

**Our Lady and St. Joseph
Primary School**

Behaviour Policy

Our Lady and St. Joseph's Behaviour Policy

"Our Mission is to foster the Gospel values of Jesus Christ and to provide a high standard of education with equality of opportunity for all."

With this in mind and always considering our position as a Catholic school within a multiracial and multicultural society, we have endeavoured to involve all facets of our community in the formulation of this policy. The views and opinions of our staff, parents and most importantly our children are embedded in this policy.

A well-planned Policy, which is kept under regular review, will provide an effective tool for supporting the learning of all pupils in Our Lady and St. Joseph's School. This Policy was reviewed/amended in October 2010.

What Is The Purpose Of Our Policy?

- To provide a safe, calm and caring atmosphere for learning to take place.
- To ensure consistency, fairness and clear expectations.
- To support caring and co-operative behaviour, and to discourage anti-social behaviour.
- To enable pupils to develop social skills and moral values in the context of the school as a community.

What Should We Aim For?

- **We aim** to encourage high standards of behaviour, work, respect, speech and dress.
- **We aim** for everyone to respect themselves, every other person, their own possessions and those of others.
- **We aim** to demand a respect for property of the school from the daily materials to the school buildings and grounds.
- **We aim** to address incidents of bullying immediately. Verbal or physical bullying will not be tolerated in Our Lady and St. Joseph's School. We will deal with this problem through 'No Blame Approach to Bullying'. This seven-step approach is explained more fully in the Appendix attached to this Policy.
- **We aim** to be fully committed to the positive value of praise and motivation and to make good use of reward as recognition of high standards.
- **We aim** to recognise pupil's achievements and respond with appropriate praise and reward.

The Four Main Strands Of The Policy

- To establish clearly stated expectations about children's behaviour.
- To look at ways in which appropriate social behaviour can be encouraged and rewarded.
- To look at ways of discouraging inappropriate behaviour.
- To examine the various elements of school organisation and classroom management to ensure that they support the policy.

1 Establishing clearly stated expectations about children's behaviour

This section is heavily linked to the international UNICEF philosophy that the school endorses. As a Rights Respecting School, instead of establishing rules for behaviour management, the children are consistently reminded that with their rights come responsibilities.

Across the school, be it playground, classroom, dining hall, adults, posters and displays reinforce this Code of Conduct -

e.g. You have the right to learn.
You have the responsibility to listen.
You have the right to clean water and food.
You have the responsibility to keep the dining hall area clean.

This is a positive message, which reminds the children that they have global rights but global responsibilities too.

2. Encouraging and rewarding appropriate effort and social behaviour

We recognise that good behaviour and effort are related to positive attitudes. These are based on mutual knowledge, respect, shared values and the setting of known standards. Good behaviour and effort are only consistently achieved if staff works as a harmonious team.

It is imperative that good, appropriate behaviour and effort receive recognition, praise and encouragement from all staff. Examples should be shared with other children, other adults in school and parents. Through encouragement and praise we aim to make children responsible for their own

behaviour and achievements.

- In order to support on-going verbal and non-verbal praise, Our Lady and St Joseph operates a system of more tangible awards -
- WholeSchool Stay On Green Behaviour Management System - see end of Policy for detail.
- Hard work and Effort are recognised by the award of a congratulatory stamp or sticker at any time from teachers, support staff or Deputy and Head Teacher. This can be placed on children's books or on their person. All staff and children are encouraged to comment and praise the children on their achievement.
- **Praise** notes are awarded and sent home for effort and adherence to the **Code of Conduct**. These are collected throughout the term and when children collect 15 they are awarded a Bronze certificate, 30 and a silver certificate will be awarded and when a child has collected 45 they are awarded with a Smiley Face Badge! All Staff and children are encouraged to comment and congratulate children who receive these badges.
- Teachers and Playground staff award certificates at Friday assembly for **Stars of the Week**. Congratulatory stamps and stickers will be taken into account when awarding the weekly **stars** for effort and behaviour.
 - At the end of each term, a Good Book special award will be presented to 2 children from each class whose behaviour and effort have been consistently high throughout the term. The Head Teacher will also award one child from Year 2 and Year 6 with a Head Teacher's prize. The names of these children are recorded and kept in the **Good Book**.
- A prize is also given to one child in the infants and one in the juniors whose behaviour in the playground has been consistently high or has shown excellent improvement!

3. Discouraging inappropriate behaviour – sanctions

We accept that problems are natural where children are both learning and testing the boundaries of acceptable behaviour. At Our lady and Joseph we address the unacceptable behaviour and not the child so that self-esteem is neither lowered nor raised by the attention that that behaviour demands. Encouragement and praise will prevent most unacceptable behaviour but if this fails, less serious behaviour can be dealt with by non-verbal signs - eye contact, frowning, raised eyebrows, shaking head. It can also be dealt with by 'proximity control', e.g. teacher moves nearer to the pupil or the pupil is moved nearer to the teacher. The pupil might also be temporarily isolated from peers. This 'Time out period' must never be longer than one minute for each year of the child's age. Egg timers or Stop watches are used to remind the child when to return. Children must at all times be disciplined in an appropriate way, i.e. not humiliated in front of their peers.

- When a verbal reprimand is needed it should be given -
 - calmly but assertively - 'I mean it'
 - with confidence
 - delivered briefly, succinctly and clearly
 - referring to the behaviour and not the child
 - sometimes delivered with humour - not sarcasm
 - referring to the consequences of the behaviour **but not contain idle threats**

Examples of inappropriate behaviour are - swearing, spitting, physical violence, damage to property/trees, plants etc, rudeness to any member of staff or helpers, going out-of-bounds without permission and running or talking after break-time bells have been rung.

When a child's behaviour is deemed more serious then they are asked to complete a '**Thinking About My Behaviour Form**' this is useful to first give the child a *cool down* period before they will speak to an adult about their behaviour and secondly it encourages them to reflect on their behaviour.

These forms are completed and kept in the school office in case there should be a need to refer to them later. They are stored on the Shared Drive under staff admin. (See end of Policy for example.)

The adult dealing with the incident will then need to discuss with the child the behaviour and to decide on the next step. These could include:

- Time out in another classroom,
- Missed playtime/ lunchtimes,
- Time spent in another playground,
- Going to the deputy head's office or
- Speaking to the Head teacher about their behaviour,
- Time Out of the playground outside the Head Teachers Office,
- Letters home,
- Requests to see parents

(For further sanctions please see discipline policy)

Playground Procedures;

There are always two adults on duty at break time and lunchtimes. The adult on duty needs to make a decision about the next course of action if a child's behaviour is deemed unsafe.

When the incident is less serious e.g. climbing on the fences, arguing with peers, playing inappropriate games.

- Adults should remind children involved of the correct way to behave.
- Remind children of safety risks to themselves and others
- Suggest children have time out to think about their actions (Time Out Bench), see time out recommendations above

If the incident has been more serious (see above)

Follow the guidelines set out above for more serious incidents

4. School, curriculum and classroom management

'It is clear that the key to effective management is prevention. Effective managers prevent problems from arising in the first place rather than have special skills in dealing with problems once they occur.' Brophy (1983)

School Organisation

Wherever possible, situations should be avoided which present opportunities for bad behaviour, eg lack of supervision, unnecessary queuing, inappropriate tasks.

Clear expectations, alongside absorbed and motivated children, will eliminate many behavioural problems.

Behaviour problems are also less likely to occur if children are aware that adults can see them.

We aim to encourage the children to take pride in Our Lady and St. Joseph's School and its environment by -

- having high quality wall displays created by pupils and staff
- developing routines and rotas which encourage personal responsibility
- encouraging children to take a pride in their own, each others and the school's property

Curriculum Organisation

There is little doubt that if behavioural problems are not handled satisfactorily then the curriculum will be less effective. However, a stimulating curriculum can lead to less behaviour problems.

The broad aims of our school curriculum encompass -

- ensuring that children learn basic academic skills
- teaching personal and social skills and values
- teaching the ability to work and play independently
- teaching the skills of enquiry and information gathering
- teaching problem-solving and decision-making skills and encouraging creative thinking

Where pupils are actively and successfully involved in meaningful activities which meet these aims, the opportunity for behaviour problems to develop will be minimised.

We also need to bear in mind the relevance of curriculum activities and teaching methods. Unless activities and methods appear relevant to pupils, their motivation will suffer with subsequent consequences for behaviour.

In our curriculum planning we need to give thought to -

- the need for exciting and entertaining activities
- the need for a match between the child's ability and the activity
- the need for a match between the length of the activity and the pupils ability to concentrate
- the need for a balance between individual work, group and whole class work, and for a balance between teacher talk to the whole class, groups and individuals
- the need for a balance between work involving talking, listening, reading, writing and other practical activities

Classroom Management

The three key areas of Preventative Classroom Management are -

Classroom Layout

- Effective use of wall space and floor space.
- Arrangement of children's tables and other classroom furniture.
- Location of resources and equipment.
- Organisation of provision for children's personal belongings.

Getting the year off to a good start

- Advance organisation, eg layout, materials, apparatus, equipment.
- Spend time teaching children where things are kept.
- Spend time teaching and establishing rules and routines.
- All children should have fun and success on day one.
- Provide back-up activities for fast workers, which are fun and offer practice.
- Provide extension activities for pupils who grasp a concept quickly.
- Focus on the whole class at the beginning and end of each day. Offer regular feedback and praise.
- Show an interest in and respect for each individual child.

Developing Routines

- Entering the classroom.
- Getting out materials.
- Getting work marked.
- Getting the attention of the class.
- Changing activities.
- Making up non-completed work.
- Going to the toilet.
- Getting started and winding down/finishing off.

In conclusion, good discipline is fundamental to the ethos of the school. We all need to work together to sustain it and to ensure that children feel happy and secure.

Appendices

For the children

CODE OF CONDUCT

See UNICEF Rights and Responsibilities.

BEFORE SCHOOL

- Arrive between 8.50 am and 9.00 am (unless by prior arrangement). When the bell sounds you should stand still and stop talking until directed to walk quickly to your classroom for registration.
- No equipment may be used in the playground before school.

IN SCHOOL

When you move around the school, always walk sensibly, quietly and carefully. This is particularly important when moving through corridors, as you may disturb other classes at work if you are noisy.

BREAK-TIMES

Go out to play unless it is raining or you have permission to stay in with adult supervision. Ask the teacher on duty or lunchtime supervisor on duty if you need to go into school or fetch a ball from over the fence. Always walk back carrying the ball into the playground. Footballs can only be used in the KS2 playground.

The front of the infant playground is a quiet area and for Rec/KS 1. Always play sensible games. Football is played only at the back!

You should not play in the toilets. Go to the toilet and get a drink during break-times, not when the bell goes for the end of break.

Children using the infant playground must wear a tag to go to the toilet.
All children must wear a coat to school from October to March.
Remember to wear your coat into the playground every playtime.

GETTING ON WITH OTHERS

If you have difficulty getting on with someone, try to sort it out peacefully or walk away. If you can't, talk to the teacher or lunchtime supervisor about it. Make sure that you do not hurt anyone.

WHAT NOT TO BRING TO SCHOOL

Do not bring toys or sports equipment to school. On no account should sweets or jewellery be brought to school.

Mobile phones can be brought into school, however they must remain inside the pupil's bag and turned off whilst pupils are on school premises. We cannot take responsibility for lost/missing mobile phones.

LUNCH

Eat your lunch with good manners and talk only quietly. Help the lunchtime supervisors to do their job by being co-operative and respectful.

ASSEMBLY

Assemblies are times to be thoughtful. Come in and sit down quietly. Leave the hall calmly and return to your classrooms ready for work. Listen to the monitors!

Dear Parent/Carer please read this policy through with your child, help them to understand why we have certain rules and encourage them to follow them. Thank You.

I have read and agree to all the above.

Signature----- Child

Signature----- Parent

For the Staff, Parents and Children

THE NATURE, OF BULLYING

There are many definitions of bullying, but it is generally accepted to be -

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves against

Bullying can take many forms, but three main types are -

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making offensive remarks
- indirect - spreading nasty stories about someone, exclusion from social group, being made the subject of malicious rumours

Research shows that name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, or some form of disability.

When bullying has been observed or reported, then the following steps can be taken -

Step 1 - Interview with the victim

When the teacher finds out that bullying has happened, she/he starts by talking to the victim about the child's feelings. The teacher does not question the victim about the incidents but does need to know who was involved.

Step 2 - Convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.

Step 3 - Explain the problem

The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise the child's distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

Step 4 - Share responsibility

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step 5 - Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

Step 6 - Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.

Step 7 - Meet them again

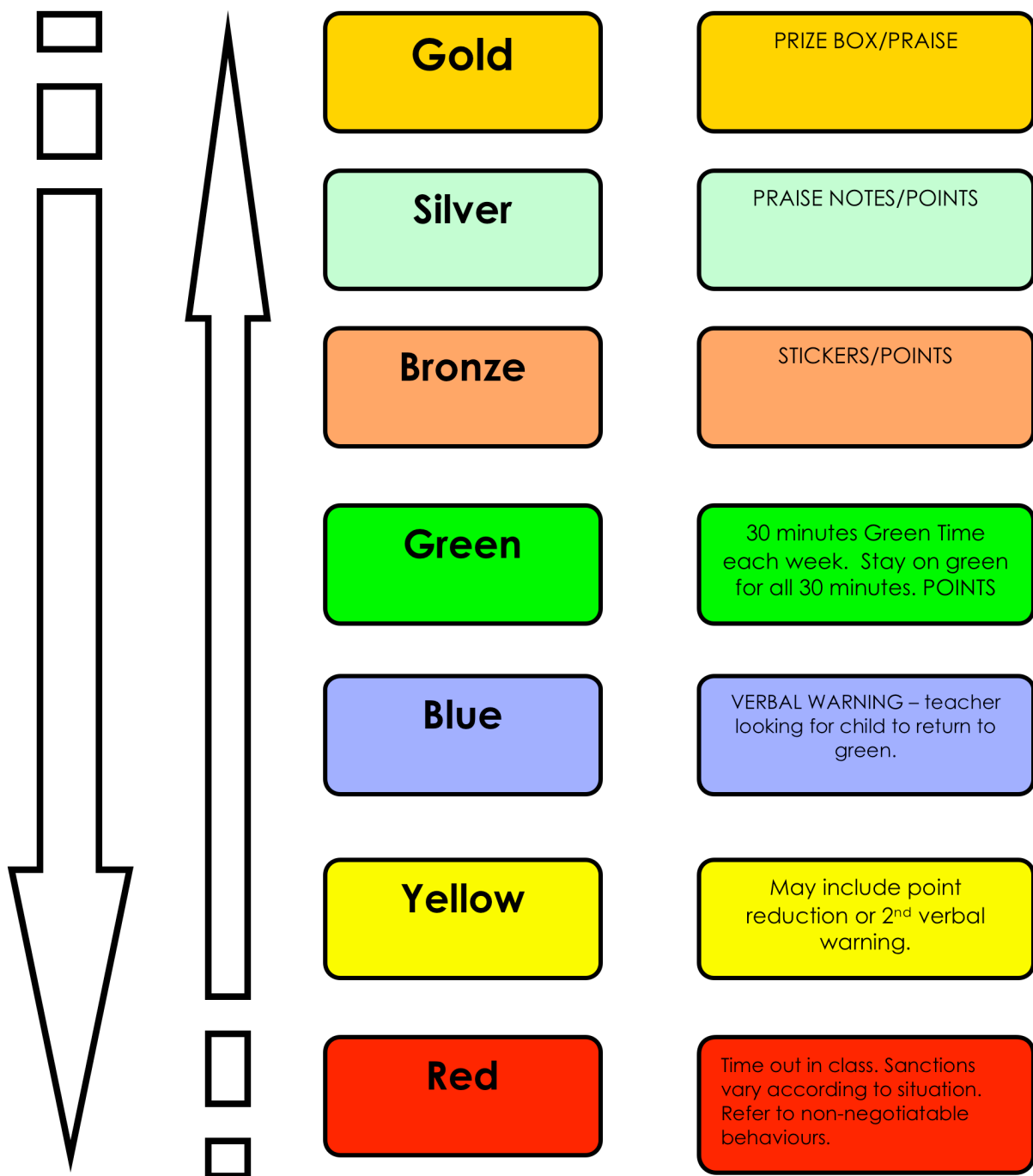
About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

We try to deal with bullying in a sensitive way and because some issues are not always obvious, parents and children are encouraged to confide in staff, so appropriate interventions can be made as unobtrusively as possible.

At all times we try work with the best interests of all the children in mind. Parents will be informed at any stage during the process if the teacher feels it is appropriate to do so.

For more detailed information refer to the school ***Bullying and Race Equality policies*** which are always available to read in the school office.

Stay on Green' – Visual Guide



Between each stage, children are given time for reflection and opportunity to change behaviour.

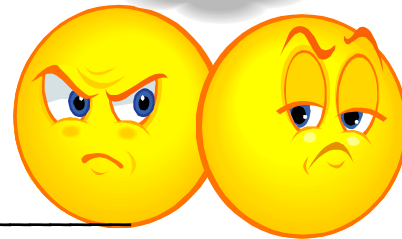
Warnings or reminders must be given before consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.

Thinking about my behaviour.

Name _____

Date _____ Adult involved _____



What rights were broken, what are my responsibilities? (Include an explanation of what happened).

What can I do to resolve the situation?

What will I do next time a similar incident occurs?

Signed:

Pupil _____

Adult _____

SORRY!

