



# St Joseph's Catholic Middle School

## Behaviour Policy



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust  
Company Registration Number 07890590

Signed by Chair	
Statutory Policy	Yes
Required on Website	Yes
Review Period	September 2020
Next Review Date	September 2021
Reviewed by	P Rosier

**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 pupil's 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.

**The staff know that:**

- Everyone is accountable
- Behaviour affects learning
- Consistency in managing and responding to behaviour is important to address the needs of individual pupils
- The whole school community is affected positively through the use of consistent behaviour strategies
- Early interventions are paramount
- Support for students is vital
- All school staff must model positive behaviour

## **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:
  - 1) consistently maintained the standards of behaviour outlined in the Code of Conduct;
  - 2) been helpful e.g. by volunteering to do jobs in their own time;
  - 3) enhanced the good name of the school in the wider community;
  - 4) produced work over and above their normal standard;
  - 5) consistently produced good work.
- House merits will be entered by staff on pupils' school 360 accounts
- 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.

Sanctions will be recorded in the school planner. 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 fair play there must be flexibility in the use of the system to consider 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 or 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 premises for a number of days. This would include all activities organised by the school during the time of exclusion.

## **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
- Pupils will not be left unaccompanied by staff in classrooms

### **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
- If pupils receive a Red Card during break they will be on lunchtime detention that day.
- If it is indoor lunchtime, detention will be cancelled and pupils will go to their form rooms and the detention will be completed on the next possible day.
- If pupils are in lunchtime detention more than three times in a half term they will receive a detention after school on a Friday.

## **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.

### **Pastoral support systems:**

We believe every teacher and member of staff is responsible for pastoral care. As a school we:

- Ensure that all staff undertake pastoral responsibilities and make appropriate time to carry out their task
- Using specialist support for identified pupils e.g. Local Inclusion Support Teams

- Recognise that pupil support is not just about behaviour. We believe that good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens
- Ensure that staff understand and are responsive to the needs of particular groups e.g. PP(Pupil Premium), SEND
- Ensure that pupils are helped to identify their belonging to a community by sharing a common dress code.

**As a school we:**

- Regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable;
- We respect each other, the school ethos and need to feel safe and supported
- We will mediate between the bully and the victim
- We will facilitate conversation, restorative justice and apology in rebuild and repair sessions

**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.

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 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.

### **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 Mr Rosier, 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).**

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### **St Joseph's RC Middle School** **Behaviour and Discipline Policy Amendments regarding Covid-19 [September 2020]**

- Please ensure that you stick to your arrival and departure times and places
- School will reward and celebrate good work and attitude
- You can still receive house points for good work and for following the school code of conduct
- Follow hygiene rules and wash their hands when they arrive at school, after breaks, PE and before and after eating lunch
- It is very important that you stay in your designated groups throughout the school day.
- Children will move around the school as per specific instructions from their form teacher regarding own exit and entrance, route to toilets and dining hall for those having a hot lunch
- Only two children will be allowed in the toilet one at a time
- You will not be able to be in contact with other pupils outside of your bubble during the school day.
- If you sneeze or cough you must use a tissue and dispose of it in a bin ('catch it, bin it, kill it')
- Try to avoid touching your mouth, nose and eyes with hands
- Children will not share any equipment, unless sanitised before and after use e.g. It suite/PE
- If you feel like you have a high temperature, a new continuous cough or loss of taste or smell you should tell an adult immediately



- Equipment and water bottles will not be allowed to be shared
- Make sure that your water bottle is labelled with your name on it
- Wipe lunchboxes and water bottles
- During break times you will only be allowed to play in your designated area
- Make sure that you only use your designated toilet
- Only one pupil at a time will be allowed to use the toilet facilities
- If you use the toilet make sure that you put your toilet pass on the hook outside of toilet
- **Any pupil who is purposely spitting or coughing on other pupils will be isolated and their parent or carer will be expected to collect them from school**
- Due to the increased risk of transmission linked to COVID-19 you will not be allowed to sing or shout
- Demerits and red cards will still be given if deemed necessary by a member of staff
- Any detentions will take place in an open environment
- Pupils will be expected to follow social distancing guidelines
- If a pupil is suspected of displaying symptoms of COVID-19 they will be requested to have their temperature taken by a member of staff