

**St. Joseph's  
PARK HILL SCHOOL**



**Behaviour Management Policy**

This Policy also applies to the  
Early Years Foundation Stage  
and  
Before and After School Provision

**Mission Statement**

**We prepare our children for the  
challenges of the future in a nurturing and stimulating environment  
built on Catholic foundations.**

St Joseph's Park Hill Behaviour Management Policy applies to the whole school, including EYFS and the Before and After School Club

This Policy is subject to regular updating and review.

It is available to view on the school website  
and in hard copy from the school office

This policy has regard to the Behaviour and Discipline in Schools  
2016 DfE Guidance

### **Responsibilities**

The person with responsibility for Behaviour Management is Mrs A Robinson.  
The person with responsibility for Behaviour Management within EYFS is Miss C Fidoe.

### **AIMS**

At St. Joseph's, Park Hill, we aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, with a strong Christian ethos, and our values are built on mutual trust and respect for all. The school Behaviour Management Policy is designed to support the way in which all members of our school can work together in a supportive way. Every member of our school is expected to behave in a considerate way towards others.

This Policy aims to promote an environment where everyone feels happy, safe and secure. It aims to promote good relationships, so that children, staff and parents can work together to achieve high standards of learning. High standards of behaviour are expected in all aspects of school life at St Joseph's Park Hill and parents are expected and will be called upon to support the school in this.

This Policy is designed to promote good behaviour, rather than merely deter bad behaviour.

Through behaviour management, we aim to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our school community. Management of behaviour is always developmentally appropriate, respecting individual children's level of understanding and maturity.

Reasonable adjustments are made to the Policy when dealing with children with SEN and / or disabilities.

### **TRANSITION**

When children transfer to another school, we will inform the receiving school about any concerns regarding the child's behaviour.

Behaviour is discussed at staff meetings and at transition meetings within school.

Our school **rewards good behaviour**, as we believe that this will develop an ethos of kindness, co-operation and mutual respect.

Excellent behaviour is reinforced at all times. Assemblies, special times such as class reflections, RE and PSHE lessons are often used to reinforce expectations, discuss issues and remind children of expectations.

## **RULES**

A list of School Rules are given to parents as part of the Parent Handbook

We have a special playtime rule  
*HANDS TO YOURSELF*  
*FEET TO YOURSELF*  
*ONLY SPEAK KIND WORDS*

We have a special “events” rule  
*WE CAN HAVE FUN WITHOUT BEING SILLY!*

Lists of expectations for behaviour are clear and on display in the classrooms.  
(See below)

## **REWARDS**

We reward children in a variety of ways:

All staff always “look for good behaviour!”

All staff praise, encourage and congratulate the children for good behaviour.

All staff use positive comments to the children where appropriate as pupils move around school.

Positive comments are shared with parents of children in the EYFS and in the Infants (KS1) at the end of the day when they collect their child.

In KS2 praise and positive comments may be passed on to parents via the Reading Record or the Homework Diary.

Children may be sent to the office with excellent work or for extra kind behaviour where they are given a “Head teacher’s Sticker” and / or special certificate.

Good work and behaviour may be shared with the class, another teacher, another class and / or the Headteacher.

Each week, staff choose someone from their class to be awarded a Headteacher’s certificate. This can be awarded for consistent good work. At the end of each term, the children in the class nominate the person they think deserves the award.

“Star of the Week” is awarded to a member of each class at Key Stage Assemblies to children who demonstrate one or more of our values during the week.

Photos of the “Stars” are displayed in the entrance and names published on the website.

House points are given to children in years 1 – 6 for good work. The points are added up each week and the house with the most points is announced in the Friday assembly and awarded a “trophy” which is displayed on the board in the hall. The house with the most points at the end of each term is awarded 15 minutes extra play.

Children from Y6 are presented with awards for Music, Drama, Public Speaking and Sporting achievement at the Leaver’s Assembly.

The Catherine Mc Auley Award for showing commitment to the Mercy Ethos is awarded to a Y6 pupil at the Leaver’s assembly.

A progress award is given to one child from each class at the end of the year. Awards for external achievements are presented at assembly.

## **CORPORAL PUNISHMENT IS NOT USED AT ST JOSEPH’S PARK HILL**

### **SANCTIONS**

The school employs a number of sanctions and strategies when a child’s behaviour is unsatisfactory, depending on the age of the child and the individual situation.

(see below)

At all times, staff will speak to the child concerned and ask them if they know why they are receiving the sanction or explain the reasons for the sanctions. When dealing with issues or bad behaviour, staff will make reference to our School Values.

## **THE ‘5 STEP LADDER’ OPERATES THROUGHOUT SCHOOL**

### **EYFS**

Expectations of behaviour are shared and revisited on an ongoing basis in the EYFS.

The EYFS five steps include:

Excellent

Great

Good

Think about it

Time out

Every day each child starts on ‘good’ If they achieve something ‘great’ they will move to that step. If they achieve something ‘excellent’ they will move to the excellent step. The child’s achievements are related to their learning and development, efforts and the school values. If the child reaches the ‘excellent’ step twice a week they receive a small prize from the prize box.

If a child behaves inappropriately they will be given a ‘chance’ to follow the instruction given to them. If the child does not follow the instruction, after the chance given, it will be explained to them that they will move down to the ‘think about it’ step. After having time to ‘think about it’, and they are still not following instructions, they move to ‘time out’ and will stay on time out, on a chair, until they apologise.

After an apology the issue will be resolved and we will move on from the incident and the child will be encouraged to get back to the ‘good’ step.

## KEY STAGE 1

All children are aware of expectations for attitude and behaviour. These are clear and visible.

### OUR RULES FOR GOOD BEHAVIOUR (AB CHART) ATTITUDE AND BEHAVIOUR CHART INFANTS

<b>IN CLASS</b> I should .....
be ready for the lesson
listen carefully to my teacher
put up my hand before speaking
not shout out
try my best
stay in my seat
stop when asked
line up quickly and quietly
come in and out of class quickly and quietly
<b>IN THE DINING ROOM</b> I should .....
come in quickly, calmly and quietly
be silent until everyone is served
speak quietly to others on my table
have good manners
stop when asked
<b>AROUND SCHOOL</b> I should .....
show respect to the teachers
show kindness to others
walk calmly
tell the truth
<b>AT PLAYTIME</b> I should .....
keep my hands to myself
keep my feet to myself
only speak kind words
<b>DURING ASSEMBLY</b> I should .....
have good looking
have good listening

## KEY STAGE 2

All children are aware of expectations for attitude and behaviour. These are clear and visible.

### OUR RULES FOR GOOD BEHAVIOUR (AB CHART) ATTITUDE AND BEHAVIOUR CHART JUNIORS

<b>BEHAVIOUR FOR LEARNING</b> I should .....
be ready for the lesson
sit up straight
look at my teacher
listen to my teacher without interrupting
follow the teacher's instructions
have a go
stay on task
<b>BEHAVIOUR IN THE CLASSROOM</b> I should ...
try my best at all times
stay in my seat
put my hand up and wait to be asked to speak
put my hand down when others are speaking
listen respectfully to others' contributions
not mess with things on my desk
stop when asked
line up quickly and quietly
go to the toilet at break times
come into class quickly and quietly
<b>BEHAVIOUR IN THE DINING ROOM</b> I should .....

come in quickly, calmly and quietly
be silent until everyone is served
speak quietly to others on my table
have good manners
stop when asked
<b>AROUND SCHOOL</b>
<b>I should.....</b>
show respect to the teachers
show kindness to others
walk calmly
tell the truth

The KS1 and KS2 five steps include:



Children’s names are written on pegs. Children start each day on excellent as that is our expectation. If a member of staff is dissatisfied with their behaviour the child moves their name down the ladder.

Each child also has a personal Star Chart.

If children have been on EXCELLENT every day for a week, then at the end of that week they get an excellent sticker, a star on their chart and a small certificate to take home. When they get six stars on their chart they can choose a gift from the class “Golden Box”

If a child goes down to “Unacceptable” then a slip is sent home and returned the next day completed by the child and their parent.

If the child receives 2 or more sheets in a week, the Head teacher will be informed via a form from the class teacher and the child spoken to.

If a child receives 3 forms, a phone call or meeting with parents will be requested.

Where judged appropriate and after discussion with the Headteacher, a child may be given a Behaviour Chart. Parents are informed by letter. The child’s behaviour is monitored in every lesson, including extra-curricular clubs and at playtimes and at ASC if appropriate. The chart is completed by the class teacher and taken home at the end of each day. After a week the Headteacher discusses the chart with the child and judges whether or not the chart needs to be continued. Parents are informed of the decision by letter.

In KS2, if staff and the Head deem it necessary and where appropriate, the child may be prevented from representing the school in a sporting activity.

Where judged appropriate and after discussion with the Headteacher, a child may be given a Behaviour Chart. Parents are informed by letter. The child’s behaviour is monitored in every lesson and at playtimes and at ASC if appropriate. The chart is completed by the class teacher and taken home at the end of each day. After a week the Headteacher discusses the chart with the child and judges whether or not the chart needs to be continued. Parents are informed of the decision by letter.

If judged appropriate a letter may be sent home to parents on the day of an incident.

In exceptional circumstances a child may be excluded from school by the Headteacher, who will inform the Chair of Governors. The term of exclusion will be decided by the Headteacher and may be short term or permanent. Should parents wish to appeal against the exclusion, they must go straight to Stage 3 of the Complaints Procedure.

### **PHYSICAL INTERVENTION**

If a child is in danger of hurting him / herself or others, staff may have to physically restrain the child by holding them or carrying them to a place of safety until they have calmed down. The child's parents will be contacted on the same day or as soon as reasonably practicable and the incident recorded in the Physical Intervention Log on the same day.

If a child's behaviour is criminal or poses a serious threat to others, then the police will be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer significant harm. In this case the school will follow the Safeguarding Policy.

If a member of staff is accused of misconduct, the Headteacher will immediately inform the Chair of Governors and draw on the DfE guidance in the "Dealing with Allegations of Abuse against Teachers and other staff" document.

If a pupil is found to have made malicious accusations against a member of staff, then guidance will be sought from the above documentation.

### **THE ROLE OF STAFF**

Nursery staff remind children of behavioural expectations on a regular basis (see above)

From Reception class onwards, each class teacher discusses the school rules with their class. In addition to the school rules, each class agrees their own classroom code at the beginning of the school year. This is displayed on the wall of the classroom. In this way, every child in our school is aware of the high standards of behaviour expected.

It is the responsibility of the class teacher to ensure that the school and classroom rules are enforced in their class, and that children behave in a responsible manner during lesson time.

The class teachers and support staff in our school have high expectations of our children with regards their behaviour and strive to ensure that all children work to the best of their ability. They treat every child fairly and enforce the school rules consistently. Staff treat all children with respect and understanding.

### **THE HEADTEACHER**

It is the responsibility of the Headteacher to implement the school Behaviour Policy consistently throughout the school, including EYFS and to report to governors to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the Policy, by setting the standards of behaviour and by supporting staff in the implementation of the Policy.

The Headteacher keeps records of all incidents.

### **THE PARENTS**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

We expect parents to support their child's learning and to co-operate with the school. We aim to build a supportive dialogue between the home and the school and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support us in our actions. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

### **THE GOVERNORS**

The Headteacher has the day-to-day authority to implement the school Behaviour Management Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **EQUAL OPPORTUNITIES**

The standards of behaviour set out in this Policy apply to all children. However, in its application due regard will be given to cultural, racial and ethnicity issues. In line with the school's commitment to equality, diversity and equal opportunities, the application of this policy and/or the imposition of any sanction shall take account of the school's commitments to making reasonable adjustments to accommodate any issue of disability.

### **MONITORING AND REVIEW**

Monitoring of the adoption and implementation of this Policy shall be the responsibility of the Headteacher.

This Policy should be read in conjunction with the school's Anti-Bullying Policy, the Safeguarding Policy and the Health and Safety Policy