

**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.**

Reviewed September 2024

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 2024, the Behaviour in Schools 2024 DfE Guidance; Mental Health and Behaviour in schools DfE guidance Nov 2018; Searching, Screening and Confiscation Advice for schools 2022

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 Team are: Behaviour Lead, Miss C Grillo; Mental Health and Wellbeing Practitioner, Miss R Robinson; and Learning Support Assistant, Mrs K Bleasdale.

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 poor 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.

When children transfer to our school at non-standard times, behaviour rules and expectations will be discussed with the Pastoral Lead and the class teacher.

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 and are as follows:

1. Children who arrive at school before 8.25 am must attend morning club.
2. Children who are still on the premises after 3.40 pm must attend the after-school club.
3. In the morning, children can enter school after 8.25. They should settle into class quickly and quietly ready for an 8.30 start to lessons.
4. Children should walk quietly along corridors at all times, and in single file on the right when with their class.
5. Children may not remain in or re-enter classrooms before school, at break, lunchtimes or after school when there is no teacher present.
6. Children are not allowed to bring sweets, yoghurts or biscuits (including breakfast biscuits) to school. A piece of fruit or vegetables is allowed at morning break.
7. Children are expected to adhere strictly to the school uniform policy.
8. Toys, collectable cards, jewellery, i.e. necklaces, rings or bracelets are not allowed in school.
9. Watches may be worn by junior children only, at their own risk, and these must be removed during PE Lessons. No smart watches allowed.
10. Long hair (shoulder length or longer) girls and boys should be tied back. Hair ribbons, hair bands and head bands must be royal or navy, and beads must not be worn in hair. School hairbands and scrunchies are available. Hair should be neatly groomed and should not be too closely shaved (no tramlines or taper fades permitted).
11. Where ears are pierced, only small stud earrings may be worn and these must be removed for PE, swimming and games.
12. Mobile phones and other valuables are not allowed in school, but where this is unavoidable they must be handed into the office at the beginning of the school day, and collected when going home.
13. Items on the list of 'banned items' are not allowed in school (see later in this policy).

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!

All pupils are taught the school rules when they join the school. Pupils are taught explicitly what good behaviour looks like, with particular emphasis on practising our School Values.

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 or subject specialist, 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. Star of the week is voted for by the children most weeks.

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 Year 6 are given positions of responsibility to reward their exemplary behaviour. For example: School Prefect; Faith Ambassador; Sports Leader and Sports Crew; Librarian; House Captain and Vice House Captain.

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 to a Yr 6 pupil 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.

Sports achievements, including the Daily Mile are celebrated in 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

Pre-school uses a whole class behaviour chart to promote and encourage positive behaviour. The children's names begin on a smiley face at the start of every day. If the child demonstrates positive behaviour, such as tidying, helping, friendship etc, they will move onto a happy face, with a bigger smile. If the child is moved onto the happy face they will instantly receive a small reward, i.e. a sticker or a prize from the 'star box'. If the child demonstrates unacceptable behaviour, their name will be moved onto the sad face. The Pre-school staff will have a chat with the child and explain why their behaviour is inappropriate. They will be encouraged to make positive changes to their

behaviour to return to the smiley face. All behaviours are shared daily with parents, when the child is collected.

Reception and Key Stage 1

All children are aware of expectations for attitude and behaviour. These are taught, 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 taught, 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 Reception children are on EXCELLENT at the end of the day, they can choose a gift from the prize box.

In KS1 and KS2 the children will collect stars over the course of the year. When they accumulate 35 stars, they will be presented in assembly with a Bronze Behaviour Badge; 70 stars – a Silver Behaviour badge; 105 stars – a Gold Behaviour Badge; and 140 stars – a Coloured star Behaviour Badge.

All recipients of the Coloured star Behaviour Badge will receive a certificate for their achievement which will be presented to them in assembly. Any child who receives the maximum number of 'Excellents' by the end of the year will receive a Special certificate.

St Joseph's Park Hill is an inclusive school. We recognise that some children have special educational or additional needs and ensure that our behaviour policy does not discriminate against any child. We aim to enable every child to reach their full potential, therefore the teachers will move children up to excellent at a rate which is deemed appropriate for the individual child and at the teacher's discretion. We understand that what is excellent behaviour for one child may be hard to achieve for another, so will recognise each child's personal Excellent behaviour.

If a child moves down the ladder to "Unacceptable" then a member of staff will speak to parents at the end of the day and a form is sent home which is to be returned the next day completed by the child and their parent.

The class teacher will inform the Behaviour Lead, C.Grillo and pass the completed form to her when it is received back from the child the following day. The Behaviour Lead will monitor all incidents of unacceptable behaviour and discuss any remedial action required with the class teacher and the Headteacher. This may involve mentoring, counselling, or an individual behaviour plan, and would be carried out with the agreement of parents.

All incidents of unacceptable behaviour will be recorded in the school behaviour log. Serious incidents of unacceptable behaviour will be recorded digitally on CPOMS.

If a child receives 3 forms in a half-term, a phone call or meeting with parents will be requested by the Behaviour Lead.

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.

Occasionally, poor behaviour may result in the child missing a playtime and they will be spoken to about their behaviour and what is expected of them on their return to the classroom.

Where judged appropriate and after a discussion between the class teacher and the Behaviour Lead, a child may be given a Behaviour Chart. Parents are contacted and involved so that all adults involved are working together to ensure the best outcomes for the child. The Headteacher is informed by the Behaviour Lead. 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 Behaviour Lead discusses the chart with the child, and their parents, and judges whether or not the chart needs to be continued. Parents are involved in every step of the process.

In KS2 poor behaviour may result in the loss, temporary or permanent, of positions of responsibility. Parents will be informed on the same day should this sanction be used.

In order to minimise disruption in the classroom caused by serious poor behaviour, a child may be removed from the classroom and taken to the Headteacher or a member of the Behaviour Team who will supervise the child to complete their learning/ work in another room. Before being returned to the classroom, the child will be spoken to about their misbehaviour, and the expectations for improving their behaviour once back in the classroom will be made clear. Parents are informed the same day if this sanction is used. If the child continues to misbehave in the classroom and around school, the Headteacher and Behaviour Lead will decide whether the child needs to continue to carry out their work in another room until they feel that the child is ready to return to their classroom. The child's parents will be notified if this is the case.

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

In KS2 a child may be prevented from attending certain extra-curricular clubs/activities or representing the school in any event offsite until their behaviour improves. Parents will be informed the same day if this sanction is used.

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.

If a disagreement or issue has happened between pupils at home online and this results in a continuing disagreement in school, the children involved will be spoken to and parents contacted.

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 24.

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 – Banned 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. The staff should ensure that the pupil understands the reason for the search and how it will be conducted. 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. Banned items include: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes and vapes, fireworks, pornographic images or articles, and any item deemed dangerous or harmful.

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 explicitly teaches their class what good behaviour looks like; they also discuss 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 modelled and positively reinforced 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. Staff must respond positively and quickly to any request for help with behaviour from a child.

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 child-on-child 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 child-on-child abuse and supports the staff to take the necessary action. (See Safeguarding and Child Protection Policy)

If the Headteacher, who is the DSL, has serious concerns about a child's behaviour, she may consider whether a referral for early help or to CSC is necessary. Please refer to the Safeguarding and Child Protection policy.

The Headteacher liaises with the Behaviour Lead who keeps a record of all incidents.

THE SCHOOL BEHAVIOUR LEAD and TEAM

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. Miss Grillo is supported in her role by Miss R. Robinson who is our school Mental Health and Wellbeing Practitioner and Mrs K Bleasdale, Learning Support Assistant. They form the school Behaviour Team.

The school Behaviour Team may devise individual behaviour plans for pupils if they deem this necessary. They may offer mentoring for children who struggle to meet our behavioural expectations. They may also offer counselling support in various forms. Miss Grillo is responsible for liaising with staff and parents about any input or intervention her team offers.

A member of the school Behaviour Team will spend time with any child who transfers to our school from elsewhere (at non-standard transition times) to help them settle quickly and understand our school expectations for behaviour.

The school Behaviour Lead liaises with the Headteacher regularly about behaviour issues in school and keeps a record of all incidents.

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 Behaviour Lead, C Grillo.

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.