



*Archdiocese of Birmingham*

**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL**

**Fiennes Road, Banbury, Oxon OX16 0ET**

**Head Teacher: Ms Clare Smith**

**BEHAVIOUR FOR LEARNING AND WELL-BEING  
A POLICY STATEMENT**

At St Joseph's Catholic Primary School in Banbury, we believe that every child is a unique creation made in the image and likeness of God, uniquely precious and uniquely gifted. We believe that every child is **"called by name"** with a special service or gift to bring to the world.

We want our children to go forward from St Joseph's with a deep sense of their duty and responsibility to others. Through our teaching, reflection on the Gospel values and promotion of virtues, we endeavour to instil in our pupils a "habit of mind and action which genuinely serves the common good" (Cardinal Vincent Nichols, Archbishop of Westminster).

We believe that:

- if we nurture gratitude in our pupils, they will practise generosity;
- if we nurture attentiveness in our pupils, they will practise discernment, make good decisions in their lives and accept responsibility for their actions;
- if we nurture compassion and love in our pupils, they will treat others with respect and they will learn to empathise with those who suffer poverty, injustice or violence;
- if we nurture faith and hope in our pupils, they will have the confidence to contribute positively to the communities in which they live and inspire others to be hopeful for the future;
- if we nurture eloquence and truthfulness in our pupils, they will be honest and respectful in their relationships with others;
- if we nurture wisdom and a desire to learn in our pupils, they will use their gifts and skills for the benefit of others and will contribute positively to others' lives;
- if we nurture curiosity in our pupils and engage them actively in their learning, they will become lifelong learners who are tolerant and respectful of difference and diversity;
- if we nurture a strong conscience in our pupils, they will have the confidence to lead by example, reflecting God's love to others and striving for harmony and equality in the communities around them.

## Aims

Our aims are:

1. to achieve high standards of learning and social behaviours for all members of the school community, based on resilience, responsibility, reflection and resourcefulness.
2. to ensure a calm, safe and caring environment, where individuals are valued, can reach their full potential and become life-long learners.

## **Principles behind the Behaviour Policy**

- All humans are created in the image and likeness of God and should be treated as such.
- Positive behaviours both in class and out of class are related to good mental health and self-esteem. These are fostered by the 'St Joseph's Learning Compass' which seeks to develop learners' **resilience, responsibility, resourcefulness and reflection.**
- Pupils who feel that they have control of their behaviours are more likely to develop the self-confidence and self-esteem to become life-long learners, and to develop the social skills which are essential to everyday life.
- Self-esteem is also developed when pupils know that their skills and abilities are appreciated and valued by others.
- Rules are kept to a minimum and expressed in positive terms.
- There are incentives, rewards and recognition for a wide range of academic and non-academic achievements. Opportunities are sought for rewarding all children for good behaviour.
- Sanctions are incurred for poor behaviour. Sanctions are fair, fitting and firm. This does not mean that they are flexible.
- All staff agree the principles which underpin rewards and sanctions.
- There is a healthy balance between rewards and sanctions.

Praise is used to encourage positive behaviours. Where individual behaviour causes unhappiness to others, disruption or damage, the use of sanctions will be necessary. These will depend upon the circumstances and upon previous action, which may have already been taken.

Where we have cause for concern, we will contact parents. Close consultation and an agreed approach from home and school are an important part of the school policy.

## **Achieving high standards in all behaviours**

### **Expectations for Pupils**

Our children must:

- come to school in correct school uniform and be ready to learn;
- always do their best by trying to be resilient, responsible, reflective and resourceful in their learning and in their relationships with other children and with adults;
- know that God calls us all by name; respect and value all those around them: children and adults;
- respect for the school environment and school property, and for the property of others;

- uphold these rules both in school and when representing St Joseph's in other locations such as on school trips or sporting events.

### **Expectations for Staff**

All employees of St. Joseph's RC School should promote positive attitudes and model the behaviours which we wish to see from the children. We aim to promote caring, supporting and encouraging attitudes through our own actions.

In the classroom:

- Staff must ensure that they create a positive, supportive, secure environment where children can show respect for each other, and learn in a calm atmosphere without distractions. Teachers influence classroom behaviour by ensuring pupils feel valued. The following are examples of good practice:
  - arrive in good time to welcome the children and start working sessions promptly;
  - be well-prepared and have clear expectations;
  - make sure work is set at an appropriate level for all children;
  - encourage good organisation and independence;
  - ensure that the classroom is attractive, clean and tidy;
  - ensure working practices show care of property and that children are expected to leave work areas and cloakrooms tidy after use;
  - maintain stimulating wall displays, including working walls;
  - praise and reward examples of good behaviour, effort and achievement.
- Positive vocabulary is used by all staff, both in and out of the classroom, to give encouragement and praise when it is due. This highlights expectation and raises self-esteem and aspiration.
- All adults in school should model and comment explicitly on the characteristics of effective learning which have been agreed as part of the 'St Joseph's Learning Compass'. These are **Resilience, Responsibility, Reflection and Resourcefulness**. Visiting teachers who attend St Joseph's regularly (for example PE, music, supply teachers) should be informed of this vocabulary and asked to include it when possible in their lessons.
- These characteristics must also be included in class discussion amongst pupils, in peer/self-assessment, and in dealing with situations which may arise in social situations outside lesson times.
- Each class must have a 'working wall' based on the 'Learning Compass' which serves to recognise and encourage behaviours which are resilient, responsible, reflective and resourceful. This should be somewhere prominent in the room.
- Children meeting behaviour expectations are thanked for their efforts, with a thank you sticker that is added to a communal display.

### **Expectations for Parents – to be shared with parents on the school website**

Parents have responsibilities which contribute to the conduct of their children, and these include ensuring:

- regular attendance and punctuality;

- that their child is properly dressed in correct school uniform;
- that their child has a suitable breakfast and a healthy packed lunch if school meals are not taken;
- that their child is properly equipped with any required materials, books, PE kit etc.
- that homework is completed on time and to the expected standard;
- that they support school policies on the use of mobile telephones and social media;
- that school is kept informed of situations or events at home which may have an impact on their child's behaviour.

Parents need to cooperate with the school in matters of behaviour and reinforce the school's efforts at home.

### **Rewarding Good Behaviours**

1. **Learner of the Week** - Each week one 'Learner of the Week' certificate is awarded per class in the whole-school Celebration Assembly. This is for a specific learning achievement related to the St Joseph's Learning Compass. These certificates are awarded in the Friday Celebration Assembly to which parents/carers are invited. Parents/Carers must be informed at least 24 hours in advance if their child will be receiving an award.
2. **Golden Book** – Any adult may nominate a child, a group of children or a whole class to be entered into the Golden Book for outstanding behaviours or achievements. This is celebrated in whole-school Celebration Assembly, and a certificate given. The adult nominating the child should speak to Clare and Ann-Marie so they are made aware of any Golden Book Certificates which are awarded.
3. **Passport to Success** – children are awarded stickers or 'passport points' for incidents of positive behaviour, effort and achievement. Thirty passport points are required to complete the bronze passport, forty for silver, fifty for gold and sixty for platinum. When a child has completed a passport, he or she takes it to the Head Teacher or Deputy Head Teacher to be congratulated. The passport is then awarded in front of the whole school and parents in the Celebration Assembly.
4. **Class Displays - Recognition of good behaviour (both learning and personal)** is included on the Learning compass display in each class.
5. **Communal display – recognition of regular good behaviour (both learning and personal)** children who consistently show the expected behaviours earn a thank you sticker and this is added to the communal display, when this is complete all those children are rewarded.
6. **Verbal Praise** - In addition to giving appropriate praise in class, staff are asked to send children who have done particularly well to see the Head Teacher or Deputy Head Teacher so that they can be congratulated.
7. **Contact with parents** - Parents may be contacted by telephone or in writing to inform them of specific achievements or exceptional behaviours.
8. **Certificate for Excellent Behaviour** – at the end of each long term a certificate is awarded to every child who has received no warning at all on the class behaviour consequences sheet during that term.

## **Dealing with difficult behaviours**

Children may test the boundaries of acceptable behaviour in lessons or in social situations both in real life and online. When dealing with behaviour difficulties staff must be 'curious not furious'.

- Listen and remain calm. **Be curious not furious.**
- Establish the facts.
- Judge what action to take only when certain of the circumstances.
- Use sanctions and rewards fairly and make sure the individual knows and understands them.
- Seek to understand the reasons behind the actions and what might be done to support the child to avoid them in the future. This may involve informing parents, especially when there are patterns of negative behaviour.
- Promote positive attitudes in the school by sharing the responsibility for maintaining good behaviour.
- Log negative behaviour incidents on CPOMS and add the action taken to resolve the issue

## **Consequences of Negative Behaviour**

This is to be explained to children so that they understand the consequences.

1. The child will be given a verbal reminder to improve behaviour and stay on task.
2. If behaviour is repeated the child's name is written on the board.
3. If a child does not comply then he or she is given 5 minutes time out away from the rest of the class but within the classroom setting.
4. On the rare occasions that poor behaviour persists, the child is sent for time out to the Head, Deputy Head or Phase leader for 20 minutes or until the end of the session. All children should take work with them. Children may miss part/all of break or/and lunch to complete work missed in class due to poor behaviour choices.
5. If there is total non-compliance a member of the SLT will inform parents. This will be extremely rare and may lead to the child working away from the rest of the class for a fixed period.
6. All negative behaviour incidents that result in a child leaving their classroom or being disengaged from learning must be record as a negative behaviour incident on CPOMS.

## **Serious incidents**

Behaviour that is in any way discriminatory towards protected categories\* is dealt with as a serious incident. We do not expect nor do we accept any form of behaviour that illustrates a disregard for the dignity of a human. Any form of harassment, bullying, or shaming, in real life or online, is not tolerated.

If an incident of this nature occurs, the pupils involved are immediately brought to Clare or Ann-Marie and the situation is throughly investigated. Sanctions are implemented and parents are

informed and where appropriate invited into school for a meeting to discuss the behaviours – causes and consequences and next steps if the behaviour is repeated.

The incident must be flagged on CPOMS as a negative behaviour incident with the most fitting subcatergorisation.

### **Sanctions**

When a child has behaved inappropriately, it is important that he or she understands the consequences of their actions, and that things need to be put right with the people or environment affected. Sanctions may include:

- Missing one or more playtimes / lunchtimes.
- Cleaning up / making good.
- Interview with the Head Teacher, Deputy or a member of the Senior Leadership Team.
- Writing a letter of apology.
- Contact with parents – phone-call or letter.
- Interview with parents with expectation of sanctions imposed at home.
- Development of a behaviour plan
- Internal exclusion in school.
- In extreme circumstances temporary exclusion from school.
- In very extreme circumstances permanent exclusion from school.

### **Individual Management Plans (IMPs)**

In the case of persistent negative behaviours, Individual Management Plans may be implemented.

The SENCO and/or Deputy Head Teacher, as well as the class teacher and parents will be involved in the setting up of these plans. They will include a clear indication of the positive behaviours which are expected, and targets which are SMART: specific, measurable, agreed upon, realistic and time-limited.

IMPs will be reviewed regularly and parents kept informed of positive improvements, or changes required to the plan.

### **Exclusion**

The exclusion of a child from school, either for a fixed term or permanently is extremely rare and is used only as a last resort in order:

- to protect the education, or welfare of the pupil or others;
- to give the child time to reflect on the inappropriate behaviours and, if necessary, have a 'cooling down' period;
- to support positive behaviour in school by making clear that certain behaviour is unacceptable.

Only the Head Teacher (or Deputy Head Teacher in the absence of the Head Teacher) may exclude a pupil. *Local Authority procedures and the law on exclusions are followed at all times.*

**Fixed Term Exclusion:** The child is excluded for a limited period of time. The parents are informed in writing of their legal obligations whilst the child is excluded. Work is provided by the school for completion at home. The pupil and his/her parents attend a reintegration meeting with the Head Teacher or Deputy on the morning of the return to school. An Inclusion Support Plan may be put in place for children who are at increased risk of permanent exclusion. This includes weekly meetings with parents.

**Permanent Exclusion:** This is the final step in the process for dealing with the most extreme of behaviour. It is an acknowledgement by the school that it has exhausted all other strategies.

**Reasons for Exclusion may include:**

- persistently disruptive behaviour;
- persistently offensive language - racist, sexist, sexually inappropriate actions or language, language around sexual orientation, swearing – to staff and/or pupils;
- physical violence towards pupils and/or staff;
- unwillingness to accept sanctions;
- persistent bullying;
- refusing to follow instructions given by a member of staff, leading to potential danger to self or others;
- serious damage to property: vandalism, arson, theft;
- bringing an offensive weapon into school;
- substance abuse: tobacco, alcohol, drugs, solvents.

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Next Review: March 2023

\*Protected categories under the Equality Act: age, disability, gender reassignment, marriage, and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

## Appendix 1

### **Playground Behaviour**

It is our expectation that children endeavour to be resilient, responsible, reflective and resourceful in their social interactions as well as in the classroom.

Those on duty praise positive behaviour and promote play activities where possible. If behaviours are inappropriate children are asked to reflect on why their behaviour is unacceptable. Occasionally they are asked to stand out for a five minute 'cooling off' period. If negative behaviours persist, they are reported to the SLT member on duty, to the Class Teacher, Head Teacher or Deputy Head Teacher. 'Warnings' are given and negative behaviour choices are logged on CPOMS

Examples of unacceptable behaviours include:

- fighting, kicking, wrestling;
- swearing, verbal or physical bullying, name calling;
- propelling sticks, stones or equipment (other than balls);
- kicking balls on the playground;
- playing behind buildings, lifting other children and tying ropes around each other;
- failing to line up in the appropriate manner when asked.

### Lining up

- *At the start of the day* a member of the SLT is present on the playground and the doors to classrooms are opened at 8:40. The SLT member locks the school gate at 8:50 ensuring all pupils have entered their classrooms from the playground (those that are late enter through the office)
- *At the end of break and lunchtime* a bell is rung or a whistle blown. Children stand still. When asked they put away any play equipment they have been using. When asked, they move quickly and quietly to their line and stand in register order.
- Teachers collect their classes promptly from the playground at the end of breaks and lunchtime.

## **Appendix 2: Covid**

During times where Covid is high so alternative provisions for rewards or sanctions may be advised. These are:

### **Celebration Assembly**

While the risk of Covid-19 is still high, Learners of the Week will receive their certificates in a whole school celebration. Clare and Ann-Marie will update the celebration padlet and email parents about their child's award.

### **Persistent poor behaviour choices**

During Covid-19 restrictions, children will not be sent to phase leaders or other class rooms but to Clare and Ann-Marie. They will arrange for them to be supervised.