

St. Joseph's Catholic Primary School



Behaviour in Our School

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Our school vision statement is *"To protect with love all of God's gifts!"* In order to help us to work towards this vision we believe that everyone in school has three basic rights:

Everyone has a right to learn
Everyone has a right to be safe
Everyone has a right to respect

We also believe that with these rights come with very clear responsibilities:

Everyone has a responsibility to help others to learn
Everyone has a responsibility to keep others safe
Everyone has a responsibility to show others respect

All of our school rules are based on these rights and responsibilities.

Rewards

It is an important philosophy in our school that all of the staff actively look for opportunities to praise every child, meaningfully, every single day. We have a positive approach of praise, encouragement and rewards which raise the children's self-esteem, rather than a negative one of criticism and punishment. This approach is the most effective for the vast majority of our pupils.

There are a variety of ways in which pupils are rewarded.

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|---------|---|
| Level 1 | <i>Verbal praise, Smile, Gestures, Sharing work with own class, clapping, Pat on the back.</i> This is the most important Level. |
| Level 2 | <i>Table points, stickers, Stamps, Smiley faces, Class raffle tickets, Sharing work with another class</i> |
| Level 3 | <i>Show the work to a member of the Senior Leadership Team or other person who is important to the child, postcard home /telephone call/text home, Merit certificate presented in assembly.</i> |
| Level 4 | <i>Star Pupil Award presented in assembly</i> |

Running alongside these rewards will be an opportunity to build up smilies that are exchanged for a Gold Card.

20 smilies = 1 Gold Card

40 smilies = 2 Gold Cards

60 smilies = 3 Gold Cards

At the end of the term pupils with the most Gold Cards have a visit to Waterstones in town, where they can choose a book to take home.

House Points:

All pupils across Key Stage two are allocated to a house team. The teams are:

Red: St. Rosalie Rendu

Blue: Saint Theresa

Yellow: Oscar Romero

Green: Saint Martin De Porres

House points are earned through showing good behaviour and manners out of class This includes walking around the school, lunchtime manners, lining up in the playground, tidying the cloakroom etc.

Individual pupils or teams can be awarded house points.

Each week the house points are counted by the Junior Leadership team and announced in Merit assembly. The winning team for the week will have their colour displayed with ribbons on the House trophy and gain a tile on the house display. At the end of the year the team with the most weekly wins will have a celebration party in the hall.

A member of the Middle Leaders will act as a Head of House – encouraging and motivating the pupils to work together and gain more House Points

Dealing with Inappropriate Behaviour

When dealing with any low-level inappropriate behavior the intention is always to stop the behaviour and quickly get on with teaching and learning.

The majority of the time inappropriate behaviour can be changed by everyday strategies.

These include:

- praising pupils nearby who are following the instructions
- looks
- gestures
- saying the child's name quietly

An adult raising their voice, being confrontational, sarcastic or trying to humiliate a child is inappropriate and ineffective in changing behaviour.

Visual Consequence System

A visual traffic light system is used in all classes with green showing good learning behaviour, yellow (In KS2) showing first verbal warning, amber showing the second verbal warning (All year groups) and red showing a sad face with consequence (All year groups).

All pupils begin each day in the "Green" area of the visual behaviour chart.

Exemplary learning behaviours and attitude to work will mean pupils names can move to the Gold section on the behaviour chart. *For pupils who are moved to Gold and remain there for the rest of the day they will be awarded a class raffle ticket or gift card. At the end of the week they can use their total number or raffle tickets or gift cards to gain a prize of increasing value.*

If a child continues to choose not to follow the school rules then the Teacher will use verbal warnings and reminders:

First Verbal warning and a reminder about the rule.

- *In KS2 pupils name is now moved to the yellow initial warning section of the behavior chart.*
- *In EYFS / KS1 this is purely a verbal warning and further opportunity to change the behaviour.*

Second Verbal Warning and rule repeated

- In KS2 the pupil's name is moved to the second warning or orange section on the behavior chart.
- In EYFS / KS1 the pupil's name is now placed on the orange verbal warning section of the behaviour chart.

There should be no need to use a raised voice when giving the warnings.

If the behaviour continues after two warnings then the visual consequence system begins.

Consequences:

Moving name to red –

- Name moved to the red area on the behaviour chart
- A class consequence given e.g. Time out chair/missing some of playtime. The length of time will be dependent on the age of the child (2 mins for Reception increasing to 5 mins In Year 6)

Name moved to red will happen for behaviours such as: Continued talking in class during listening or quiet time, fidgeting, interrupting, chewing, tapping, not settling to work, shouting out which all disturb the learning of the class

If a child continues with their behaviour they will be given two verbal warnings that they could receive a second consequence

Name on red with a number 2 – further consequence

Number 2 is placed next to the name in the red area

- Details of the behaviour are noted in the class behaviour book.
- A further class consequence given e.g. Time out chair EYFS /missing some of playtime / missing favourite activity. The length of time will be dependent on the age of the child (4 mins for Reception increasing to 10 mins In Year 6) any missed work needs to be completed.

If a child continues with their behaviour they will be given two verbal warnings that they could receive a third consequence

Some behaviour would mean double consequence straight away, for example, using resources inappropriately, hurting someone on purpose, refusal to complete an appropriately set task

Name on red with a number 3 – further consequence

Number 3 is placed next to the name in the red area

- Details of the behaviour are noted in the class behaviour book.
- Loss of any privileges within the classroom
- 10 - 15 minutes time out in another class with appropriate work to complete (A slip with a brief explanation of the behaviour to be sent with the child and accompanying adult)
- Full break time detention, supervised by class teacher (15 minutes)
- Class teacher informs parents of child's behaviour at the end of the day or by phone.

If a child continues with their inappropriate behaviour following two further warnings they will be taken to the Assistant Head Teacher.

Some behaviour would mean Level 3 consequence is given straight away, for example name calling, leaving the classroom without permission, intentional swearing, inappropriate use or damage to resources, intentional disruption of the learning and this would result in the intervention of the Deputy Head.

Deputy Head Intervention

Removal to the Deputy Head

STEP 1:

- All class privileges are removed for the rest of the week.
- Details are recorded in the Behaviour Book.
- A formal letter to be sent to parents from the Deputy Head.
- Restorative justice session with the Deputy Head before returning to class.
- An appropriate length of lunchtime detentions are given to be spent with the Deputy Head, or Assistant Head or Learning Mentor.

Some behaviour would mean removal from class and taken to the Deputy Head straight away, for example aggressive behaviour which puts others in danger of being hurt, aggressive verbal abuse to peers and / or adults, running out of school, bullying or stealing.

*The teacher will inform the child that their behaviour is completely unacceptable and so they must go to the Deputy Head. **An explanation slip needs to be sent with the child and accompanying adult.***

STEP 2:

Following a further incident of unacceptable behaviour the child would be removed and taken to the Deputy Head.

- All class privileges and after school clubs are removed for the rest of the week.
- Details are recorded in the Behaviour Book.
- An internal exclusion to another class for half a day.
- Deputy Head to inform parents by phone call and a formal letter.
- Restorative justice session with the Deputy Head before being taken to another class with independent work provided by the class teacher.
- An appropriate number of lunchtime detentions are given to be spent with the Deputy Head or Learning Mentor.

STEP 3:

Following a further incident of unacceptable behaviour the child would be removed and taken to the Deputy Head.

- Parents to be invited to a behaviour review as soon as possible.
- A behavior report is issued for the next two weeks with a further review booked at the first meeting. The report must indicate the targeted behaviour which is specific to the unacceptable behaviour incidences. An ABC behavior record sheet is to be used by all adults in the child's classroom. A reward or further consequence is discussed and agreed.
- Learning mentor is assigned to support the pupil with their behaviour.
- Details are recorded in the Behaviour Book
- An immediate internal exclusion to another class for half a day.
- Deputy Head to inform parents by phone call and invites to the review.

- Restorative justice session with the Deputy Head before being taken to another class with independent work provided by the class teacher.

If improvements are not seen within three days the further behaviour review is brought forward and the use of an Individual Behaviour Plan is discussed. The class teacher will also be invited to the review. A review schedule is set up to discuss improvements or the escalation to a specified SEN need.

If the Individual Behaviour Plan and Learning Mentor support is not having a positive impact on improved acceptable behaviour Deputy Head meets with the Headteacher to discuss the next steps.

If an Individual behaviour Plan for Social and Emotional difficulties is not having an impact the SENCO will arrange a review to discuss SEN needs with a referral to the Behaviour Difficulties Team considered.

Racist Behaviour:

Racist name calling will result in immediate removal from class to the Deputy Head

Details of the incident must be written on a piece of paper by the adult who deals with the incident initially. A lunchtime detention will be given and a letter sent to inform parents of the incident. All racist incidents must be reported to the local authority through the termly monitoring. For any further racist incidents a meeting will be made to discuss with the child and their parents.

If Deputy Head is not in school or unavailable in a meeting:

The child is taken to the Headteacher.

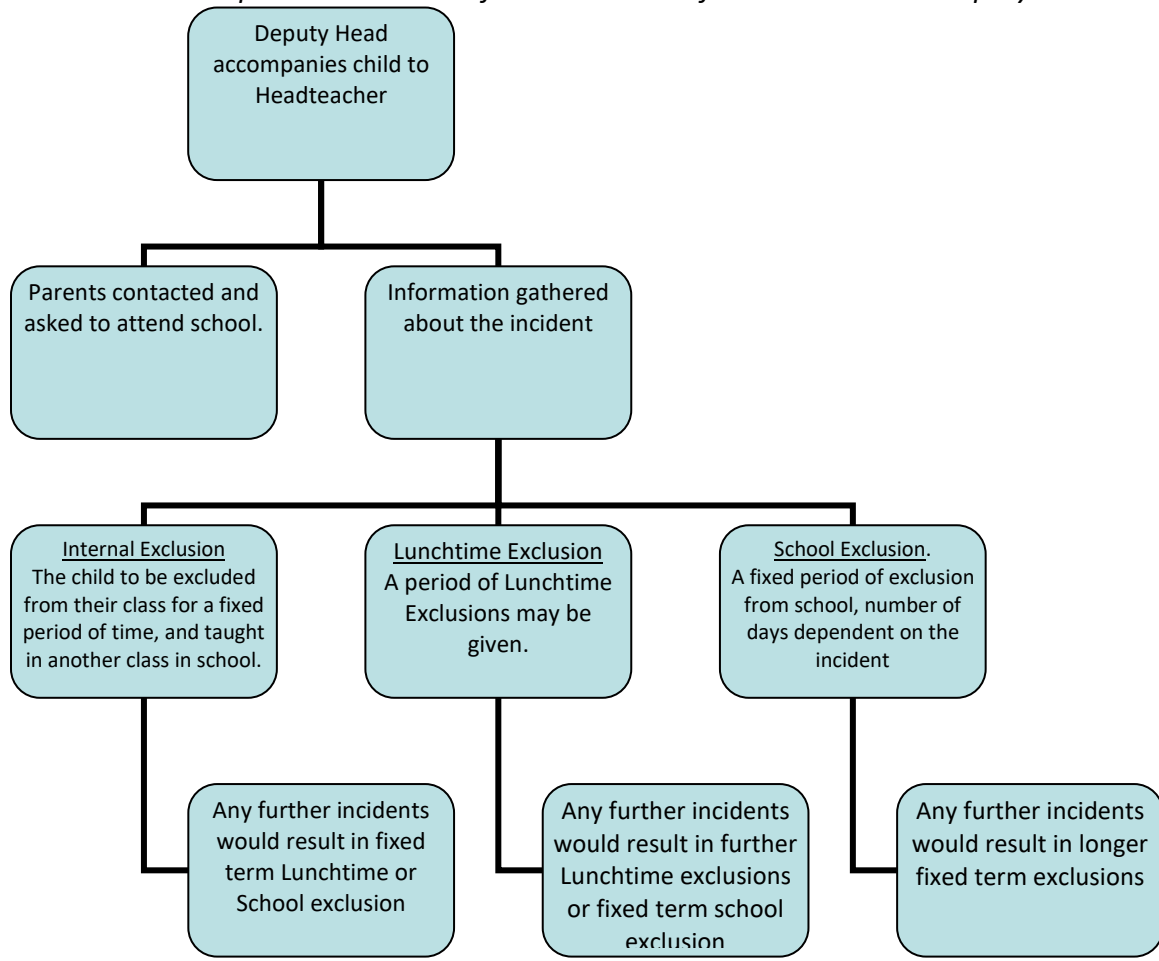
If the Headteacher is not available or teaching the options are:

- Child is taken to the Learning Mentor.
- Child is placed in another class with independent work given by the class teacher until the Headteacher is available.
- A written statement of the behaviour incident and where the child is must be left with the office who will pass it to the Headteacher once available.

Intervention of the Headteacher

In rare circumstances a child's behaviour may be so extreme and unacceptable to school that it would be necessary to have a period of exclusion which would be decided by the Headteacher. (If the Headteacher is not available the incident will be dealt with by the Deputy Head).

Examples of the types of behaviour considered worthy of a severe sanction are:
Assaulting an adult
Serious physical fight
Severe bullying or threatening behaviour
Possession of a dangerous item e.g. a knife
Possession of inappropriate items e.g. cigarettes, drugs
Continued unacceptable behaviour after intervention from Teacher and Deputy Head.



In very rare, exceptional circumstances it may be necessary to permanently exclude a pupil if the school could not guarantee their safety or the safety of others in the school.