

St Joseph's RC Middle School



Behaviour Policy

Date	September 2018
Review Date	September 2019
Executive Headteacher - Mrs F Conley	<i>Mrs F Conley</i>
Teacher responsible - Mr P Rosier	<i>Mr P Rosier</i>
Chair of Governors - Mr T Neeson	<i>Mr T Neeson</i>

St. Joseph's R.C. Middle School

Behaviour Policy

RATIONALE

" The best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school policy is an important step in that direction."

Elton Report (Discipline in Schools)

AIMS

At St. Joseph's RC Middle School we have a clear vision of the Gospel values which matter within the school and the surrounding community. We commit ourselves to a positive whole school approach to discipline in line with our Mission Statement and aims. We consider good discipline an important part of school life and a contributing factor to the school's ethos.

We consider good behaviour and discipline to be key foundations of good education. We endeavour to foster a positive attitude and atmosphere within the school in which effective teaching and learning can take place. Discipline is necessary for pupils' safety and well being. Without effective discipline it is unlikely that pupils will progress at a satisfactory rate. It forms part of the personal and social development of the pupils, they need to learn respect for and the toleration of others and to develop positive values, beliefs and attitudes.

We feel it is important to create an environment in which friendly relationships can flourish. We give greater priority to pupils achievements, imagination good manners and co-operation. A system of sanctions, for misdemeanours, operates within the school. At all times, inspired by the Gospel, we incorporate into our system forgiveness and reconciliation. We attempt to avoid labelling pupils and holding lasting grudges. Pupils should feel that they can openly discuss their actions and redress any wrong they may have done.

CODE OF CONDUCT

It is the right of every child at St. Joseph's to have an education without being hindered by others. We are all here to help create the circumstances for this to happen. In consultation with the children and staff we consider our Code of Conduct can be summed up in 8 simple rules:-

1. Follow instructions
2. Listen carefully
3. Be prepared for all lessons
4. Move around the school in an orderly and quiet way
5. Stay on task
6. Keep hands and feet to yourself
7. Be courteous and polite to others at all times
8. Treat others as you would wish to be treated.

This Code will be written in school planners and is a focus in termly assemblies.

REWARDS

It is very important that positive aspects of praise and reward should have great emphasis at St. Joseph's. It is also very important that the system in operation is known to all parties i.e. staff (teaching and non-teaching), children, parents and governors; and it must be adhered to in a consistent manner. School operates a House Point/Merit system.

- House merit marks may be awarded to children who have:
 - a) consistently maintained the standards of behaviour outlined in the Code of Conduct;
 - b) been helpful e.g. by volunteering to do jobs in their own time;
 - c) enhanced the good name of the school in the wider community;
 - d) produced work over and above their normal standard;
 - e) consistently produced good work.
- House merits will be entered in the children's homework diaries. This ensures that both parents and registration teachers will see them when signing the diaries.
- The head and deputy head are very willing and indeed welcome the opportunity to praise children for good behaviour and/or work if it is brought to their attention. They will acknowledge it in the homework diaries or exercise books.
- Children's work should be displayed in classrooms and corridors as much as possible.
- Recognition can be given to success of different kinds during assemblies e.g. English Award, Scientist of the Week', 'Mathematician of the Week', good behaviour certificates, match reports etc.
- Above all, praise and encouragement should be used as much as possible at St. Joseph's.
- Where possible children should be encouraged to be involved in the school community taking on responsibilities e.g. School Council, equipment monitors, stationery shop. They should be acknowledged for this responsibility.

SANCTIONS:

A discipline hierarchy needs to be established. It will list the sanctions in the order in which they will be imposed for unacceptable behaviour (see code of conduct) not just in the classroom but in all school activities.

For the discipline hierarchy to be simple to use and easy to integrate into a teaching routine - to guarantee the consistency that is the key to its effectiveness - it will need a system to keep track of student misbehaviour and the punishments accrued.

The teacher will need to know at a glance the names of the children who have received punishments. Keeping track should not be time consuming and most important it shouldn't totally disrupt the teaching.

A system of sanction should be designed to signal the degree of disapproval involved. However in the interest of fairplay there must be flexibility in the use of the system to take into account individual circumstances.

Staff should avoid the sanction of whole groups; and sanctions that humiliate pupils.

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 pupils' behaviour deteriorates further they will have a written warning put in their planner
- If a pupil misbehaves again then the consequence is that they will be issued with a 'DEMERIT' which will be recorded in their planner.
- The monitoring of the consequences and the recording of the 'DEMERIT' will be carried out by the pupils' registration teachers.
- Pupils with 3 DEMERITS in a week in 5 consecutive school days will be placed in the weekly detention organised by the co-ordinator. The pupils' parents will be informed by letter of this action.
- 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 detention. Again the parents would be notified by letter.
- In extreme cases of misbehaviour by a pupil, the consequence could well be exclusion from school for a number of days.

RED AND GREEN CARD SYSTEM

Green Cards

- Pupils are only allowed in at break and lunchtime if they have a Green Card signed and dated by a member of staff.
- Pupils are allowed to get their coats and packed lunches as long as they are in and out before 12.35pm.
- If pupils wish to go to the library at lunchtime they must collect a library pass or get a Green Card from their form teacher.
- If a teacher is escorting a pupil around the school the pupil does not need a Green Card.
- Staff must ensure that they do not send a pupil upstairs without a Green Card during break or lunchtime.

Red Cards – can only be given during break and lunchtime

Pupils can receive a Red Card for the following reasons:

- Being in an unsafe area in the school grounds as outlined on maps displayed in form rooms.
- Being in school unsupervised or without a Green Card.
- Not following the school's Code of Conduct points 6, 7 and 8.
- Behaving in any manner which is considered unsafe by a member of staff. This could also result in pupils having to see PR.
- If pupils receive a Red Card during break they will be on lunchtime detention that day.
- If a pupil received a Red Card before 12.55pm at lunchtime they go immediately to the lunchtime detention room.
- If pupils receive a Red Card after 12,55pm they will do their lunchtime detention the following day.

- If it is indoor lunchtime, detention will be cancelled and pupils will go to their form rooms. Their detention will be completed on the next possible day.
- If pupils are in lunchtime detention more than three times in a half term they should receive a detention after school on a Friday.
- If pupils do not come in after the whistle is blown at the end of break or lunch they will receive a Red Card.

STRIKE SYSTEM

A strike system is used to ensure pupils are:

1. Wearing correct uniform and PE kit
2. Having the correct equipment for lessons
3. Not late for a lesson without a good reason

Staff will note any problems in the pupil's planner and on a chart in the staffroom.

If a pupil receives 3 'strikes' in 5 school days, they will be given a lunchtime detention.

This is monitored weekly by Mr P Rosier

PASTORAL CARE

The key figure is the registration teacher. He or she will take responsibility for the academic and pastoral development of the child. The registration teacher will monitor the child's academic progress and behaviour during the year and will be the main contact person in the school for the home-school partnership.

ADDITIONAL SUPPORT

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases sanctions used may have little effect upon the child. This might be because of other circumstances at home or because of special needs. In some cases children have a very low self-esteem and find it difficult within the normal school routines and reward/sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include: temporary part-time timetables, involvement in friendship groups, working 1:1 with ELSA, individually adapted rewards, mentoring support, providing them with responsibilities, external agency support.

There are no quick fixes and time and patience are needed. They should also be given counselling as appropriate and provided with the opportunity to vent their feelings.

Non-teaching staff play an important role in promoting good behaviour. They need to be recognised as an important part of the school community. The school's behaviour policy needs to be made clear to them; and so should the action they can take to support it.

Parents have a vital role to play in promoting good behaviour at school. Therefore good communication between home and school is essential. Parents should receive both positive and negative comments about their children. It is important to involve parents as early as possible when behaviour problems arise, rather than as a last resort.

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 schools 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.

LINKS WITH EXTERNAL AGENCIES

At St. Joseph's we are aware that some behaviour problems will involve external agencies for e.g. Educational Welfare Officer, police, Children's services and the school nurse. Correct procedures must be adhered to when dealing with these agencies, and the headteacher must be informed before contact is made.

SCHOOL ENVIRONMENT / COMMUNITY

Evidence suggests that where pupils are provided with a pleasant environment they respect it, and where they have contributed to it they treat it as their own.

Therefore at St. Joseph's we encourage all staff and children to notice and report any damage or graffiti as soon as possible. It is the responsibility of the whole community to keep the school clean.

We believe that displaying children's work helps create an attractive environment, increases self-esteem and fosters a sense of ownership.

There should also be sensible movement around the building especially on the stairs to avoid accidents or unacceptable behaviour.

Children should be encouraged to take on responsibilities within the school community.

SUMMARY

The central purpose of the policy is to encourage good behaviour rather than simply to punish unacceptable behaviour. There should be a healthy balance between rewards and punishments and both should be clearly specified.

MONITORING AND EVALUATION OF THE POLICY

The policy is to be monitored by the headteacher and co-ordinator, 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.

Please also read the following policies:

Anti-Bullying, Restraining and Child Protection (Ref: Pg 25 ‘ What school staff should do’ – specific safeguarding issues).