturally as we show that we appreciate everything that other people do for us.

#### **Excuse me**

At St Joseph's we know that manners cost nothing. We never push past or interrupt people. If we want to get past, we say "Excuse me!" very politely. Similarly, if we want to talk to somebody, we might say, "Excuse me. Could you help me with something?"

#### **Please**

At St Joseph's we always say please when we ask someone to do something for us. This comes naturally and demonstrates the kindness and respect we have for each other.

#### **Smile**

At St Joseph's we always smile and say good morning or good afternoon. We are always polite. When we greet somebody, we smile, when a teacher says hello, good morning or good afternoon to us in the corridor we reply with an upbeat, "Hello Miss!" or "Morning Sir!" and we smile.

## **Appendix B**

### **At St Joseph's we S.L.A.N.T.**

**Sit up straight**

**Listen carefully**

**Ask and answer questions**

**Never interrupt**

**Track the speaker**

At St Joseph's we S.L.A.N.T. in every lesson and assembly. When children S.L.A.N.T they learn more, they remember more, they develop more self-control and they demonstrate that they are polite young people who respect themselves, their peers, and their teachers.

#### **Sit up straight**

At St Joseph's we sit up straight, and we never slouch.

#### **Listen carefully**

At St Joseph's we listen intently to every single instruction given by any member of staff. We listen intently to our peers to show that we respect them and care about what they are saying.

#### **Ask and answer questions**

At St Joseph's when we ask and answer questions, we always put our hands straight up in the air and wait for the teacher to respond, unless a teacher directs a question at someone. Calling out is not permitted.

#### **Never interrupt**

At St Joseph's we never interrupt teachers or our peers when they are talking. If we call out there will be a consequence as we are disrupting the teaching and learning of the class.

#### **Track the speaker**

At St Joseph's we keep our eyes on the teacher whenever he or she is talking. We keep our eyes on our peers when they are answering a question to the whole class or when one of our peers is talking when we are working together in small groups.

## Appendix C

### At St Joseph's we S.H.A.P.E. when we speak in class:

Speak in full sentences

Hands away from your face

Articulate

Project your voice

Eye contact

#### **Speak in full sentences**

At St Joseph's we speak in full sentences when we ask and answer questions in class.

#### **Hands away from your face**

At St Joseph's we make sure that our hands are away from our face as we speak.

#### **Articulate**

At St Joseph's we speak clearly and never mumble.

#### **Project your voice**

At St Joseph's we speak clearly and loudly so that the whole class can hear us.

#### **Eye contact**

At St Joseph's we confidently make eye contact with the person we are speaking to. We show we care about what they are saying.

# It's Good to be Green!

## LEVEL 1 - STOP AND THINK

Child to speak with their teacher at the end of the session and apologise.

## LEVEL 2

Child to speak to their teacher at the end of the session, apologise and miss 5/10 minutes playtime.

Child removed to partner class for 5/10 minutes. Child to speak to the teacher on their return and apologise.

(5 minutes EYFS and KS1, 10 minutes KS2)

## LEVEL 3

Child removed to partner class for the remainder of the lesson or child sent to HT or AHT  
(SS KS2 and RA EYFS and KS1).

Child to make up lost learning time during the next break and will work at a table outside HT's office

Child to complete reflection form and discuss this with an adult.

Parents will be informed by the class teacher or a member of SLT and may be asked to come into school for more serious incidents.

Sanctions given appropriate to the incident.

Partner classrooms for level 2:

EYFS and Year 1

Year 2 and Year 3

Year 4 and Year 4/5

Year 5/6 and Year 6



# Dojo points, praise, stickers

## LEVEL 1

### STOP AND THINK

- wasting learning time
- moving out of seat without permission
- not responding immediately to a reasonable request
- refusing to S.L.A.N.T.
- lack of care for school property
- being in the wrong zone at playtime
- entering the school without permission at playtimes
- other low-level disruptions

## LEVEL 2

- repeated level 1 behaviours
  - being disrespectful, e.g., answering back, eye rolling, shrugging
- name calling
- unwanted touching of another child
  - pushing
- rough play
- being unkind

## LEVEL 3

- repeated level 1 or 2 behaviours
- deliberately hurting somebody
  - swearing
  - bullying
  - racism
  - spitting
- spoiling with intent
- engaging in actions that could harm others
- threatening behaviour
- leaving without permission