



BEHAVIOUR POLICY

United in Our Faith, Striving for Excellence

1. Policy Statement

St Joseph's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It has a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. It echoes our core values and our mission statement, 'Striving for Excellence, United in our Faith'.

2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning and to live as Jesus guides us.
 - To ensure that all learners are treated fairly, shown respect and to promote good relationships.
 - To refuse to give learners attention and importance for poor conduct
 - To help learners take control over their behaviour and be responsible for the consequences of it.
 - To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
 - To promote community cohesion through improved relationships.
 - To ensure that excellent behaviour is a minimum expectation for all.
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3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline

Three Rules

1. Ready
2. Respectful
3. Safe

How Will Staff Behave?

1. Model positive behaviours and build relationships
2. Follow up every time – retaining ownership and not passing on.
3. Value and respect all learners.

All Staff Everyday

1. Meet and Greet at the door
2. Plan lessons that engage, challenge and meet the needs of all learners.
3. Use a **visible recognition** mechanism throughout every lesson

Middle Leaders

1. Regularly celebrate staff and learners who go above and beyond.
2. Ensure training needs are identified and targeted.
3. Supporting colleagues to take responsibility – guiding and modelling – showing a unified consistency.

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders

1. Be a visible presence to encourage appropriate conduct
2. Having an 'Open Door Policy'
3. Supporting middle leaders in managing learners – showing a unified consistency.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Three Ways to Recognise Conduct That is Over and Above

1. Praise/Sharing Assembly
2. Positive Notes Home
3. Telephone Calls Home

Support Beyond the Classroom

1. Shared language and shared approach
2. Buddy system for staff
3. Team work from all staff

Alternatives to Exclusion

1. Mentoring
2. Positive progress report
3. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.

Consistency in Practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, key stage and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans



Consistent cultures of excellent behaviour management

When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted of challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

Recognition

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

At School and Classroom Level

- Recognition Board
- Positive Notes Home
- Telephone Calls Home
- Hot Chocolate Thursday
- Sharing Assembly

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. **Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Step 1: The verbal warning

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encourage.

Step 2: The written warning (written down so that only the class teacher sees it) and 30 second intervention

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d) Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Step 3: Time-out of the learning.

- The learner is asked to speak to the teacher (preferably away from others).
- Boundaries are reset.
- Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning.
- Learner is given 3 or 5 minutes of reflection time (away from the learning if needs be) and then is given a final opportunity to reengage with the learning / follow instructions.

Step 4: Time-out in another room.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. Another member of staff will escort the learner to a workspace outside the teaching room (not in the corridor) to do the learning. Learners can

only be sent to another classroom once in a day. Step 4 is skipped if cycle continues for a second time.

The learner misses the following break or lunchtime (whichever is first).

The behaviour is recorded on Scholar Pack.

Parents are informed by telephone the same day.

Step 5: Time-out with SLT.

If step 5 is reached, the learner is sent with work to spend the rest of the morning or afternoon session with SLT and both the following break and lunch times are missed. The learner also spends the following morning/ afternoon session out of class with work.

The behaviour is recorded on Scholar Pack.

Restore

Reparation meetings at St Joseph's Catholic Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At St Joseph's we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.