



St Joseph's Catholic Voluntary Academy



"Believe Achieve, Succeed"

Under Saint Joseph's guardianship and protection, we will be supported to achieve and succeed in the things the Lord wants us to do.

Behaviour Policy

Reviewed: September 2023

Introduction

At St Joseph's School we aim to bring the children to an understanding that we are all members of God's family and as such we must have respect for ourselves, for other people, for their property and for all living things. We believe that it is essential that the example set to children by all the adults with whom they are in contact is one which demonstrates mutual respect. We also believe that all adults who are connected with the school must share the responsibility for establishing and maintaining the values that we wish to see reflected in the children's behaviour.

The foundations of our Behaviour and Relationships Policy is rooted in our St Thomas Aquinas Behaviour Principles (**see Appendix 1**). At St Joseph's our approach to behaviour and relationship is informed by The Attachment Research Community (ARC) to which we belong. As part of this community, we will endeavor to:

- Promote inclusion and prevent exclusion
- Develop effective strategies to support children and adults
- Provide high quality training for everyone in our setting
- Sharing our learning with the ARC network
- Working safely and with supervision

Our Behaviour Culture

At St Joseph's we have the highest expectations for the children's behaviour and learning attitudes, which are underpinned by our three promises:

1. Be kind
2. Work hard
3. Make the right choice

Rewards

1. Positive praise
2. Crests in the classroom and around school
3. Pom Poms at lunchtime
4. Dojos for homework
5. Golden Ticket (in recognition of excellent 'SLANT' during lessons, awarded to a child in class one before break, one before lunch and one at the end of day)
6. Child of the Week and Work of the Week celebrated in assembly and displayed in the hall
7. Bronze, Silver, Gold and Platinum Award

Whole School Crest System

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of crests. Crests may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort (SHARE)
- Displaying good manners and a caring attitude towards others (STEPS)
- Excellent learning behaviours (SLANT)
- Super walking in the corridors

Once awarded a crest can never be deducted

The reward system is graded as follows:

Any noteworthy behaviour	1 crest (recorded on class chart)
50 crests	Bronze award
100 crests	Silver award
150 crests	Gold award
200 crests	Platinum award

When a child achieves a Bronze award they have 5 minutes extra play at one lunchtime that week. When they achieve their Silver award, they will receive 10 minutes extra play and when they achieve their Gold award, they will receive 15 minutes extra play.

When a child achieves their Platinum award, they will receive a £10 book voucher.

If all children in a class achieve Bronze or Silver, they may have an appropriate class treat of their choice including class party, class disco, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day

Certificates

A weekly Celebration Assembly takes place on Friday, which is held virtually to invite parents and carers to attend. Each teacher will nominate one Child of the Week and one Work of the Week to be celebrated in this assembly.

Challenging Behaviour

All adults in class play a crucial role in building positive relationships with children. Connecting with children provides valuable insights into barriers and challenges which can be planned for or supported to enable all children to succeed.

Most importantly

- Be aware of potential problems
- Put support in place before behaviour becomes challenging

If problems arise

- Try to reconcile problem – best done privately
- Offer time to self-regulate - drawing / colouring, sensory games or reading

Manage situations by using our AIM approach:

- Actions – discuss what has happened and the actions of all involved
- Impact – discuss the impact of their actions
- Make it right – with the support of an adult, work together to agree a way forward: this could be to write a sorry card or letter/ work together to solve a puzzle or game / read a book together / discuss strategies to keep calm and practice them.

Consequences

At St Joseph's we use a traffic light system in every class. At the beginning of every day all the children start on green.

If unacceptable behaviour occurs:

Adult use positive behaviour management strategies:

e.g. A visual reminder such as a picture or poster, eye contact, pointing, praise those children who are making the right choices, use positive reframing to name the desired behaviour required – for example, listen carefully (instead of stop talking).

Step 1 Adult gives a warning:

Use the agreed phrase, 'This is a warning. I need you to...do you understand?'

Step 2 Adult gives a final warning:

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour – that their name will move onto AMBER.

Step 3 Adult moves child's name to Amber:

Child spends 5 minutes of breaktime or lunchtime with the class teacher having an AIM discussion (Action / Impact / Make it right). If a child's name appears on amber regularly, the class teacher will discuss the child's behaviour with parents.

Class teacher logs AMBER behaviour on Arbor.

Step 4 Adult moves child's name to Red

Child escorted to the Headteacher or Deputy Headteacher to complete their work and have an AIM discussion. The child will then miss 30 minutes from their next lunchtime. Class teacher to report the behaviour to parents. **Class teacher logs RED behaviour on Arbor.**

The Headteacher and Deputy Headteacher will monitor regular AMBER behaviour and if appropriate complete and AIM conversation with the child.

Before school

- Children and parents are welcome onsite from 8:30am when the gates open – all children must be supervised by a parent or guardian at this time.
- Class teachers' welcome children into their classrooms from 8:40am – 8:50am

Each child should know the structure to the start of the day e.g. Gathering on the carpet or begin early morning work.

In the classroom

- Children and the teacher should be organised in a tidy, orderly room which should be monitored at frequent intervals and especially at the end of the day.
- Children must always ask permission to leave the room.
- Exit from the classroom must be orderly and quiet and any work in progress should be left tidily.
- The teacher should ensure that the classroom and cloakroom are clear.
- We expect **SLANT** in every classroom (**Sit up / Listen / Ask and answer questions / Never interrupt / Track the speaker**).
- Our children are expected to **SHARE** their ideas (**Speak in full sentences / Hands away from face / Articulate / Respect others' views / Eye contact**).
- Our children are expected to show good manners around school using **STEPS** (**Smile / Thank you / Excuse me / Please / Sorry**).

Movement in and around school

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. We expect **Super Walking**:

1. ***Facing forward***
2. ***Walking at a steady pace***
3. ***In a straight line, on the left***
4. ***Hands by your side***
5. ***Silently***

Playtime / Lunchtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

All hot drinks taken outside should be in a safety mug. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. Teams can share supervision of indoor play allowing teachers a staggered break, provided that areas are not left unsupervised.

When dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should remind children to put on their coats at the beginning of playtime.

Any inappropriate behaviour at playtime should be dealt with by the teachers on duty or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention during playtime will be dealt with by a member of the support staff with first aid training.

Foundation to use KS1 toilets. KS1 and KS2 to use year 3/4 toilets.

Good Practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.
- Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Our staff will always:

- * Connect with children and build relationships
- * Know the children as individuals – show care and consideration
- * Set high standards and apply rules firmly and fairly
- * Avoid confrontation, listen to all sides
- * Look out for good behaviour, praising quickly and consistently
- * Praise the behaviour rather than the child

All St Joseph's staff will provide a positive experience for our children which will build their self-esteem. We will never:

- * Humiliate
- * Shout
- * Overreact
- * Use blanket punishment
- * Over punish

CHILDREN'S RIGHTS

- * To be looked after by caring adults
- * To be taught well
- * To be able to rely on an atmosphere conducive to learning
- * To be made to feel welcome
- * Not to be talked down to
- * To feel as important as anyone else
- * Not to be smacked or shaken
- * Not to be bullied
- * Not to hear swear words

APPENDIX 1



CMAT Behaviour principles

Each of the 23 schools within the CMAT has its own Behaviour Policy which is necessary to respond to the context of that school. That said, as a family of schools, we build our Behaviour Policies on the following 12 principles:

Clarity and simplicity:

1. Our policies will be clear, explicit, easy to understand and remember.
2. Our policies will have clear expectations, rewards and consequences.

Restoration:

3. Our policies will focus on justice and improvement, not retribution.
4. Our policies will reflect the teachings of Jesus: forgiveness, dignity, respect and loving kindness.
5. Our policies will be adaptive and acknowledge that one size does not fit all.
6. Our policies will be based on the highest expectations.

Relationships:

7. Our policies will be built on respectful relationships, encouraging positive mental health.
8. Our policies will show that everyone has a role to play in good behaviour: pupils, parents and staff.
9. Our policies will respect the unique dignity of all, and will celebrate success.

Communication:

10. Our policies will recognise that all behaviour is a form of communication.
11. Our policies will include a clear behaviour curriculum to teach our pupils how to behave well.
12. Our policies will focus on staff as positive role models, the support of parents, and the personal responsibility of our young people.

