

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

Behaviour Policy



Behaviour Policy agreed by Governors:

Signed by Chair **Date.....**

1. Introduction and Principles

The school exists to serve the needs of its pupils, to help them to become “fully human in Christ”. We wish to encourage all pupils to develop their potential in a supportive atmosphere. The Governing Body believes that in order for teaching and learning to be most effective, high standards of behaviour are necessary - in all aspects of school life. St Joseph's seeks to create an inclusive and caring, learning environment in the school by taking reasonable steps to:

- promote high standards of behaviour and discipline that reflect Jesus' teaching to love God and neighbour;
- promote self esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect ;
- ensure equality and fairness;
- encourage consistency of response to both positive and negative behaviour,
- promote early intervention;
- provide a safe environment, free from disruption, violence, bullying and any form of harassment;
- encourage a positive relationship with parents and carers to develop a shared approach to encouraging good behaviour.

This policy should be read in conjunction with the school's Anti-bullying and Child Protection policies.

2. Roles and Responsibilities

The Governing Body will establish this behaviour policy and keep it under review. It will ensure that the policy is communicated to students and parents, that it is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher, and those with delegated responsibility, will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher (and those with delegated responsibility) on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures.

They will also ensure that the concerns of staff and students are listened to, and appropriately addressed.

Parents and carers are expected, encouraged and supported to take responsibility for the behaviour of their children both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of behaviour.

Pupils are always expected to take responsibility for their own behaviour and will be made fully aware of school policy, procedure and expectations.

Pastoral staff and the Senior Leadership Team will ensure that procedures are consistently and fairly applied and will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

3. Main Elements

Integral to this behaviour policy is the establishment of effective discipline for learning. Discipline for learning at St Joseph's consists of three main elements:

- 1. Praise & reward**
- 2. Expectations & rules**
- 3. Consequences & sanctions**

Praise & reward

Pupils who work and behave well should be noticed and rewarded by their teachers. This can take place in many ways, e.g. positive comments by staff whenever appropriate, awarding of achievement tokens and points in ClassCharts, letters or telephone calls home to parents, and referrals to senior staff for recognition and praise.

All teachers are expected to give out at least 5 reward tokens to pupils demonstrating the best effort and behaviour in each lesson and to record the recipients on ClassCharts. The ClassCharts software will email form teachers and learning leaders, and these staff are expected to monitor the number of achievement points awarded to the members of their form, and to give additional praise and encouragement as appropriate. If a student has 5 or more achievement points in a week (Monday to Friday), the form teacher should issue a 'good news card' to take home.

It is our intention that rewards and praise outweigh sanctions by a ratio of at least 3:1 across the school cohort.

Expectations & rules

Pupils should be aware of the expectations and rules that apply across the school and in each classroom. Although there will be some variations on rules depending on the nature of the learning environment (e.g. in a workshop or a laboratory) there must be certain constants that apply across the school. In terms of expectations, the following ‘3Rs’ apply across the school.

‘Ready, Respectful and Resilient’.

At St Joseph’s all are expected to be:

- 1. Ready for learning**
- 2. Respectful towards themselves, others and the environment.**
- 3. Resilient – committed to just keep trying!**

Classroom rules can be built on the above expectations. The following are expressions of being ‘respectful’.

- Please don’t speak when the teacher is speaking.**
- Please don’t speak when your classmates are speaking.**
- Please don’t spoil the learning of others.**

Teachers will also help to set the scene for effective discipline for learning by following ‘5Cs’. They will aim to be:

Calm, Clear, Consistent, Compassionate and in Charge

Calm – because that is when we think and judge best.

Clear – because we want the pupils to understand.

Consistent – so that pupils know what to expect.

Compassionate – because we are human beings and because we are commanded to love our neighbours as ourselves.

in **Charge** – because teachers are the professionals and the adults in school.

Teachers will spend time at the beginning of most lessons to remind pupils of the 3Rs and 5Cs. This will help to maintain high quality behaviour and attitude in students.

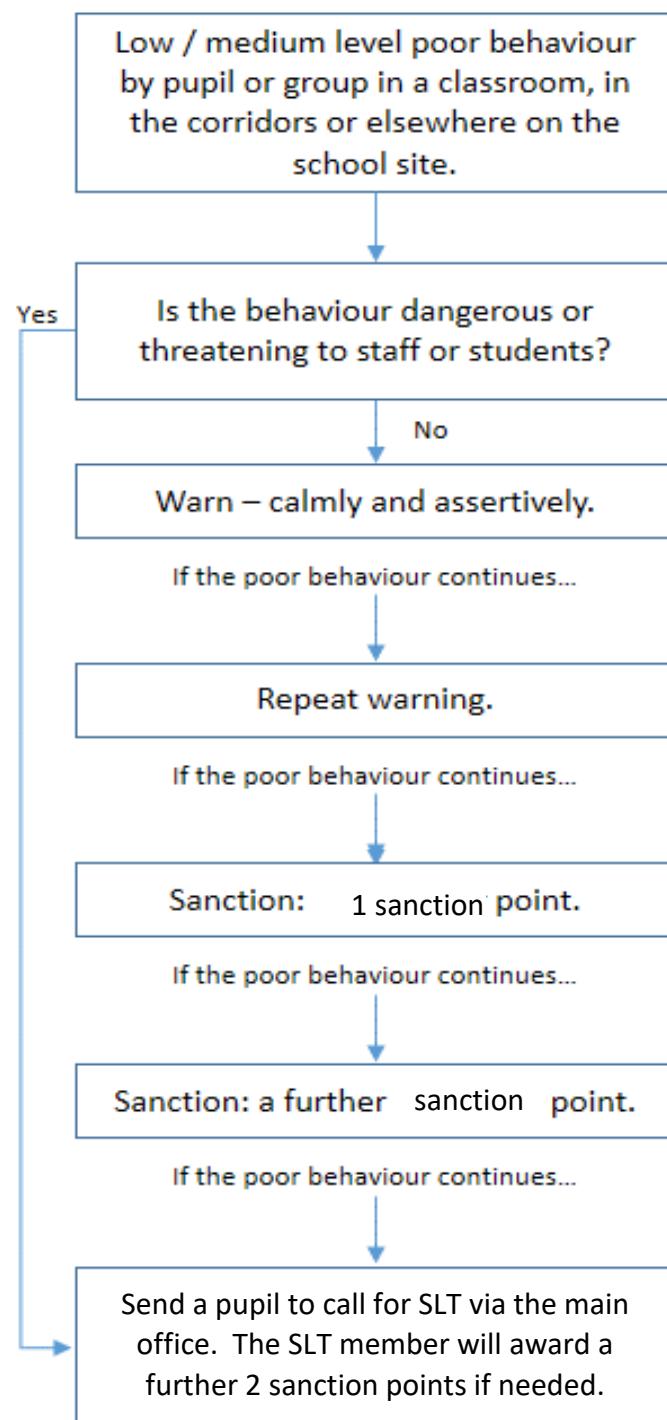
Consequences

Pupils who choose to behave contrary to what is expected of them will be dealt with. Levels of sanctions will operate depending on the seriousness of the incident. The consequences of not behaving will be progressive and could involve a formal exclusion from school at an appropriate stage. Prior to any sanction being issued, solution-focused strategies will have been attempted.

It is important to note that consequences are not purely punitive and that improvement and reconciliation remain fundamental aims of school sanctions. Students will always be given a chance to consider their behaviour. They will be encouraged and helped to: make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

Accordingly, the school will have recourse to a permanent exclusion only in extreme circumstances, usually when the continued wellbeing of staff and pupils is at risk by a student's behaviour or when all reasonable means to deal with continued poor behaviour have been exhausted. Appendix A outlines this process in more detail.

The following flow-chart demonstrates the actions a teacher is expected to take when dealing with unacceptable behaviour. At every stage, the aim is to stop the poor behaviour and prevent the situation from escalating. In order to do this, Students and staff need to understand the poor behaviour will lead to clear, consistent and understood sanctions.



Whole School Detention

If a student is given 4 or more sanction points in one week (Monday to Friday), they will be put into a whole school detention. This takes place from 3pm-4pm, and runs every school day. The whole school detention sessions are run, where possible, by a senior member of staff or a learning leader. Pupils are asked to sit in silence and to reflect on their attitude and behaviour. Towards the end of the session, pupils are asked to complete a reflection form to allow them to think about the causes of their poor behaviour, and ways in which they can prevent it happening in future.

Parents and carers will be given 24 hours notice of a whole school detention. This will be done through an email, telephone call, text or letter.

Isolation and Exclusion

If a student is given 8 or more sanction points in one week, this will lead to further sanctions. The following can also be triggered by a single incident sufficiently serious in nature.

In a minority of cases, student behaviour may result in a fixed-term or permanent exclusion. Such a response is for particularly serious incidents or for persistent and on-going defiance of school expectations and authority. Alternatively, it may be deemed necessary to educate students in isolation from their peers for a short time. This approach will usually be used as a way of avoiding a formal exclusion and to keep the student responsible engaged in learning.

For pupils who find themselves repeatedly in after school detention, we will seek to arrange a meeting with the parents / guardians to discuss the issues causing the sanction points.

Referral and assistance

Some students will be recognised as needing specialist help to manage their behaviour and to engage meaningfully with their education. Such students may or may not have additional learning needs. Students requiring specialised assistance may have a PSP (Pastoral Support Plan) drawn up under the supervision of the respective learning leader and the school SENCO, and in consultation with the student and his/her parents. Students will be assisted by means of the school's Inclusion Provision (Resilience) and/or by input from local authority agencies. In some cases it will be necessary to adjust a student's curriculum so that it is more appropriate to the student's particular needs.

The school works positively with external agencies to improve pupil behaviour. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Students needing support from external agencies are identified through the SEN/ALN Coordinator.

4. Classroom Discipline

“Events in the classroom are influenced by a complex mixture of expectation, attitude, regulations, policies and laws which are shaped by forces at work in the classroom, the school, the local community and society as a whole. The most central of all these influences is the relationship between teacher and pupils. When a teacher sees behaviour, judges it to be unacceptable and intervenes to stop it, it is the relationship between that teacher and the pupils or pupils involved which will determine the success of that intervention.”

(Discipline in Schools – Elton Enquiry)

It is crucial to the success of our Discipline for Learning approach that all staff incorporate the systems details in Section 3 into their daily routines.

Training and briefings on aspects of behaviour management will be provided via Toolbox sessions and INSET days. New members of staff will be inducted by a member of the SLT and their department or subject leader.

Staff should draw up their own ‘Discipline Plan’ that reflects the nature of their area of study. This should be clear and concise and understood by **all** pupils. It should reflect a ‘built in’ mechanism informing pupils what will happen if they fail to behave as expected.

Staff should also draw up a seating plan (or workstation plan) for each of their classes. This should be displayed for the benefit of cover supervisors.

5. Communication

Clear and timely communication is vital for the effective management of behaviour in school. Pupils and parents are encouraged to use the ClassCharts apps or website to monitor the child’s rewards and sanction points.

All staff are expected to keep other relevant staff informed about good and poor behaviour. The ClassCharts software will automate this process as much as possible, and so staff are expected to make regular and frequent use of the behaviour recording facilities on the ClassCharts software. Training and assistance will be provided for any staff who need assistance in this areas.

Similarly, pastoral leaders and the SLT will ensure that important information that may have a bearing on a student’s attitude and behaviour is passed on to relevant teaching staff.

Parents are expected to inform the school of any concerns that they have about pupil behaviour, whether the behaviour of their own child or that of another, and the school will ensure that its concerns are shared with parents.

6. Related Policies

Anti-Bullying

**Mobile Phone
Safe internet Use
Uniform**