



# **ST JOSEPH'S RC PRIMARY SCHOOL**

## **BEHAVIOUR POLICY 2024-2025**



## Our Mission Statement

**'Through love and service, with Jesus in our hearts and heads, we can achieve anything.'**

## Aims of the School

In St Joseph's we strive to welcome each person and enable them to recognise their unique God given gifts in the **love and service** of both God and others. To achieve this we will promote the following aims;

### As a Witnessing Community

Aim 1. To be a community of **welcome, worship, and witness** to our faith, encouraging positive interaction between the family, the school and the parish.

Aim 2. To develop the pupils' understanding in the **diversity and richness** of the **cultures** in our local community

### As a Word of God Community

Aim 1. To offer a **challenging curriculum** centered on Religious Education and characterised by **outstanding teaching and learning** to extend the children's progress and engage them in the Big Questions of the purpose and meaning of life.

Aim 2. To create a **stimulating school environment** that **celebrates** our Faith and pupil and staff achievement

### As a Worshipping Community

Aim 1. To celebrate the Word of God through **prayer, reflection and liturgy** as active learning experiences.

Aim 2. Inclusive worship helps pupils to develop their **relationship with God**

### As a Welfare Community

Aim 1. To foster the children's welfare, providing pastoral support which is **inclusive** and will enable them to **fulfil their potential**.

Aim 2. To create conditions that allows the staff and governors **to gain professional satisfaction** in their role and enable them to support the school's aims.

## Aims of this policy:

- To promote a love of learning and a thirst for knowledge which permeates through every lesson and wider school life
- To encourage children to have high expectations of their own behaviour and that of others
- To develop a whole school approach to promote outstanding levels of behaviour supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- To create a caring family atmosphere, thus ensuring high quality teaching and learning can take place in a safe and happy environment
- To tackle concerns together, when they occur, in a caring and sympathetic manner; with the goal of achieving excellent behaviour for all of our children



## **Guiding Principles**

In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects the values promoted by the school:

- **Respect self, fellow pupils, teachers and other adults**
- **Show tolerance towards others**
- **Respect their own and other people's property**
- **Be courteous, well-mannered and well-behaved**
- **Be honest, trusting and hard-working**
- **Take responsibility for words and actions**
- **Be friendly and co-operative**

## **Principles in Action**

These principles underpin our school ethos and are seen to be met when pupils:-

- **come to school each day and on time**
- **be prepared, by doing homework and bringing all the books and items required**
- **complete all tasks to the best of their ability**
- **work well with others**
- **listen to adults and act upon their directions**
- **are respectful at all times**
- **take care of all school equipment**
- **help to look after the school buildings and grounds**

## **Praise**

Praise is the foundation of our behaviour management at St Joseph's. We aim to always find and seize upon opportunities to praise all children, therefore developing their self-esteem and their sense of pride. We believe that praise, when used effectively, provides children with a clear understanding of what is expected of them and also the desire to meet these expectations.

## **Incentive Scheme - Rewards**

We have a number of ways in which we celebrate good behaviour which includes individual class rewards. These are unique to each class so that every year the children have something fresh and new to work towards. We also have whole school rewards such as Star of the Week, our SMART Pupil of the term award, the half termly 'Always child' reward and the Gold Card of the day which is awarded to three children in class each day; the final two being introduced by the School Council. Alongside these we have opportunities for the children to become School Council representatives, Sports Leaders and Chaplains – all of which require children to be excellent behaviour models for their peers.



## 'Good to be Green'

Each class devises their own set of rules at the start of a school year and this is displayed in the classroom and is closely linked with the Statements to Live By. Children participate in their creation so that they develop a clear understanding of the need for rules and the impact that following them has on themselves and others.

We have a consistent approach across the school for when children follow, or do not follow, these rules. This approach is called 'Good to be Green'.

### 1) Green Card

All children will have a green card displayed by their name every morning. Each classroom has a 'Good to be Green' display wallet individualised for the children in that class. The display is a visual representation of the hierarchical sanctions written below. The children's goal is to always maintain their green card as this is a sign that their behaviour is meeting the expectations of our school.



### Stage 1 – Verbal warning

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child. This takes the form of a verbal warning where children are made aware that they are responsible for their own actions and that breaking rules will lead to a yellow card.

### **Warning Card**

### Stage 2 – Yellow Card

A Yellow Card is issued when a verbal reprimand and reminder of expected behaviour has failed to have the desired effect. When a Yellow Card is given then the pupil must replace their Green Card with a Yellow Card and the class teacher must record this on the behaviour tracker; which includes a brief description of why a

Yellow Card has been issued. The child can then earn their Green Card back by meeting expectations of behaviour throughout the rest of the day.

If a child is issued with 3 Yellow Cards within a week a letter will be sent home to parents detailing the number of Yellow Cards and the reasons for them being issued.

### **Consequence Card**

### Stage 3 – Red Card

A Red Card is issued when a verbal reprimand and Yellow Card have been given and the disruptive behaviour has not ceased, it may also be issued where a pupil is continuously refusing to complete their work. However there are certain behaviours which will result in a straight Red Card and these are listed below.

When a Red Card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why. Then the class teacher must complete the associated letter pro-forma and send home to parents. If parents do not collect their child at the end of the day, then the class teacher will make a phone call home to parents to inform them of the red card incident.

Consequences of receiving a Red Card are:



- 1<sup>st</sup> Red Card - ten minutes time out within a partner classroom if during lesson time and removal from the playground to the headteacher's office if during break time
- 2<sup>nd</sup> Red Card - fifteen minutes time out within a Senior Leader's classroom
- 3<sup>rd</sup> Red Card or for ANY straight Red Card – sent to the Head teacher (or the Deputy Head teacher in their absence)

Class teachers may also decide that a loss of break time or play time at lunch is needed to make up for lost learning time. In cases of straight Red Cards the Head teacher or Deputy Head teacher will make this decision.

The headteacher, deputy headteacher and pastoral officer will use CPOMs tracking to regularly monitor behaviour. Where this monitoring raises concerns, parents will be informed and may be required to meet with the class teacher and / or headteacher.

### **Straight Red Cards will be issues for -**

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse

This type of behaviour is rare and it is the responsibility of the Headteacher or the Deputy Headteacher to deal with. They will ensure that all incidents are recorded. More than five Red Card incidents will result in parents being invited in to the school to meet with the Head teacher about their child's behaviour. Further incidents, in significant and serious cases, may lead to fixed term or permanent exclusion after consultation with the Governing Body and the L.A. Parents have the right to appeal to the Governing Body against any decision to exclude.

*N.B. Very serious incidents may result in the normal procedure being abandoned. Parents will be contacted to collect their child and take him/her home straight away.*

### **Teaching Assistants**

During lessons, led by class teachers, teaching assistants will bring to the attention of the class teacher any poor behaviour if necessary. The decision at these times to use the Yellow and Red Cards will remain the class teacher's. It is important that any straight Red Card behaviour is highlighted immediately to class teachers so that they can respond appropriately.

When working with a group, TAs must use the warning stage first themselves if necessary and then if this does not have the desired effect, then they must report the behaviour to the class teacher, who can then decide on the next action.

Teaching Assistant Level 3s, when providing class cover, will use the Good to be Green system, as set out above for the class teachers.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by a team of teaching assistants and school lunchtime organisers. The team is expected to maintain order during the lunchtime period by reminding children of the standard of behaviour expected. They will follow the principles and values set out above, focusing on praise as their main behaviour management strategy.

CPOMs will be used to log all incidents of when a child's behaviour has fallen below the expectations set. The pastoral officer, headteacher and deputy headteacher will be alerted to each of these logs. Any behaviour which warrants a straight Red Card will be reported to the Head teacher, or Deputy in their absence, who will follow the procedures laid out above.





Persistent poor behaviour at lunchtime will be brought to the attention of the Head teacher, or the Deputy Head teacher in their absence. This may result in loss of privileges and playtimes and parents will be informed. Parents will again be informed if there is no improvement in behaviour and in extreme cases the child may be excluded from the premises at lunchtime for a fixed period. This will be followed, if necessary, by permanent exclusion.

## Using Reasonable Force

At St Joseph's RC Primary School we exercise our power to physically intervene in situations only in rare circumstances of the utmost severity; such as to prevent pupils committing an offence, injuring themselves or others, deliberately damaging property or attempting to leave school premises without permission. In line with Keeping Children Safe in Education 2018, our school believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. Therefore we allow and support our staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the **professional judgement** of the staff concerned and should always depend on individual circumstances. Staff must be able to demonstrate how their response was reasonable and proportionate given the circumstances. All instances of the use of physical intervention are reported and recorded in line with the school's Physical Intervention Policy. Parents are also informed where the use of physical intervention has been used with their child.

## Parents

All parents are expected to support the school's Behaviour Policy. Parents can help by:-

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Knowing that learning and teaching cannot take place without school discipline
- Remembering that staff deal with behaviour problems patiently and positively and that staff accounts are to be trusted and their findings and decisions supported by all
- Attending Parent's Evenings, parent's functions and by developing informal contacts with school

Signed: ...A Schilling..... (Head teacher)

Dated: ...January 2025.....

Signed ...M Schofield..... (Chair of Governors)

Dated: .....12<sup>th</sup> October 2024.....

To be reviewed October 2024