

ST JOHN XXIII CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY



Mission Statement

**We aim for Excellence
with God at the Centre
of all that we think do and say**



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Behaviour Policy

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Aims of the School in Relation to Positive Behaviour

St John XXIII Catholic Primary School Behaviour Policy is an integral part of the School Development Plan and is a document that is regularly reviewed and updated as necessary.

The purpose of this policy is to reflect the school's vision and the aims and underlying ethos of St John XXIII Catholic Primary School .

This policy seeks to set guidelines that support;

- Effective learning and teaching
- Enhanced self-esteem and social skills
- Self-respect and in turn respect for others
- Independence , accountability and self-discipline
- Respect for property and the environment of the school and local community
- Appropriate skills and attitudes in relation to playground behaviour

The Need for Positive Behaviour

As part of our Catholic ethos we believe that each child should reflect the teachings of the Gospel and that behavior is an essential element of the school's ethos. It aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Positive behaviour creates the conditions for effective learning and helps to develop in children responsible attitudes, respect for others and values for life.

It is the view of St John XXIII Catholic Primary School that effective learning can only take place in an atmosphere where positive behaviour exists. In turn, instances of poor behaviour is conduct which prevents this, either when an individual hinders his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:

- (i) conforms to the reasonable expectations and requirements of the school
- (ii) is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

Whole School Approach

There is a whole school approach to promoting positive behavior. All members of teaching and support staff have been trained in the school discipline strategies. This includes both school rules and individual class rules, where all members of the school community have a part to play. Positive relationships are vital to facilitate positive behavior.

Implementation of a Positive Behaviour Policy should have at its centre a concern for the safety and well-being of the pupils. It should never be seen as 'punishment' but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. It may well be that 'punishment' - in the form of some sanction - is part of this training, but

generally discipline should aim to be positive.

Positive Steps Towards Positive Behaviour

(i) Pride in our school will be encouraged both explicitly and implicitly. Its history and the many family connections should be emphasised. The wearing of school uniform will be strongly encouraged as it gives a common sense of identity and is a policy agreed by the school's Board of Governors.

(ii) A positive, pleasant classroom environment will be created where children have meaningful work related to their ability, and where enthusiasm and industry dominate.

(iii) Pride in our school environment will be created by well-maintained grounds, clean buildings and attractive wall displays. Children will be encouraged respect these and help both actively and passively to maintain these.

(iv) Children will be encouraged to fulfill their potential both in the classroom and in extra-curricular activities.

(v) Respect for law and for religious and moral standards will be stressed at suitable opportunities.

(vi) Children will have a clear understanding of class and school rules and why they are important, with emphasis on reward, praise, good attitudes and setting a good example.

(vii) Children will be expected to exhibit good manners at all times. Adults should be addressed by title as appropriate i.e. "Yes Mrs. Cunningham". The use of "Please", "Thank you" and "Excuse me" will always be expected. Children will be able to model themselves on the example of staff in regard to courtesy and respect both to other staff and children.

(viii) At all times active supervision will be expected from staff to ensure the school's Positive Behaviour Policy is being adhered to.

(ix) Praise and the expectation of high standards of behaviour are ultimately more effective than sanctions.

The school has adopted the acrostic **SUPER** to promote the key elements of positive behaviour in St John XXIII Catholic Primary School

S	Safety	Always be careful and stay safe
U	Uniform	Wear our school uniform every day with pride
P	Property	Take care of our school and the belongings of others
E	Effort	Always give your best in all that you think do and say.
R	Respect	Be kind and considerate to others as Jesus taught us in the Gospels.

Parents and Positive Behaviour

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a much larger community where the interests of each individual have to be addressed in relation to the children as a whole. It is quite clear that a pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society. Therefore parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children, their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they therefore, have an obligation to promote the general policy and rules of positive behaviour expected by the school.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home and the supervision of homework.

It is also important for parents to be aware that their child may behave differently among their peers at school than they do at home. Therefore parents need to be willing to accept that their child may have behaved in school in a way which may seem out of character when compared to the same child's behaviour at home.

Rewards

It is part of the school policy to emphasise positive approaches in maintaining positive behaviour throughout the school.

Praise

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- a quiet word or encouraging smile;
- a written comment on pupil's work, or in a more detailed way picking out specific points or ideas that gave pleasure;
- a visit to a to a different teacher or to a more senior member of staff and/or the Headteacher, e.g. a written comment or Headteacher's Gold Book
- a public word of praise in front of a group, a class, a year or the whole school;
- public acknowledgement by presentation at an assembly or by giving some special responsibility;
- certificate for hard work at the weekly Praise Assembly
- prizes which reflect hard Work
- use of school reports to comment favourably, not only on classwork and academic achievement, but on behaviour, involvement and general attitudes;

- a letter to parents informing them specifically of some action or achievement deserving praise.

In the Classroom

Good teaching and positive teacher/pupil relationships are major contributors to positive behaviour. This in turn enables effective learning to take place and in order to achieve this goal the following strategies should be implemented;

- the encouragement of genuine involvement of all pupils in classroom;
- actively recognising children's different abilities and matching tasks to those abilities so that pupils regularly achieve success;
- the recognition and encouragement of children's individuality and the importance of self-esteem;
- attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions;
- the use of positive rather than negative language to communicate expectations and feedback to pupils;
- praise the child behaving well and thereby encourage conformity from the other pupils;
- giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed.
- the establishment of a small number of classroom rules which should be developed and discussed with pupils to encourage ownership.

School Rules

In order that pupils should behave responsibly towards themselves, towards others and towards their environment, there are certain areas of school life where it is necessary to indicate expected standards of behaviour.

Guidelines for Staff when Rules are Broken

These guidelines are designed to avoid negative and emotionally charged confrontations which are detrimental to both teacher and pupil. They are aimed at creating a positive learning environment where:

- people are courteous
- communication is practiced
- rules are reasonable, beneficial to the individual and the group
- the approach to discipline teaches self-responsibility.

The School adheres to a number of steps (1-5) in promoting positive behavior and limiting the time lost in the child's learning.

We use green, amber and red coloured forms for the children to complete as a way of encouraging them to reflect on their choices and to consider what they need to do to regain good learning behaviours and maximize their learning.

Step 1

Praise Positive Behaviour

The behaviour of another child behaving well in class will be highlighted in order to encourage others to behave in a similar manner.

Step 2

Verbal Warning

The child will be given a verbal warning that if they continue to make the wrong choice, then they will be given a time out within their classroom.

Step 3

Internal Time Out

Upon receiving and ignoring the verbal warning, a child will then be given time out at

a designated area in their own classroom. The time out is age related, thus a child aged 9 will have a 9 minute time out to think about their choices. They are given a green form to complete in which they reflect on what they have done and how they can adopt good learning behaviours.

Step 4

Time out in another classroom

If a child continues making the wrong choice, they will be asked to take time in another classroom with an amber form. Again, this time out is age related and the child will reflect on their choices before returning to their own class to resume working.

Step 5

Time out with the Head/ Deputy Head

If the previous steps are not working, then the child is asked to have time out with the Head or Deputy head. They are given a red behavior form to complete. Some behavior choices warrant a red form straight away. These include: Racism; damaging of school property; physical, violent contact towards adults or children. Pupils who bite another child or an adult will be sent home. Parents/Carers will be expected to come and collect them from the School Office immediately upon such behavior.

Lunchtime/Break Exclusions

Keeping a child in during break or lunch time or exclusion from class activities e.g. trips. Children who are involved in such must be supervised. ***Children however should never be placed outside a classroom unsupervised during a lesson.***

Intervention

If it is deemed that a child's behavior is serious the school will seek specialist assistance from an outside agency eg Behavioural Support.

Reduced Day

In exceptional circumstances it may be necessary to reduce a child's day at school.

This is always looked at as a short term arrangement and time in school will be increased as the child's behaviour improves.

Suspension

All decisions with regard to the suspension of a pupil will be undertaken by the Headteacher and the school's Board of Governors. All procedures will be in line with the agreed policy from LA and their advice and support will also be sought at this stage. Parents may also be asked to collect their child early from school if the behaviour displayed from a pupil is extremely disruptive or deemed to be impacting on the safety, well-being and safety of the other children in the class.

Expulsion

This is exceptionally rare and is an option open to the school's Board of Governors but will only be implemented in the most extreme case and all appropriate procedures will be adhered to closely.

All the above stages are descriptive rather than prescriptive. The procedure undertaken when a rule is broken will depend on the personnel concerned and the nature of the case. They are intended to be a flexible arrangement where guidelines only are offered to encourage and modify certain types of behaviour.

Teachers can only be responsible for the safety of children on the school premises for the duration of the school day and for the duration of after school activities and educational visits.

Safety and Expectations

- Children may begin to enter their classrooms at 8.45am. Classes begin at 9am.
- If children do arrive before this time it will not be guaranteed that they will be supervised. Similarly, classes are dismissed in the afternoon at 3pm. Children must be collected promptly at these times.

- Any change in the normal routine of travelling home from school by a child should be reported by letter to either the class teacher or Head.
- Children must not leave the classroom or school premises for any purpose during the school day without permission from the Head or class teacher and the child must be accompanied by a responsible adult.
- Children must wear the recognised school uniform at all times, unless given permission to do otherwise.
- Children must be properly dressed for all physical activities, i.e. Shorts / jogging bottoms / T-shirt/sweatshirt and trainers for outside games.
- There should be no boisterous behavior within school grounds at any time.
- Valuables, including large amounts of money, owned by the children must be left at home as teachers cannot accept responsibility for loss or damage.
- All monies brought to school, ie dinner, savings or fund-raising, must be carried in a purse, wallet or sealed envelope clearly marked.

- No item of equipment must be brought outside, or used without a teacher's permission.
- There should be no boisterous behaviour within school grounds at any time.

Courtesy

- At all times children must be courteous to each other, their teachers and all other adults at school.
- Children should remain quiet and respectful during school assemblies.
- Children must treat their own, other children's and school property with respect.
- Reasons for absences from school should be reported to the class teacher by letter following the child's return to school.
- Parents wishing to consult teachers will be given an appointment on request.

Use of Building

- Children must enter and leave the school building by the appropriate doors.
- Children must walk in an orderly manner inside the school.
- Children must keep to the left-hand side of all corridors when moving around the school.
- Children must line up outside their classroom in an orderly fashion until instructed by a member of staff to go in.

Signed by:

Chair of Governors

Date: