



Behaviour Management Policy

A Guide for Parents 2022

Behaviour Management Policy

Mission Statement

St Joseph's continues the mission of Christ entrusted to the Church to "go and teach" and seeks to foster and promote Christian spirituality within an ethos of inclusivity and pastoral care.

Integral to the vision that underpins all aspects of life in our Catholic school is the dignity of the human person made in the image and likeness of God. It includes a recognition of the self-worth and value of every child and the fostering of the key values of Catholic education. Through the promotion of mutual understanding and respect for all ethnic, cultural and religious backgrounds, we seek to create an inclusive and supportive environment in which all members of our school community feel valued.

We aim to provide a caring and safe environment in which all children can grow in self-esteem, independence and confidence. Our care for the children enables their holistic development; spiritually, physically, intellectually, morally, emotionally and socially.

Arising from this commitment to develop each individual child, a culture of achievement, improvement and ambition exists which is underpinned by a clear expectation that all pupils can and will achieve to the very best of their ability.

By learning, praying and playing together, we grow as a community in which children, parents, staff and governors demonstrate a commitment to achieving high standards, mutual care and support of each other whilst being constantly invited to rediscover what it is to follow Christ and to give witness to the centrality of Gospel values.

Rationale

The Behaviour Management policy is an important element in promoting a caring school which values all who are part of it, creating an atmosphere of mutual respect in which the children feel secure and happy and all staff work together as a team, supportive of one another and sensitive to one another's needs. Through this policy respect for people and property is encouraged, self-discipline is promoted and positive models of behaviour are celebrated. A mutually supportive partnership between parents and teachers is also encouraged. In developing this policy, the school has taken due cognisance of the guidance set out in DE Circular 2017/04: 'Safeguarding in Schools-A Guide for Parents'.

Action to promote appropriate behaviour should begin in the classroom and be fair and consistent throughout the school. Appropriate behaviour is that conduct which assists the school to fulfil its primary function, namely, the full development of the potential of all its pupils. Inappropriate behaviour is conduct that prevents this, either when an individual prevents his/her own development by their conduct or disrupts the development process for other members of the school community.

It follows therefore, that acceptable behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for the school environment.

This policy is designed specifically to promote and reward acceptable behaviour.

Aims of the Policy

- to develop within each child a sense of self-discipline and a responsibility for their own actions
- to empower the children as responsible learners by valuing independence and choice
- to create a warm and welcoming environment which promotes caring and respect for oneself and for others thus ensuring that effective learning takes place
- to develop co-operation during work and play
- to establish a set of rules and routines which will be supported consistently by all members of the school community
- to work in partnership with parents as the main educators of their child
- to provide a curriculum matched to the needs of the individual child
- to promote good behaviour by praise and presenting positive models

Code of Conduct

The main aim of this policy is to encourage self-discipline through the creation of an ordered school community that is based on Christian principles and values. It is important to discuss and agree a clear code of conduct with the children. It is essential that the children understand the rationale behind the class charters and routines. At the beginning of each school term the code of conduct and routines will be discussed and reinforced again. The following code of conduct has been devised through consultation with the children.

Work

- We come to school ready for our work
- We do our best work
- We arrive on time for our lessons
- We present homework neatly and on time
- ‘Work talk is soft talk’
- We work productively when collaborating with others
- We stop, look and listen
 - a. stop what we are doing
 - b. look at our teacher
 - c. listen carefully
- We take turns to speak and listen carefully to what other children in the class are saying
- We move independently to get the necessary equipment
- We ask for help by putting our hand up
- We keep our books and school bags clean and tidy

Care

- We wear our school uniform every day except on PE days and for trips when we wear our school tracksuit
- We show good manners
- We show consideration and respect for the feelings of others and the property of others
- We take care of our own property

- We tell the truth
- We care for our school environment

Safety

- We follow the line-up procedure in the morning, at break time and at lunch time
- We walk in school and we keep to the left on the stairs
- We are a 'nut free' school
- We move quietly through the school when out of class on a message or attending music lessons
- We bring in a note if we are absent from school
- We need special permission to leave the school early
- We use the toilets properly and safely; we are encouraged to visit the toilet facilities at break and lunch
- We play safely and in the designated areas
- We put our rubbish in the bin
- We keep our classroom tidy and do not chew gum in school

Treatment of Others

- We work and play together
- We let others join in our games
- We solve our problems without hurting anyone
- We tell someone if we are unhappy
- We tell if someone is bullying

Visitors

- We greet visitors to our school in a mannerly way
- We show respect by standing back and holding doors
- We continue to work productively if our teacher is speaking to a visitor
- We help visitors find their way around the school

Phones

- We only bring a mobile phone to school if our parents have sought permission for us to do so
- We keep our phones in our school bags and ensure they remain turned off during the school day
- We only use our phones to make emergency contact with our carers at the end of the school day

Rewards and Sanctions

While rules and procedures protect the rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school.

Rewards

We apply a system of rewards that is intended to be fair and effective for all our pupils. These rewards are intended to contribute to the ethos of the school and involve all staff. They are aimed at promoting and reinforcing acceptable behaviour and promoting self-esteem. They encourage each pupil to take responsibility for their own actions and to have their efforts recognised and rewarded. Set out below are some of the methods used to reward good behaviour.

- verbal rewards: a quiet word of praise and encouragement
- stickers issued
- a celebration of a child's behaviour in his own class
- a written comment on a child's work
- a visit to another teacher, Vice Principal or Principal for commendation
- a public word of praise in front of a group, class or assembly
- a word of praise to the child's parents at the end of the school day
- use of sticker card/ Star Card
- use of 'Awards Pads' to inform parents of a child's achievements
- entitlement to special privileges e.g. Best Boy/Best Girl, choosing the music to be played during art sessions, going on messages, prefect duties
- work displayed
- material rewards issued by teachers e.g. toys, pencils/rubbers. Sweets can be given but no more than once per week in keeping with the school's commitment to promoting healthy eating
- a J-Star awarded at assembly and photographs displayed on the J Star board
- a letter to parents informing them of a child's special achievement
- children's achievements are celebrated in their Record of Achievement
- appropriate comments included at the Parent Teacher consultation and on the end of year report

Sanctions

Sanctions are an integral part of the school's behaviour policy. They help to uphold the rules and procedures and they provide the children with the security of clearly defined boundaries. The use of sanctions encourages appropriate and acceptable behaviour. Sanctions will be applied consistently and fairly with due regard to the self-esteem of each child. The age and maturity of a child, any special needs (s)he may have and any other relevant information concerning that individual will be taken in account as necessary. In all cases the children will be reminded that it is the unacceptable behaviour that is being rejected, not the child.

The following sanctions will be used and will be followed in a sequential order. It is important to note however, that in certain instances the school's response to unacceptable behaviour will be determined by the perceived level of seriousness of the incident.

- immediate checking of unacceptable behaviour by a look, gesture and a rule reminder
- a further warning and recording of the unacceptable behaviour in the Class Observation Book
- ‘yellow cards’ may be issued as a warning that behaviour is inappropriate; this may progress to a ‘red card’ which will lead to further sanction being applied
- ‘Time Out’: placing the child at an individual seat for a short period of time
- removal of any special responsibilities awarded for that day
- repetition of work at home where presentation or content is below the pupil’s potential
- ‘Time Out’ – being sent to another class in the Year Group for a short period to allow for some reflection on his/her actions
- ‘Time Out’ for unacceptable behaviour at play time- the child may be withdrawn from a particular game for that play session

If a child is persistently engaged in unacceptable behaviour the teacher will have made some notes about the types and frequency of the misdemeanours. The teacher will also discuss the impact of this behaviour on his/her learning with the child. The teacher and child will work together to set targets to attempt to improve behaviour

By this stage the teacher will also have liaised with the parents/guardians through a telephone call or informal chat regarding the unacceptable behaviour.

- re-arrange seating- the child may be placed at an individual seat for a longer period of time to aid concentration and to assist him/her to focus on core tasks; the child will be integrated for some group tasks
- the child may be required to complete tasks in another class in the Year Group
- further examples of persistent unacceptable behaviour will be recorded in the Class Observation Book
- letter of apology for misbehaviour to be signed by parents/guardians
- the child may be asked to make a tangible gesture of apology e.g. purchasing a small gift (bar of chocolate, new hair bauble or toy soldier) for the victim of any unacceptable behaviour they have engaged in
- persistent unacceptable behaviour will result in detention during play time; (the child will be given sufficient time to eat his/her meal and for toileting)
- Teacher Parent consultation regarding the difficulty. Both parties work together to resolve the problem and this may include negotiating suitable sanctions to be applied at home to support the efforts being made by the teacher in class
- individual programme/ report card/ star chart may be introduced; these programmes may operate both at home and at school
- if unacceptable behaviour is persistently repeated the child will be referred to the Vice Principal/Principal who will offer counselling
- parents will be consulted in a second interview and further efforts will be made to find a resolution
- the child may have their name placed on the Special Needs Register and an Individual Education Plan may be drawn up
- the parents’/guardians’ consent will be sought to make a referral to the Educational Psychologist; further advice may be sought from the EA Behaviour Support Team

- The Board of Governors is involved
- CCMS Scheme for the Suspension and Expulsion of Pupils is invoked
 - * On occasions the cost of damage to school property, whether it be to the fabric of the building, such as a broken window, or to items such as books which are lost, damaged or defaced, may be required to be met by the parents who will be informed in writing of the incident with a request for payment.