

Our Lady & St. Joseph Catholic Academy

Behaviour Policy

September 2018

In accordance with both mission statements, at Our Lady & St. Joseph, we strive to secure a shared vision for all those in our school community. In order to achieve this successfully, we are firmly committed to the following aims and objectives.

Our Aims:

- To raise awareness of the presence of God in our Catholic school and in our life
- To develop the range, depth and quality of pupils' prayer life
- To enable reflection on experience, values and attitudes in the light of the scriptures and teaching of the church
- To raise self esteem, mutual respect and valuing of the human person recognising that all are made in the image and likeness of God
- To respect and celebrate difference in a multi-ethnic society
- To promote values which are secure and socially acceptable
- To support the academic growth and development of all

Objectives:

- To raise the self esteem of pupils and to develop their capacities for independent and critical thought
- To enable pupils to explore spirituality and faith
- To encourage the setting apart of moments for stillness and reflection
- To provide learning material and situations that encourage moral responses and obligations towards other people
- To help pupils explore what a person "is" and what gives value and identity to human life
- To promote racial, religious and other forms of harmony
- To help pupils recognise and respect the diversity of the different cultures represented in the school and the wider community
- To use art, dance and other creative activities to help pupils explore values and beliefs
- To help pupils develop personal qualities which are valued in society: thoughtfulness, honesty, respect for difference, moral principles, interdependence and self respect.

At Our Lady & St. Joseph, the expectations of high standards of behaviour for all pupils is fundamental to securing these objectives.

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God

Respect for others

Respect for other people's property and belongings

Respect for oneself

Rules, Expectations and Standards

Within the above framework, a set of clear rules have been negotiated with the Academy Committee, staff, pupils and parents, in order to establish an agreed code of behaviour in school. Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. Similarly, an agreed code of behaviour has been established with midday supervisors and all pupils. The following areas will be covered by the class rules:

- Working eg: we will always try our best with our work
- Talking eg: we will listen to instructions so we can work independently
- Manners eg: we will always say please and thank you
- Movement eg: we will walk around the school
- Safety eg: we will keep our classroom tidy
- Disagreement eg: say sorry when I know I am wrong
- Responsibility eg: we will look after our belongings and the school

Uniform

The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit. Hair should be conventionally cut and well groomed, at an appropriate length, i.e. not shaven. Shoulder length hair should be tied back. With the exception of watches and studs, jewellery is not allowed to be worn in school. Winter uniform is worn from September to February half term.

Role and Responsibilities

It remains the overall responsibility of the Principal, Deputy Principal and the leadership team to ensure that high standards of discipline are maintained on a daily basis. **However, at Our Lady & St. Joseph, we acknowledge the responsibility of every person- adult and child- in promoting and maintaining high standards of behaviour at all times.**

A 'Staff Code of Conduct' has been shared with all working within our school community.

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Pupils in Year 6 are allocated duties and responsibilities, including aiding staff in the supervision of younger pupils. The roles of the school council, learning council and worship team are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

Classroom Management

Teachers and Support staff to:

- Make sure that they are always present to supervise children in the classroom
- Prepare equipment and materials before each lesson
- Make sure pupils have access to necessary materials and resources during a lesson
- Display classroom rules clearly in the classroom
- Actively teach the class rules to the children
- Use praise to encourage pupils
- Refer to the class rules in praise and sanctions
- Be consistent in response to infringement of classroom rules

Speak quietly to model appropriate behaviour to pupils

Ensure they manage behaviour of pupils at all times

Water bottles will be used at break time and during the afternoon, to avoid distraction during key learning times- exceptions to this will be made during extreme weather

Movement Around the Corridors

Teachers and support staff to:

Make sure that children walk on the left side of the corridor

Ensure that children are supervised as they walk through the corridors as a class

All members of the school community will be expected to hold doors open if someone is behind them

Fair Rules

We will endeavour to provide and maintain a friendly, encouraging, secure, supportive and positive school environment in which we can all learn

We will endeavour to provide a pleasant and safe environment for all members of the school community

We will establish a set of school rules that are consistently applied across the school

At no time will anyone intentionally do anything that causes harm, offence, inconvenience or unnecessary work for other members of the school community

Whole School Rules

Whole school rules are colour coded so that they can be easily remembered

- ❖ **Show respect**
- ❖ **Move calmly and quietly**
- ❖ **Work hard, play fair**
- ❖ **Be polite**
- ❖ **Consider other people**
- ❖ **Dress to Impress**
- ❖ **Be honest**
- ❖ **Say sorry**
- ❖ **Ask: What would Jesus do?**

Practice and Procedures

Rewarding Achievements & Behaviour

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school.

The following methods will be used by adults to reward positive behaviour, good work or demonstration of positive personal values:

- Positive comments to individuals or groups
- Visual prompts to highlight individual's good behaviour, i.e. stickers
- The use of housepoints
- Teacher award for children working/ behaving exceptionally well

- Principal's award for children working hard and showing signs of improvement
- Star Worker certificates awarded in the weekly celebration assembly
- Pupils are awarded 'Top Table' cards which are distributed by the lunchtime supervisors
- A celebration assembly is held regularly in celebration of pupils' success in and beyond the school day
- Every Friday a 'top table' will be set for the class that has demonstrated best manners etc during the week
- Golden Time will be offered on a Friday at 2.30pm for all children who have not received a behaviour card that week.

Sanctions of Inappropriate Behaviour

The right of every child to access a broad, balanced curriculum through quality teaching and learning experiences, is fundamental to ensuring the highest standards of behaviour are maintained within every classroom. Procedures for minimising disruptive behaviour include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve. Staff are entrusted to manage inappropriate behaviour promptly and efficiently, in accordance with the school policy. Sanctions are used to discourage repetition of inappropriate behaviour. Sanctions should be:

Given immediately (or as soon as possible) after the undesired behaviour

Focused on the behaviour, not the person

Appropriate to the deed

Graded and hierarchical

Perceived as undesirable by the recipient

When applying sanctions, the teacher should:

Refer to the class rules where appropriate

Remain calm and non-emotive

Involve the child in negotiating own sanctions

Explain what behaviour is required

Restore relations as soon as possible

Should a child exhibit low level inappropriate behaviour (e.g. non conforming, disrupting other children, stopping others from working etc) the following will occur:

1. Warning
2. A second warning will be given

If inappropriate behaviour continues, the following colour phases will be applied:

Blue- The child is issued with a blue card and the behaviour that led to this are explained to the child.

The child may need to have 'time out' to reflect or to calm down- time out periods should be short and the reasons for seclusion explained.

In more serious instances, it may be necessary for a child to miss break time periods. During these times, children should be given specific tasks around school, or in cases involving disruption in class, they may be required to complete work from lessons. Children should not

be instructed to stand in corridors or face walls at any time. During outdoor breaks or lessons, 'time out' periods should not be excessive. Staff should take account of the circumstances surrounding the incident and consider the age and needs of the child before deciding on an appropriate period of time out. A text message will be sent to parents.

Orange- Once a child has three blue cards within the space of one week, they will be issued with an orange card. Parents will be informed by text and asked to call a member of the senior leadership team. A member of the leadership team will then work with the class teacher to consider strategies to use to support the child in modifying their behaviour. Three orange cards in one half term will lead to a lunchtime detention. Children will go straight to the orange phase for more serious incidents, including physical incidents or use of inappropriate language or comments.

Yellow- If a child gets more than three orange cards in a half term this will lead to a referral to the Principal who will invite the child's parents for a meeting to discuss the child's behaviour. At this meeting, a pastoral support programme will be put in place to ensure the child's behaviour and progress is monitored. The child will have specific targets and agreed sanctions and rewards from both home and school. This phase will last 2-4 weeks, at which point it will be evaluated. If sufficient progress has been made, the child will leave the phase. If sufficient progress has not been made, the child will move to the next phase.

Purple- this stage will be led by Jill Thomas- Inclusion Manager. At this stage the child clearly needs more support if they are to modify their behaviour. Another review meeting will be held with the class teacher, parents and IM and a very specific IEP will be produced. Support will be sought from outside agencies. The pupils will be monitored in lessons and their behaviour monitored by all staff through the school day. This will be reviewed in 2-4 weeks. If sufficient progress has been made, the child will revert back to yellow phase. If sufficient progress has not been made, the child will move to the next phase.

Red- A final review meeting will be held with the parents to explain this phase. The pupil will be removed from lessons and taught by a teaching assistant. Outside agencies would again be engaged to try to support the pupil. A specific set of targets would be set and then supported by intensive staff involvement. This phase will only last 2-4 weeks. If sufficient progress has been made, the child will revert back to purple phase. However, if sufficient progress has not been made, the matter will be passed to the Academy Committee Disciplinary Committee and could lead to an exclusion.

For a serious incident, including physical assault against another pupil or staff member, pupils will immediately be referred to red phase and dealt with appropriately by the Principal.