



Roman Catholic Diocese of Hexham and Newcastle



# ***St Joseph's Catholic Primary School***

## *Positive Behaviour Policy*

All are welcome in St Joseph's where everyone is special, cared for and challenged to be the best they can be in our safe and happy school.

We strive to  
love justice, show mercy and  
walk wisely and humbly with God.  
We will love one another in Christ  
knowing that Jesus loves us very much.



**St. Joseph's Catholic Primary School**

*The Catholic Primary School serving the Parishes of St. Anne's, Winlaton & St. Joseph's, Blaydon*



## Positive Behaviour Policy

### Introduction

The Governing Body of St Joseph's has adopted this policy, based on Gateshead's L.A. Behaviour and Discipline Policy. This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, L.A. officers and inspectors. We are a Rights Respecting School. All children are born free and equal in dignity and rights. As a school, we ensure that discipline is administered in a manner consistent with a child's dignity.

### Rationale

St Joseph's Catholic Primary School believes that the Catholic ethos of our school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance as it:

- enables teachers to teach and pupils to learn
- raises self esteem
- provides a harmonious atmosphere
- is accepted and required in the wider society
- promotes Growth Mindset

### Aims of the Positive Behaviour Policy:

1. to fulfill all legal requirements to provide an orderly, fair, consistent and safe environment for all.
2. to provide an environment where effective teaching and learning can take place
3. to encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences.
4. to develop a whole school approach to behavior
5. to support the United Nations Convention on Rights of the Child (UNCRC) articles 1, 2,3, 5, 12, 13, 14, 19, 28, 29, 31, 40 and 42.

### The school recognises that pupils need:

- regular attendance
- to access a safe, stimulating environment
- to feel valued
- to be offered an appropriate, well-balanced curriculum with realistic expectations
- to have good role models
- to develop an understanding of right and wrong

### Children's responsibilities are:

- To work to the best of their abilities, and allow other to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school
- To co- co-operate with other children and adults

*We expect children to show good manners to all visitors and those they meet around school. Although school operates a positive discipline policy in which children are awarded for good behaviour, there are occasions when misbehaviour might prevent children from being included in club membership or representing school teams or attending trips outside of school.*

### **The school recognises that parents need:**

- to know that their children are safe and are going to be treated fairly
- to be welcomed into school as partners in their children's education
- to be well informed and involved with their child's life in school
- to know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

### **The Parents' responsibilities are:**

- to be aware of the school rules and expectations
- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in school
- to foster good relationships with the school
- to support the school in the implementation of this policy
- to offer a framework for social education

### **The school recognises that staff need:**

- teaching staff need to be able to teach without disruption
- to be supported by a clear and consistent implementation of the behaviour policy
- to work in partnership with parents
- to be supported by school staff, governors and other agencies
- to be valued, consulted and informed
- appropriate continuous professional development to promote positive behaviour management strategies.

### **Staff responsibilities are:**

- to treat all children fairly and with respect
- to raise children's self-esteem and develop their full potential
- to provide a challenging and interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to use rules and consequences clearly and consistently
- to be a good role model
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each is an individual, and to be aware of their (special) needs
- to offer a framework for social education

### **Implementation**

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:-

- PSHE curriculum
- UNCRC Rights Respecting Schools
- Celebrating achievement, recognising social progress
- Circle work
- Links with the community

### **Desired Behaviours/ Expectations**

To follow school rules, eg

- follow adult directions first time
- keep hands, feet objects, and comments to self
- be polite and respectful to others n move around the school in calm and quiet manner
- respect the environment and property of others
- do your best work and allow others to do the same

## Discipline around the School

### Classroom

- it is important that staff arrive before the class and begin on time
- be prepared for lesson
- extend and motivate pupils
- be aware of the danger points - areas of discipline problems - get there first

### Outside Classrooms

- always expect good behaviour and good manners
- encourage children to leave classrooms quietly
- be in control until children leave corridor
- always be aware of problems that may arise
- encourage children to respect environment, have pride in their school encouraging tidiness everywhere

### Rewards

#### Principles

- a consistent whole-school approach to reinforce and maintain high standards of behaviour.
- opportunities to reward, celebrate or reinforce good behaviour (eg assemblies)
- a differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour (eg house points)
- emphasis on rewarding positive behaviour

#### Strategies in class

- non-verbal (thumbs up, smile etc)
- verbal praise (use of name, specific praise)
- tangible rewards (stickers etc)
- class table chart
- house points
- work certificates
- Showing others their good work
- contact with parents (may occur at any stage)

#### Strategies for Positive Encouragement Outside of the Classroom

- ◆ celebration assembly
- ◆ gold book
- ◆ house points
- ◆ use of stickers

### Rewards

#### *House Points*

All children belong to a House.

These Houses are: -

**St. Aidan's, St. Bede's, St. Cuthbert's and St. Oswald's.**

House meetings are held on a half termly basis.

The class House point sheets are collected early on Friday in readiness for a whole school Assembly on a Friday afternoon. Final totals are given at the end of each term. More emphasis is to be given for recognising achievement.

Awarding house points needs to be significant. They have to be quite difficult to achieve.

### **When to give House Points**

- ◆ a marked improvement in work/behaviour
- ◆ good manners
- ◆ putting effort into work
- ◆ helping others
- ◆ caring for others
- ◆ sports awards
- ◆ taking part in competitions
- ◆ good behaviour - the extra curricular activities. (N.B. - never reward more than 5 points in one time)

At the end of each term, the House point totals are added and the winning house receives an award.

### **Pupil of the Week**

A Certificate of Merit (Pupil of the Week) is awarded to one child each week. There is no one reason for giving this award it may be for good manners, good effort in a particular curricular area or for homework etc. Mr Naughton, as Head Teacher also awards a certificate. If staff have anyone they would like to nominate then they should speak to Mr Naughton before the Friday whole school assembly.

### **Gold Book**

Each term Class teachers will be asked to nominate a child for the school's 'Gold Book'. This is a prestigious award and in recognition of their efforts they are usually rewarded with a book or book token.

### **Other Reward Opportunities**

- ◆ Recognition given to success
- ◆ Display of children's' work
- ◆ Praise for the way children deliver messages.

### **Behaviours to be discouraged**

bullying; physical and verbal  
violence of any kind (hitting, kicking, shoving, biting, spitting)  
abuse toward a person involving any of the protected characteristics  
verbal abuse (isolating, name calling, winding up, teasing, threatening, cheekiness)  
absconding, running out of school  
truancy  
repeated non-compliance with school rules  
destruction of property/ equipment  
stealing  
telling lies, blaming others  
persistent disruption of lessons  
refusal/non-compliance  
poor punctuality  
defiance

## Child on Child Abuse

Children can abuse other children. This is referred to as child on child abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Child on child abuse will not be tolerated. All staff at St. Joseph's will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

Each alleged incident will be recorded, investigated and dealt with on an individual basis, following our safeguarding procedures as describe in our safeguarding and child protection policy.

## Consequences

### Principles

- staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response
- when pupils choose not to follow school rules, consequences should be consistently applied
- consequences will fit and will be clearly explained to the pupil
- the system will not damage relationships
- consequences will make a clear distinction between minor and more serious offences
- consequences will be flexible enough to take SEN into consideration
- the punishment of the whole group should be discouraged

### Discipline hierarchy:

- Any pupil who is not behaving as expected in a lesson will have their name written on the whiteboard as an initial warning. If they improve their behaviour their name will be wiped off the board.
- If a pupil misbehaves again then the consequence is that they will be issued with a tick against their name.
- A pupil will miss part or whole of their breaktime/lunchtime and spend time with a member of staff if their behaviour fails to improve.
- A situation may occur when a pupil's behaviour is so poor it requires them to be removed from the classroom or playground. This could result in the pupil being placed straight into missed breaktimes.
- In extreme cases of misbehaviour by a pupil, the consequence could well be an internal exclusion or an exclusion from school premises. This would include all activities organised by the school during the time of exclusion.
- An extreme or serious case/s of misbehaviour or incident may also lead to a permanent exclusion depending on the nature of the incident.

### Exclusions

- Exclusions guidance is based upon current LA and DFE guidance and current legislation, which sets out responsibility of Head Teacher, governing body and the L.A.
- Exclusion will not be used if there are alternative solutions available (eg reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)

- Only the Headteacher has the authority to exclude and will notify parents/carers within one school day by phone and letter
- Detailed records of incidents are kept and exclusions reviewed by governing bodies
- Exclusion will only be used for serious breaches of school policy, eg
  - verbal abuse
  - violent or threatening behaviour
  - persistent, defiant, disruptive behaviour
  - any abuse against protected characteristics including racist abuse and bullying, homophobic abuse or bullying and abuse or bullying against disabled children and adults.
- As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/ carer and returned for marking.
- If a pupil is at risk of permanent exclusion, a support programme will be implemented.

### **Permanent Exclusions**

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil. This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence. Serious one-off offences may include:

- serious actual or threatened violence
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

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### **Exclusions will not be used for**

- minor incidents (failing to complete homework, forgetting dinner money)
- poor academic performance
- non-attendance, lateness

### **The Governors' Statement on Discipline and Behavioural Standards**

The Governors at St Joseph's wish to maintain the highest standards of civilised behaviour in the school. In achieving this end the Governors seek the support of parents and carers for the Head Teacher and Staff.

The Governors wish all parents and guardians to know that they expect the Head Teacher and staff to maintain a caring atmosphere in the school where the pupils can feel happy and secure and work to the best of their ability. The Governors believe that this atmosphere presently exists in the school, which is free from the misbehaviour mentioned below.

The Governors believe that the school is blessed with caring parents and guardians and well-behaved, well-mannered pupils. The school policy is to encourage this positively by encouragement, praise and example.

The Governors believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. It seeks to create a caring and learning environment by:

- Promoting excellent behaviour and discipline.
- Promoting self-esteem, self-discipline, respect for authority with relationships based on mutual respect.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment free from disruption, violence and bullying.
- Supporting the Head Teacher and staff when faced with challenging behaviour.
- Encouraging a positive relationship with parents and carers to ensure that they play their

part in the implementation of the school's policy and procedures.

However, the Governors wish to emphasise to all parents and pupils that failure to conform to the high standards expected of all pupils, may result in permanent exclusion by the Head Teacher. For example, if a pupil:

- Swears intentionally at a member of staff;
- Absolutely refuses to conform to reasonable requests by a member of staff;
- Makes a malicious allegation against a member of staff;
- Makes an unprovoked physical assault on another member of the school;
- Persistently misbehaves and/or persistently disrupts the learning of others and therefore taking up an inordinate amount of staff time.
- Is involved in the bullying of another pupil;
- Is involved with illegal, non-prescribed drugs;
- Brings an offensive weapon to school;
- Is involved in the sharing of pornographic material or is involved in inappropriate sexualised behaviour;
- Uses social networking media inappropriately with respect to the school or its members;

The list above provides examples for which permanent exclusion may be deemed appropriate, however it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanour.

It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.

### **Mobile phones**

Pupil will not be allowed to use their mobile phones on the school premises. The children are expected to hand in mobile phones on the school premises. If a pupil needs to contact their parent urgently they are allowed to through the school office. If a child was to use their phone it will be confiscated and the parent will be expected to collect it from school.

### **Partnership with Parents**

Parents must do everything they can to help their children relate co-operatively to adults and other children. They must also do their best to encourage their children to develop attitudes and values on which both school and society are based. These include self respect, respect and concern for others, self-discipline and moral qualities such as truthfulness and honesty.

Children need parental encouragement and support to participate fully and positively in their day-to-day school work and in the wider aspects of the school community.

For our policy to be effective parents need to co-operate with us in matters of discipline and reinforce the school's efforts at home.

We will use newsletters, the school website and other communications to reinforce the home-school partnership and remind parents of our policy or inform them of any changes.

We will create a welcoming environment for parents and ensure that they are aware of our 'open-door' policy which does not restrict contact to annual parents' evenings.

We believe that meetings with parents are an integral part of life at St. Joseph's. Where hopefully we are able to discuss issues in an atmosphere of mutual support.

Home-school agreements can be very beneficial. They specify the expectations of the school, parents and child. They work best when they offer rewards. However, we acknowledge that they are voluntary and have no legal effect.

Good communication between home-school is essential and parents should receive positive as well as negative comments about their children as a matter of course. It is



also important to involve parents as early as possible when behaviour issues arise rather than as a last resort.

### **School Policies**

This Behaviour Policy should operate in conjunction with the school's policies for:

1. equal opportunities
2. equality information and objectives statement
3. Science
4. anti-bullying
5. child protection
6. physical restraint
7. drugs
8. attendance
9. racial harassment
10. SEN
11. complaints procedure
12. home-school agreement

### **Monitoring and Evaluation**

The policy is to be monitored by the head teacher, Mr Naughton and Mrs Kendal, Chair of Governors, with an annual review to which all staff (teaching and non-teaching) will be invited to contribute, as well as representatives of the governing body.

Reviewed Feb 2023

Please also read the following policies: Anti-Bullying, Restraining and Safeguarding and Child Protection.



