

## **Introduction**

As a school we are constantly reviewing and updating all school policies in light of the needs of the children in our care. This policy has been written in consultation with all those expected to implement it, children, staff, teaching and non-teaching, parents, governors, education, psychologist and other outside agencies. This is working document and as such will be open to alteration according to changing needs.

## **Mission Statement**

Through embracing Catholic values, in an atmosphere of inclusivity and care, St. Joseph's is committed to outstanding practice in teaching and learning as the gateway to success, personal and community development.

## **Aims of the Behaviour Policy**

- 1** To promote and sustain good behaviour.
- 2** To value and appreciate one another irrespective of age, gender, creed, or race, and to acknowledge that everyone has a part to play with our school community.
- 3** To develop self discipline, the ability to learn independently and work co- operatively
- 4** To encourage and develop a sense of self-esteem and an awareness of the needs of others through self-discipline and a code of conduct.
- 5.** To provide support and guidance for everyone in our school community.
- 6.** To foster a caring attitude for the school environment, including the building inside and outside areas, equipment and personal effects.
- 7.** To acknowledge the vital role parents play in the life of the school.

## **Objectives**

- Enhance a feeling of self worth through encouragement and motivation.
- Create an atmosphere in which everyone responds positively in class, takes a pride in their work and shows both interest and attention.
- Provide opportunities for everyone to develop good communication skills and mutual respect for the rights of others.
- Provide engaging teachers and learning opportunities according to individual needs.
- Provide ongoing support for everyone in the school community experiencing difficulties
- Provide opportunities to promote and enhance pride in the environment through a range of cross curricular activities (e.g. nature walk, planting, anti-litter campaign, eco schools)
- Provide a welcoming environment which encourages parents to feel valued.

We believe that it is the duty of all staff at Saint Joseph's to actively teach the skills on which positive behaviour management is based.

They are taught through the school day by

- Staff modelling the skills directly
- Setting appropriate boundaries for pupil behaviour.
- Showing empathy and understanding of pupils.
- Listening to pupils.
- Showing respect and understanding to everyone in the school community.
- Providing feedback in an informative way to pupils.
- Using positive consequences to encourage the learning of inappropriate behaviours
- Teaching the skills through Circle Time.

### **School Rules**

These are positively framed to remind the children of what is expected of them.

- We come to school each day on time, prepared and ready to work.
- We respect and care for ourselves, others, our school and our environment.
- We play safely and stay within our school playground.
- We walk quietly in an orderly line and keep to the left when moving around the school and grounds.
- We wear our uniform with pride.
- We line up promptly when the bell rings

We communicate our school rules through a series of display boards strategically positioned throughout the school, modelling and communicating them to children through class discussions, school assemblies and pictorial representation. Parents are informed through curriculum meetings, monthly newsletters and other correspondence. All staff have a collective responsibility to reinforce the school rules. We motivate the children in our school to 'live the rules' through a motivation/reward system, the CAPPY programme (Character Approach to Problem Solving), Star Pupil etc.

### **Class Rules**

Class rules are negotiated and reviewed by each teacher with his/her class and they are displayed either pictorially and/or in written form in each classroom. These rules will allow the classroom to work well and provide a safe happy and busy learning environment. Playground rules will be established in the same way so that the playground is a safe, happy and fair place to be. As with the school rules parents are made aware of these during curriculum meetings. Copies of these are available on request. New children coming to the school throughout the year receive the School Prospectus and the class rules. Each set of classroom rules will embody these principles.

- We are kind to each other
- We put up our hands to speak
- We listen to adults and children

## **Staff Responsibilities**

- To treat all pupils fairly and with respect
- To help pupils to develop to their full potential
- To provide a challenging, interesting and relevant curriculum
- To create an environment which is safe and pleasant both physically and emotionally.
- To use positive and negative consequences clearly and consistently.
- To be a good role model.
- To form positive relationships with parents and pupils.
- To recognise and value the strengths of all pupils.

## **Parents' Responsibilities**

- To make children aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To show an interest in all their child does in school.
- To support the school in implementing this policy.
- To be aware of the school rules.

## **Pupil Responsibilities**

- To come to school ready to learn.
- To listen.
- To be kind
- To develop an awareness of the needs of others.

## **Positive Consequences**

The reward system is seen as promoting and sustaining positive behaviour from the children in our school. It enables them to see that their effort has been recognised and appreciated, boosts self-esteem and promotes effective learning.

We believe that fair and effective rewards should

- Contribute to ethos of the school
- Positively recognise and reinforce good behaviour
- Be available to all pupils
- Encourage pupils to take responsibility
- Be appropriate
- Reflect a variety
- Be consistent
- Provide opportunities for parental involvement
- Promote self esteem

We use the following positive consequences

- Non –verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the head teacher
- Stickers
- Certificates
- Shaking hands
- Pat on the back

- Letters home to parents
- Displaying work
- Good work/ deeds assemblies

We believe that it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed.

Children’s success both in their work and their behaviour will be measured against their previous performance rather than against that of other children in their class.

### Negative Consequences

There is no place for violence, bullying, racism, harassment, (sexual or other), vandalism, rudeness to adults or bad language in our school community and it will always be discouraged. Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviour instead. If a child misbehaves staff will ask him or her to stop the behaviour. If an incident has occurred it will be discussed with those involved. Whenever possible staff will encourage the pupils to try and resolve disputes themselves and to take responsibility for their own actions.

At Saint Josephs we have a system of logical consequences. Where possible inappropriate behaviour has a logical consequence that is set within the school community and is linked to that behaviour. For example a child who talks in class, and disturbs his classmates, might have to work by him or herself for a short while. A child who does not work as hard as he or she is able might have to miss out on his her free choice activity to finish the work set. These are not designed to punish the child, but to teach them that there is a consequence to inappropriate behaviour. In the following tables we have listed inappropriate behaviours and a range of negative consequences which might be used.

Table 1 Behaviours

Low Level	Moderate level	Serious Level
Using the wrong entrance	Poorly motivated	Lack of respect (use of bad language, insolence
Noisy	Poor punctuality	answering back)
Tale telling (KS1)	Swinging on seats	Stealing
Eating in class (moving towards moderate)	Poor lining up	Bullying
Chewing gum (moving towards moderate)	Untidy work	Physical abuse
No uniform (depending on frequency etc)	Continuous talking	Verbal abuse
	Out of seat	Walking out
	Shouting out	
	Not listening	
	Unprepared for school	
	Poor corridor behaviour	
	Tale telling (KS2)	
	Pushing / wrestling	

Table 2 Sanctions / Procedures

Low Level	Moderate level	Serious Level
Frown	Extra work	Involve home / school
Verbal	Move place/class /time	liaison teacher
repeat the activity	out	Weekly behaviour
properly	Isolation in class	report
Stand out	Telephone call	Involve parents
Reward others	parents	speaking to the head of
Stand beside the child	Letter to parents	KS1/2
Hand sign	Standing out in the yard	Send to principal
Warning 123	break time /lunchtime	Involvement of other
Related sanction e.g.	Loss of privileges	agencies
Completing work	Lunchtime detention	
Cleaning up mess.		

### Involving Parents

We actively encourage parents to take part in the life of our school. We believe that it is essential to establishing trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in the school booklet and through the monthly newsletter and curriculum meetings. Parents are welcome to come and discuss their queries at a mutually agreed time in the school

### Procedures in places when there is concern about a pupil's behaviour

If there is a concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher. This will allow the teacher to find out if there are any factors that might be effecting their child (for example bereavement, marital breakdown or if the child is unhappy in school) The teacher will then discuss how school and home might best work together to help the pupil improve his/her behaviour. This might involve extra encouragement and /or a chat with the pupil and his or her parents each week.

We always hope that the pupil will make progress but sometimes this is not the case and more support becomes necessary. At this stage the Special Needs Co –ordinator will become involved and an Education Plan will be drawn up. This will be discussed with the parents and the pupil.

The education plan will be reviewed after a short while on depending on the outcome of the review the plan may be continued or with drawn if progress has been very slow it may become necessary to engage the services of a specialist teacher or the educational psychologist assigned to the school. This will only be done with the parent's permission.

In very exceptional circumstances a child may be excluded from school. This will only be done if it is felt she/he is a risk to himself/herself or to the other pupils in the school. It may also happen if it appears that there is no other effective alternative. The Education Welfare Service will be ask to support the pupil and his /her parents and return to school will be negotiated with support if considered necessary.

## **In- Service Training Needs**

Training for staff will be accessed in line with the school needs.

## **Evaluation**

The effectiveness of the policy will be measured by

- An improvement in the children's skills
- A reduction on the number of pupils being 'sent to the head teacher's'
- A reduction on the number of pupils referred to external agencies.