

**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL OTLEY, A VOLUNTARY ACADEMY**

MANOR SQUARE  
OTLEY LS21 3AP  
WEST YORKSHIRE

**POSITIVE BEHAVIOUR POLICY**

**ETHOS STATEMENT**

The School was founded by and is part of the Catholic Church. The School is to be conducted as a Catholic School in accordance with the canon law and teachings of the Catholic Church and in accordance with the Trust Deed of the Diocese of Leeds in particular:

1. Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
2. Religious worship is to be in accordance with the teachings, doctrines, discipline and liturgical norms of the Catholic Church;

And at all times the school is to serve as witness to the Catholic faith in our Lord Jesus Christ.

**MISSION STATEMENT**

This school exists for its pupils - to help their spiritual, mental, emotional, physical and social development.

This Catholic School is to provide an education, which has Christ at its centre.

The discipline policy is based on the Catholic ethos of the school in which all members of the community are respected and valued. It is included in the overall aims of the school which is to "provide an education with Christ at its centre" (School Mission Statement). The school aims to help pupils make informed responses to the religious and moral aspects of life. It hopes to nurture a respect, tolerance and understanding towards all races and creeds who may hold different beliefs and traditions to ourselves (Mission Statement).

**General Aims for the Whole School**

- Our school will be a caring society where each person is regarded as a contributor to the good of the whole.
- Ours will be a secure, thriving, growing community where learning both academic and social will continue regardless of age, ability, race, gender or physical disability.
- There will be an agreed level of minimum accepted standards, which, while adding to the group ethos, will not detract from individuality.
- Our school will be a secure and happy place where children can learn and play in safety, trust and confidence.
- PRAISE will be the hall mark of our discipline and each person will be proud to call it 'OUR SCHOOL'
- We will consider the child in all aspects of his/her development i.e. physical, intellectual, aesthetic, behavioural, moral, spiritual, emotional and social growth and we will foster all these in order for a child to learn.
- We will provide all our children with love, concern, praise, recognition, new experiences and the chance to be creative.

- We will enable our children to recognise their own self worth and to develop a good self-image and self respect so that they may learn to live and work together amicably and successfully within a secure framework of good discipline and good manners. Attitudes, interests and values learned in school are crucial to the development of the whole child.
- We will encourage high standards by offering a broad, balanced and differentiated curriculum to all pupils in a stimulating and purposeful environment, which enables all pupils to develop as fully as possible their abilities, interests and aptitudes.
- We will provide an environment which enhances self-esteem, confidence and respect and encourages pupils to be self-motivated with the ability to work independently and co-operatively. We encourage self-discipline whereby pupils take responsibility for themselves and their actions and that they become sensitive, tolerant and caring individuals with a clear understanding between right and wrong.
- We will develop an awareness and concern for the environment by encouraging pupils to take an active interest in its care and conservation and to realise the interdependence of individuals, groups and the wider world.
- We will establish positive relationships between the school, parents and the wider community.

### The St. Joseph's Code

#### Rationale:

- Our pupils make better progress when they behave well
- Our pupils make better progress when other pupils behave well
- Our staff can teach more effectively when our pupils behave well
- Everyone feels safe and secure when pupils behave well

Our key aim for Primary Education at St. Joseph's Catholic primary School is to:

**"Be Happy.....Have Fun.....Be Good.....Work Hard"**

This aim can only be achieved by supporting our school rules which were agreed between staff and pupils.

#### **These Are:**

- We take care of everyone and everything
- We tell the truth and are polite

We do what adults ask us\* e.g. to include '3-2-1- Stop', this means four things

- Be silent
- Be still
- Empty hands
- Eyes on speaker

**\*\* e.g. line up**

- Register order - and stay that way
- Silent
- Face the right way
- (only ever walk)

**(MUST BE PERSISTENCE BY EVERY ADULT ABOUT THIS AT ALL TIMES)**

- We walk quietly and sensibly around school
- We do our best work

The St. Joseph's code is used as the basis for the school's positive behaviour policy. It is discussed with the children in whole school assemblies at the beginning of each academic year and reinforced throughout the year during assemblies and day to day school life

**The code is displayed in the front entrance and in every classroom alongside the class rules and at various points around the school.**

*'Praise is the hallmark of our behaviour policy, where the school rules are intended to promote an environment which is safe and secure.*

*Balanced with a clearly defined system of rewards are equally clearly defined systems of sanctions which are used to encourage an agreed level of minimum accepted standards.*

### **Strategies for the development of self discipline**

- Actively promote trust and self motivation: children are to be responsible for their own actions.
- Encourage good behaviour by positive comments and praise, thus raising the children's own expectations
- Set realistic goals and ensure that success is achievable for all
- Avoid confrontation. Use diversion tactics in extreme situations e.g. separation and/or change of activity for a short time and then return to the group.
- Ensure that the children know what tasks to go on to next and provide sufficient purposeful tasks for the more able.
- Place equal value on all curriculum areas so that children give their best to each.
- Have high but realistic expectations of the children in relationships, curriculum, activities, behaviour and classroom organisation and ensure the children know what they are.
- Foster a sense of trust and belonging and contributing to a family group.
- Help children make informed choices.
- Give the children a sense of pride and self worth.

### **Increasing children's responsibilities**

Pupils should try to set themselves individual targets and agree class targets to improve their understanding of their own role in the learning process and how this contributes to raising standards. These class and individual targets set with the pupils may relate to learning, behaviour, attendance, classroom management, and induction. All supporting adults are involved in the process.

- Class members can describe how pupils are provided with the opportunity to achieve their full potential.
- Class members can describe their individual responsibilities and the contribution they are required to make to ensure the success of the class
- Class members understand the range of resources that are available to support their learning and how the resources can be used.
- Pupils can describe where the responsibilities lie for their development.
- Class members can identify actions that have taken place to address any needs.
- All new members, both pupils and adults, receive an effective induction into the class.
- The development of pupils' skills and behaviour is in line with the code of conduct.
- Pupil development is provided in a way that supports the unique needs of each individual.
- Adult members are effective in supporting the development of everybody to achieve their targets.
- Pupils can describe how their development has improved their performance and the class performance.
- Supporting adults know the impact of effective development of members on individual and class performance.
- The class gets better at supporting its members.

### **Class Council and School Council**

Each class is a council which meets regularly to enable pupils to discuss issues in school. Two elected representatives from each class council meet with other elected members to form the pupil school council. The school council meets with a member of staff to discuss concerns and issues in school. Election takes place annually.

Pupil councils help children develop an understanding of their abilities to create positive change by:

- Involving pupils in decision making
- Respecting pupils as partners in their own education, making a positive contribution to the school environment and ethos.
- Children listen to each other and recognise themselves as worthwhile individuals with a right to be heard.
- Children learn self-confidence, social skills and morally responsible behaviour towards each other and towards their teachers and support staff.
- Pupil councils enhance the influence of positive peer leadership.
- Involving the whole school community in developing and maintaining shared standards of behaviour.
- Every child learns from personal experience how to contribute to society as a whole and what it means to be an active citizen.

Anti-social behaviour becomes the responsibility of the class and consequently the authority of antisocial groups diminishes. Teachers are able to spend less time tackling issues such as bullying, disruptive behaviour, truancy, vandalism and exclusions. Teachers have more time for teaching, stress levels reduce, relationships between pupils and teachers improve and the learning environment becomes more effective. More importantly, pupils feel responsible as partners in their own education and are able to make the most of the learning opportunities offered.

### **Circle Time**

Participation in Circle Time enables children to have a sense of belonging to a group. It motivates those involved into a willingness to share thoughts, feelings and ideas. Circle Time initiates collective responsibility for the promotion of self-esteem and positive behaviour.

### **Children's Induction (Non Foundation Stage)**

Teaching Assistants will take responsibility for the induction of new pupils and ensure they settle well. They will be revisited after two weeks and then after half a term following their arrival. New children will be allocated a mentor/buddy to aid their induction and helping them feel responsible.

### **Buddy System**

All children new to Reception class will be allocated a buddy from Year 6. This is a powerful way to help all children experience positive social relationships and enjoy a fresh perspective on themselves as learners. Buddy partnerships allow older pupils to experience themselves as caring, competent and valued, whilst the younger children can experience themselves as worthy of special attention and kindness.

### **The benefit to older pupils**

- Experience themselves as responsible
- Experience themselves as caring
- See themselves as valuable helpers who contribute to the welfare of others.
- Feel important and appreciated in someone else's life
- Draw on their own life experiences in guiding others
- Make social connections and fit 'in' in ways they might not with their peers.

- Experience themselves as learners.
- Gain insight into the challenges of being a teacher.
- Have fun!

#### The benefit to younger pupils

- Receive one to one attention
- Feel part of an extended family
- Feel more comfortable around older children
- Learn from a role model who is only a few years older
- Participate in challenging activities with the help of an older friend
- Practise important language and thinking skills
- Have fun!

#### Designated Year 6 Responsibilities

- Reception Buddies
- Selling fruit at break
- Changing Ethos statements
- Office helpers
- Classroom helpers during wet playtime
- Library helpers
- OHP managers
- Giving out registers
- Watering flower tubs and baskets

#### Whole School Rewards

- **all pupils start on the green traffic light and can move up to silver then gold (instant visual record)**
- team points, class points ,Smiles/thumbs up,Teacher approval: continued use of praise where deserved, Peer group approval: achievement shown/shared with the class, Stickers/stamps,
- Sent to another teacher for praise/stickers, Small individual awards from class reward pots after certain nos of team points achieved, Golden Time - i.e. when whole class 'target' achieved, Exceptional behaviour to be recorded in the 'Sunshine Book' and announced at the Friday assembly and put in the newsletter, Stickers from the Headteacher
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#### Classroom Behaviour

Class teachers may also wish to supplement the whole school reward system in individual ways which may relate to the needs of the class or simply represent further recognition of good behaviour. Each teacher will establish their individual relationship with their class and establish class routines as part of the class mission statement.

#### Class Rewards Systems

In order to supplement individual rewards, we promote a sense of group responsibility and achievement through class rewards or treats. The class rewards take the form of a tally which accumulates to a given total e.g. keeping the cloakroom tidy, or on an ad hoc basis e.g. "The class has worked well/quietly/cooperatively this afternoon, so I will award 3 points/stars/etc." Class teachers will decide on a method of recording progress, perhaps in consultation with children.

#### Dinner Times / Break Times

The school's philosophy and ethos is shared with all those connected with the school promoting the adoption of a consistent approach throughout. Regular meetings are held with the Lunchtime staff and

the Head teacher. Rewards and sanctions will follow a similar system as in class. **Rewards** - as above with staff awarding individuals team points. Classes can be awarded a class point. 'Catch them being good' record sheet to be used at break/lunch times.

**Sanctions** - will follow the **non-verbal, amber, red (time out at the wall) or red card exclusion from the playground** system as in class. A weekly sheet will be kept similar to the class record sheet in which unacceptable behaviour is recorded. The DHT will monitor these on a weekly basis. Should a **red card / playground exclusion be given 3 times in one week**, that child will be **referred to the headteacher**. If the same child continues to misbehave, they may be asked to go home for dinners. Kitchen staff or dining room staff report any incidents and concerns to the lunchtime supervisor who in turn informs the class teacher and / or the Head teacher.

### Sanctions Hierarchy

Although praise may be the hallmark of our approach to behaviour management, there is a need to have a clearly defined set of sanctions that are known and understood by all the children. Warnings should always be delivered calmly and consistently and the rest of the class may or may not be aware that a warning has been given.

**Sanctions should be calmly delivered and the rule that has been broken clearly communicated.**

1. Child receives a **non-verbal warning**. (Can refer to Amber e.g. by pointing to it)
2. Verbal warning (**Amber**) - pupils name moved to amber traffic light and recorded on class record sheet
3. Child is moved to another place within the class (**Red**) and noted on class behaviour record)
4. Child is sent to another class with a **Red Card** - noted as E on class record (KS1 to Y2, KS2 to Y6 -Y2/6 to Y3)(Class teacher to keep a record of 'E's' - date, time, reason)
5. **Loss of playtime** and/or **part of lunchtime** to catch up work missed/not done well enough due to poor behaviour / reflection on behaviour ('My behaviour Reflection' proforma) (for red traffic light/red card)
6. Parents - contacted after 3 red cards /2 internal exclusions in one week, or regular on-going red cards/exclusions over a period of weeks
7. Child is kept behind **after school for detention** with the Deputy/Head teacher after liaison with parents
8. Parents are requested to come into school to see the Headteacher

**EACH CLASS TO HAVE TRAFFIC LIGHTS TYPE DISPLAY - RED, AMBER, GREEN, SILVER, GOLD STAR.** Children start the day on **Green**, they do not see-saw back and forth between amber and green - they can start the afternoon back on green ('2<sup>nd</sup> chance') - KS1 also after morning break. Even if on gold star a warning moves a child to amber to ensure consistency of treatment for all pupils/behaviours.

Class sheet to monitor ambers/reds/ exclusion to different class

Persistent 'offenders' to have individual record sheet which will be shared with parents (at meeting)

DHT will monitor class and individual record sheets on a weekly basis and action - e.g. refer to SENco / meeting with parents etc

Children who are regularly sent to the Head teacher and those identified with special educational needs on behavioural grounds may require personal behaviour contracts. These will be individually negotiated with the parents, class teacher, SENCo, head teacher and child involved as necessary. Persistent and serious behaviour may lead to fixed term or permanent exclusion.

**REMEMBER - always criticise the behaviour, not the child.**

The above system will work for the vast majority of pupils - there will be a very small minority who need something over and above / different to the above. These pupils will be discussed and agreed with SENCo/HT.

**Serious Offences by-pass the above**

Serious offences will be dealt with through:

- Involving parents in sanctions
  
- An agreed contract between pupil, parent, Class teacher, SENCo, Head teacher and Governing Body called a Pastoral Support Programme if appropriate.

**Support for Pupils who are at risk of exclusion**

St. Joseph's School will support children using a Pastoral Support Programme. This is a school based intervention programme to help individual pupils to manage their behaviour better, in particular for those whose behaviour is deteriorating rapidly.

The programme will:

1. Identify precise and realistic behaviour outcomes for the child to work towards
2. Be short and practical and administration kept to a minimum
3. Set clear targets for pupils, broken down into daily / weekly tasks (depending on the age of the child) which are both reasonable and achievable.
4. Identify the rewards that can be achieved for meeting the targets and the sanctions that will apply if certain behaviours occur.
5. Have an automatic time limit, e.g. 6 weeks.
6. Be reviewed at least half way through their agreed duration.
7. Act as a detailed record available to Governing Bodies and the LEA about the nature, outcome and intervention of pupils.

**Supporting Agencies**

- Pupil Referral Service
- Educational Welfare Officer
- Special Services
- Educational Psychologist
- Social Services
- School Nurse
- Community Police Officer
- The Under 8's Service
- Welfare Benefits
- Drug Support Agency

**Managing Exclusions**

Exclusions will be dealt with using the LEA exclusion procedures handbook. Exclusion means that the Head teacher will not allow the child to attend school. Only for the most serious of offences will an exclusion be given without first attempting an intervention programme.

At St. Joseph's School, exclusion will be deemed as the last resort after all other types of intervention and support have been offered. There are two types of exclusion: fixed term and permanent.

### **Fixed term exclusions**

This type of exclusion will be fixed for a number of days. Parents are informed of the length of time and the reason for it. Head teachers may exclude a pupil for up to 45 days in a school year but are usually for 3 days or less.

- Head teacher telephones parents
- Head teacher sends 'Notification of Exclusion'
- Where a pupil is excluded for more than two days the Head teacher should arrange for the pupil to receive schoolwork to be completed at home and marked on his/her return.

### **Permanent exclusions**

- This is the most serious type of exclusion and means that the Head teacher considers that the child should not be allowed back into school.

The Head teacher must

- Notify the parents of the permanent exclusion
- Notify the LEA

Exclusion will not be used for failure to do homework, poor academic performance, lateness or truancy, breaching school uniform policy or punishing pupils for the behaviour of their parents.

Approved January 2011

Revised and approved April 2013