

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

ST. JOSEPH'S PARK HILL



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.**

Reviewed November 2021

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

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: KCSIE 2021, the Behaviour and Discipline in Schools 2016 DfE Guidance, and Mental Health and Behaviour in schools DfE guidance Nov 2018.

Responsibilities

The person with overall responsibility for Behaviour Management is Mrs M Whitehead.

The person with responsibility for Behaviour Management within EYFS is Mrs M Whitehead.

The school Behaviour Lead is Miss C Grillo.

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, including Online.

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, RE lessons, Computing lessons, Relationships Education lessons and PSHE lessons are used to teach and reinforce expectations, discuss issues and remind children of rules and expectations.

RULES

A list of School Rules is 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 in person or via the Reading Record or Homework Diary.

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

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

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 in Assembly, to children who demonstrate one or more of our values during the week. All our school values relate to behaviour.

Photos of the “Stars” are displayed in school and published on the website and Facebook.

House points are given to children in Reception to Year 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 various achievements throughout their time at Park Hill 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.

The Mrs Robinson Award is presented in recognition of outstanding contribution to the school.

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 refer to our School Values.

THE ‘LADDER SYSTEM’ OPERATES THROUGHOUT SCHOOL

Pre-School

Expectations of behaviour are shared and revisited on an ongoing basis in the Pre-school.

The Pre-school Ladder System is called Snakes and Ladders:



Every day each child starts on 0 at the bottom of the ladder. If they do something that impresses their teachers then they move up to number 1.

Throughout the day if they achieve something they will make their way up the ladder through numbers 0 to 3. The child's achievements are related to their learning and development, efforts and the school values. If the child reaches the top of the ladder, 'number 3' by the end of the day, then they will get a 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 onto the corresponding snake to the number on the ladder that they are on. 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 up the ladder.

If a child continues to not follow instructions, they will move down a snake. If they remain on the snake by the end of the day then their parents will be informed by a member of staff explaining the reason their child was on the snake.

Reception and 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

| |
|--|
| IN CLASS |
| 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 |
| IN THE DINING ROOM |
| 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 |
| AROUND SCHOOL |
| I should..... |
| show respect to the teachers |
| show kindness to others |
| walk calmly |
| tell the truth |
| AT PLAYTIME |
| I should |
| keep my hands to myself |
| keep my feet to myself |
| only speak kind words |
| DURING ASSEMBLY |
| 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

| |
|--|
| BEHAVIOUR FOR LEARNING |
| 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 |
| BEHAVIOUR IN THE CLASSROOM |
| 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 |
| BEHAVIOUR IN THE DINING ROOM |
| 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 |
| AROUND SCHOOL |
| I should..... |
| show respect to the teachers |
| show kindness to others |
| walk calmly |
| tell the truth |

The Reception, KS1 and KS2 five steps are:



Children's names are written on pegs. Children start each day on "Ready to Learn"

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 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 are on EXCELLENT at the end of the day, then they get an excellent sticker and a star on their chart. In Reception when they get 3 stars on their chart, they can choose a gift from the class "Prize Box". In KS1 and KS2 the children need to get 5 stars on their chart before choosing a gift from their class Prize 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.

This policy applies to breakfast, after-school club, and extra-curricular clubs. The staff in these clubs will inform class teachers of any misbehaviour, and that will be dealt with at the earliest opportunity after the incident, however that might be the next school day.

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 attending certain extra-curricular clubs/activities or representing the school in any event offsite until their behaviour improves.

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, temporary or permanent.

Should parents wish to appeal against the exclusion, they must go straight to Stage 3 of the Complaints Procedure.

Pupils' Conduct outside of school, including Online.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

At St Joseph's Park Hill we may discipline pupils for:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school.

- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school
- Misbehaviour online either during remote teaching and learning, or personally towards their peers.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Physical Intervention

If a child is in danger of hurting himself, 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. Please refer to the Physical Restraint Policy.

Safeguarding Intervention

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 follow procedures from Part 4 KCSIE 21.

If a pupil is found to have made unsubstantiated, unfounded or malicious accusations against a member of staff, then the Headteacher will consider if the child is in need of help and this might include a referral to CSC. If the accusation is shown to be deliberately invented or malicious, the Headteacher will consider if disciplinary action needs to be taken, including permanent exclusion.

Confiscation of inappropriate items

If a child is seen or heard to be carrying an item that may be used to commit an offence, cause personal injury or damage to property or any item banned by the school rules then a member of staff has the power to search without consent for 'prohibited items'. This would be done in the presence of 2 staff members if possible at the time. A member of staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Parents/carers will be informed of such actions taken.

THE ROLE OF STAFF

Pre-school 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. This is reinforced by teaching in RE, PSHE, RELATIONSHIPS EDUCATION, Computing and assemblies about acceptable and unacceptable behaviour in school and outside of school.

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

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, with respect and understanding and enforce the school rules consistently.

Class teachers can refer any child who they believe requires additional support with their behaviour to the school Behaviour and Pastoral Lead, Miss C Grillo.

St Joseph's Park Hill operates a 'zero tolerance' approach to peer-on-peer abuse as detailed in the Safeguarding and Child Protection policy. Staff are vigilant and act quickly if they become aware of any behaviour that would impair the mental and physical health of another child. (See Safeguarding and Child Protection policy)

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 adopts a 'zero tolerance' approach to any behaviour which constitutes peer-on-peer abuse and supports the staff to take the necessary action. (See Safeguarding and Child Protection Policy)

The Headteacher keeps records of all incidents.

The School Behaviour Lead

The school Behaviour Lead is Miss C Grillo. She is responsible for offering support and advice to teaching staff on the implementation of this policy. She may devise individual behaviour plans for pupils if she deems this necessary. She may also offer counselling support as part of her role as the school

Mental Health First Aider. She is responsible for liaising with staff and parents about any input or intervention she offers.

The school Behaviour Lead liaises with the Headteacher regularly about behaviour issues in school.

THE PARENTS

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

Pastoral comments about pupil behaviour are included in all progress reports, and behaviour is discussed at Parents' evenings.

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, or mental health.

MONITORING AND REVIEW

Monitoring of the adoption and implementation of this Policy shall be the responsibility of the Headteacher in liaison with the School Behaviour Lead. This policy will be reviewed annually and amended when necessary.

This Policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, the Health, Welfare and Safety Policy, the Pastoral Care Policy and Physical Restraint Policy, the SEND policy, the Online Safety Policy, the Relationships Education Policy.