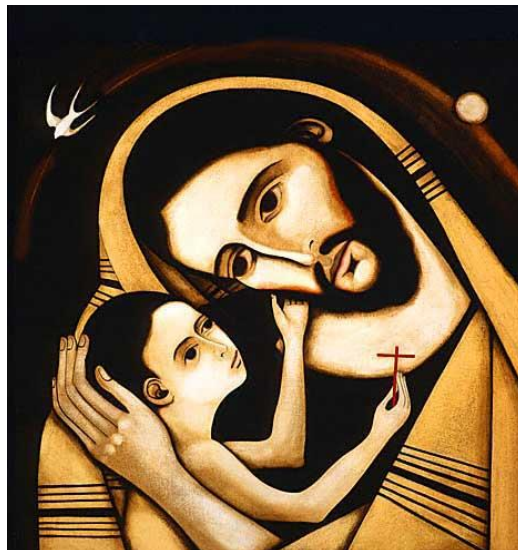




# St. Joseph's Catholic Primary School Clydach



## Behaviour Policy

Date of Review: MARCH 2022

Signature:

## School Mission Statement

The development of positive behaviour at St. Joseph's Catholic Primary School, contributes to being:

**'Together in Christ – Living, Learning and Growing.'**

**' Courtesy and consideration to others at all times '**

This statement summarises the whole attitude of our school towards living together. St. Joseph's is a thriving community in which respect for each person is achieved through self disciplined responses to situations.

We recognise that self- discipline is sometimes difficult, especially for young children, and that regular guidance is needed. The encouragement of good behaviour is seen as our central purpose rather than the punishment of bad behaviour.

St. Joseph's is a Restorative School. We are committed to embedding Restorative practice and techniques into the life of the school. Rules are kept to a minimum and are expressed in positive terms. There is a healthy balance between rewards and punishments.

All members of staff apply rules consistently, but there is flexibility in the use of rewards and punishments to take account of individual circumstances.

Punishment of whole groups is avoided. Punishing the innocent is always seen as unfair by pupils. Punishments, which humiliate are avoided.

All staff are alert to bullying and harassment and deal firmly with all such behaviour.

All pupils are encouraged to inform staff of bullying and harassment of which they are aware. All pupils are made aware of the school's 'code of conduct' and are reminded frequently of its contents. The 'code of conduct' is displayed in a prominent position in the school entrance hall and in each classroom.

St. Joseph's is a virtues school and follows the virtues outlined in the Jesuit Pupil Profile. (Appendix 3).The school's behaviour policy is designed to support the way in which our school community can live and work together in a purposeful and supportive way.

The most important aspect in children feeling, safe and secure is the sense of connection with members of staff. For most children this can be achieved by acknowledgement of the child and the child having the knowledge that you care about them as a person.

## Vision and Values

To achieve our vision in line with Welsh Government's action plan for strengthening the education system in *Our National Mission 2017-2021*, we are *working to* develop and embed the core purposes of *A Curriculum for Wales 2022* so that children and young people have the opportunities to become:

- ambitious, capable learners, ready to learn throughout their lives

- enterprising creative contributors, ready to play a full part in life and work
- ethically informed citizens of Wales and the world
- healthy, confident individuals ready to live fulfilling lives as valued members of society.

St Joseph's values of equality, inclusion and the rights of the child underpin all of our work with children and young people. Effective partnerships will be developed both within the Council and across the wider community, to seek and expect the highest standards and aspirations for all children and young people so that every person in Swansea can achieve his or her potential.

We encourage a commitment to inclusion and an ethos of positive behaviour and mutual respect. The whole school is committed to ensuring that the United Nations Convention on the Rights of the Child (UNCRC) are embedded within our policies and practice. Everybody has the right to feel valued and entitled to the respect of others, both within and out of the formal learning environment.

## **CODE OF CONDUCT FOR PUPILS**

### **' Courtesy and consideration to others at all times '**

- ❖ Always try to understand other people's point of view.
- ❖ No one has the right to act with aggression or violence to another (hitting, kicking, pushing etc.)
- ❖ In class, make it as easy as possible for everyone to learn and for the teacher to teach. This means arriving on time, listening carefully, following instructions, helping each other and being quiet and sensible at all times.
- ❖ At playtime, always play sensibly in your designated area. Remember that some places are 'out of bounds'.
- ❖ Move quietly around the school at all times - this means never running, pushing or shouting.
- ❖ Always speak politely to everyone. Shouting is always discourteous.
- ❖ Always greet visitors appropriately.
- ❖ Be silent when required.

- ❖ Make your school a welcoming place. Keep it clean and tidy by putting litter in bins, keeping walls and furniture clean and taking care of displays.
- ❖ Always remember that your school's reputation depends on you. Be on your very best behaviour when you leave the school premises to go on trips, visits, walks etc.

## **OTHER SCHOOL RULES**

Apart from those displayed in the 'code of conduct' the following rules are brought to the attention of pupils and parents.

- ❖ The wearing of jewellery is discouraged, as it can be a cause of serious accidents. Girls and boys with pierced ears are asked to wear 'sleepers' only. Hair must be kept sensibly – permed and dyed hair is discouraged.
- ❖ No pupil is allowed to leave the school premises during the school day without permission from the Headteacher.
- ❖ No pupil is allowed to stay inside the school at playtime without permission.
- ❖ Healthy snacks are for playtimes only. Chewing gum is not allowed.
- ❖ Toys, radios, computer games, comics, mobile phones, magazines etc. must not be brought to school unless permission is given by a teacher. Any such articles will be confiscated and returned at an appropriate time. The school will take no responsibility for damage or loss.

## **Promoting Positive Behaviour**

Our children are encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to their learning community. We maintain a positive ethos and create an environment which allows them to develop into responsible young citizens.

The important role of parents/carers in their children's learning is fully recognised. The school is fully committed to work in close partnership with parents/carers to support children and young people along their education journey.

St Joseph's ensures that our children develop effective behaviours, related to school improvement planning, which ensures that we achieve an ethos where

positive behaviour and attendance are essential foundations for effective learning, and where all members of the school community can feel respected, safe and secure.

Relationships built on mutual trust and respect are fundamental to promoting positive behaviour. High quality interaction between all members of the learning community, including parents/carers and partner agencies should be evident, to ensure that all feel respected, included and valued. St Joseph's demonstrates positive staff interactions with all children that determine a good understanding of pupils' learning needs, interests and development.

## **THE ROLE OF STAFF**

The Headteacher and Deputy head teacher have overall responsibility for the maintenance of good order, conduct and general discipline within the school.

All other employees of the school have a responsibility to implement the behaviour policy. These include teachers, nursery nurses, learning support assistants, supervisory assistants, kitchen staff, school clerk, caretaker and cleaners.

The Headteacher and staff will encourage self discipline. In cases of repeated indiscipline or extreme misbehaviour, the Headteacher or Class teacher will consult with parents to explore ways of modifying such behaviour.

The School Prospectus, Annual Governors' Report to Parents and School Newsletters will inform Parents of their responsibilities and also the avenues of complaint if there is dissatisfaction with school policy or its application. Such complaints should first be addressed to the Headteacher who will try to reconcile any differences. Parents may invoke the complaints procedure with the School Governors and other bodies e.g. the Local Education Authority.

The Headteacher will inform Parents through the School Prospectus and when meeting with Nursery Parents, prior to their children entering the school, of the stated policy of the school regarding behaviour and, in so doing, draw attention to Parents' responsibilities for ensuring that their children comply with this.

In exceptional circumstances the Headteacher may recommend exclusion, or transfer to another school, to the Governing Body.

## **CODE OF PRACTICE FOR STAFF**

- ❖ Acceptable standards of behaviour, work and respect depend on the example of us all.
- ❖ Good order has to be worked for, it does not simply happen. We must set high standards and apply rules firmly and fairly.
- ❖ Expect to give and receive respect.
- ❖ 'Problems' are normal when children are learning and testing the boundaries of acceptable behaviour.
- ❖ Our success is tested not by the absence of problems, but by the way we deal with them.
- ❖ Don't react – address the problem.

Use Restorative Practice.

Questions 1 (Responding to Challenging Behaviour)

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Questions 2 (Responding to those harmed)

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

❖

- (a) Avoid confrontation.
- (b) Listen.
- (c) Establish facts.
- (d) Judge only when certain.
- (e) Use punishments sparingly.

- ❖ Deal with all misbehaviour – to ignore it is to condone it.
- ❖ The majority of pupils conform and are cooperative. Deal immediately with the few who present problems.
- ❖ Establish your authority firmly and calmly.
- ❖ Separate the problem from the person.
- ❖ Do all you can to avoid :
 

Humiliating	-	it breeds resentment.
Shouting	-	it diminishes you.
Over – reacting	-	the problem will grow.
Blanket punishments	-	the innocent will resent them.
Over punishment	-	never punish what you can't prove.
Sarcasm	-	it damages you.
- ❖ Do all you can to :
 

Use humour	-	it builds bridges.
Keep calm	-	it reduces tensions.
Listen	-	it earns respect.
Be positive		
Be consistent		

### **Meeting Needs through a Staged Intervention**

Many children may require additional support, at some or all stages of their school careers, to ensure that barriers to learning and achievement are addressed.

Barriers to learning are many and complex and can include:

- the learning environment
- family circumstances
- disability or health needs
- social and emotional factors
- additional learning needs (ALN)

Early identification of these needs and intervention at the earliest opportunity, through where appropriate, a co-ordinated approach by education, social services and health services are essential to address these barriers, thus

allowing the most vulnerable children, young people and their families in particular, more choices and chances to achieve. Parents and their children will benefit from a multi-agency approach, which is person centred, where professionals work in partnership to develop one integrated plan to meet the needs of the child and family. Planning to meet needs is based on the simple cycle of identifying and assessing, planning together, taking action, reviewing and identifying points for action.

The staged intervention model provides a continuum of support based on need. The levels of support are summarised below:

Stage 1- Universal Provision: Our commitment is to developing the universal provision and to build the capacity across all of our schools, to provide an inclusive education to meet the needs of nearly all pupils, within the classroom, by the class teacher.

Stage 2 -Targeted Provision: Where additional school planning is required to fully meet the needs of children and young people, and support schools in building their own capacity, and targeting areas for development identified through their self-evaluation processes, Swansea provides a range of training and support via the Behaviour Support Team (BST) and the menu of support.

Stage 3 - Additional Specialist Support: The child/young person's additional support needs require input from external agencies. This is accessed through the planning meeting process with the BST or the Educational Psychology Service.

Stage 4 - Specialist Support: This support is developed for the very small minority of children and young people, where their social, emotional, behaviour difficulties (SEBD) needs cannot be met within mainstream provision, and where access to a pupil referral unit (PRU) or special school/base on either a full or part time basis is required. Planning for this is undertaken via the relevant statutory panel process.

Stage 5 – Out of County Specialist Support: On the rare occasion where the Council is unable to meet the needs of a child or young person, they may need to access out of county specialist provision. Planning for this is undertaken via the relevant statutory panel process.

See Appendix (1)

### **Behaviour Principles Covid 19.**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school



community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

In response we have undertaken Thrive Training which supports right-time development and Repairing interrupted development. (See Appendix 2) and the Baxter Project. The Baxter Project is a targeted, therapeutic early intervention which aims to improve emotional, social, educational and physical wellbeing of the young people in schools who need it the most.

### **LUNCHTIME SUPERVISION**

- ❖ Discipline is the responsibility of the lunchtime supervisory assistants backed by the teaching staff. Members of the teaching staff are always on the premises at lunchtime and should be contacted when necessary.
- ❖ Lunchtime supervisory assistants must always be on duty in the playground.
- ❖ If children are unwell they should be reported to a member of the teaching staff.
- ❖ Cases of misbehaviour reported by lunchtime supervisory staff would generally be dealt with by class teachers. A pupil guilty of a serious offence will be seen by a senior member of staff.
- ❖ Should there be persistent problems at lunchtime, the pupil(s) concerned will be kept in. Parents may be consulted with the possibility of lunchtime exclusion.

### **REWARDS**

Each member of staff is committed to our Mission Statement and the maintenance of good order and discipline within the whole life of the school.

In practice this is achieved in many ways.

- Staff reward good behaviour by praising and through the use of the Merit Award System. Clear parameters of acceptable behaviour are set out and school rules are explained.
- Pupils are encouraged to evaluate their own behaviour and set themselves targets for improvement where needed.

- Older pupils are expected to be an example to younger pupils and to care for them. We have a prefect system and Head boy/ girl and Deputy Head boy and girl.
- Role play is employed to highlight moral behaviour, particularly in Assemblies, and Religious Education gives focus to good behaviour. A high standard of behaviour is exhibited by the vast majority of our pupils and this is expected by staff.

### **THE MERIT AWARD SYSTEM**

To actively encourage good behaviour, excellence in work, good attendance etc. the school operates a Merit Award System. The school is divided into four houses – Ty Santes Non, Ty Dewi Sant, Ty Santes Winifed and Ty Teilo Sant. Merit Award Certificates are awarded each week during a special Achievement Assembly. Each Merit Award is worth points, which are then attributed to the houses. At the end of each term the Merit Award Trophy is presented to the house with the most points. At the end of each school year prizes are presented to the boy and girl gaining the most awards. We also have an award for Restorative Practice which is awarded when a child has been involved in restoring a challenging situation.

### **STRATEGIES EMPLOYED WHERE PUPILS NEED CORRECTION**

Many situations can be dealt with without intervention from the Headteacher. Where teachers judge a situation to be one where they can deal adequately with cases of discipline, one or more of the following may be employed.

- ❖ Point out the error to the pupil.
- ❖ Issue reprimands so that the individual or others may learn from them.
- ❖ Set an appropriate task, which reminds the pupil of his/her misbehaviour, to be completed in his/her own time.
- ❖ Withdrawal of playtime(s).
- ❖ Withdrawal of other privileges (e.g. sports fixture, trip etc.).
- ❖ Arrange for unfinished work to be completed at playtime or to be taken home.
- ❖ Short term class relocation with appropriate work.

On those occasions where a child needs to be excluded from the class repeatedly he/she should be taken to the Headteacher and parents will be informed.

## **EXTREME OFFENCES**

If a child repeatedly disregards school rules and the provisions laid down in this policy prove inadequate the following course of action is followed:

### **Stage 1**

The child is sent to the Headteacher who will give a formal warning and the implications of stages 2 and 3 spelt out to the child. This stage is formally recorded and dated in the behaviour book.

### **Stage 2**

A phone call by the Headteacher requesting a formal interview with the child's parents or guardian. A copy of the conversation and a record of the meeting will be kept by the Headteacher who will liaise with the class teacher.

### **Stage 3**

A letter is sent home by the Headteacher requesting a second interview with the child's parents or guardian. At the meeting the seriousness of the situation will be made clear to the parents or guardian and the possibility of exclusion from the school at a later date.

There is a clearly laid down procedure in the rare event that exclusion is necessary. The exclusion procedure is put into action at the discretion of the Headteacher.

## **DAMAGE TO SCHOOL PROPERTY**

In the event of wilful damage to any school property the cost of replacement will be sought from the Parents of those responsible.

## **ANTI-BULLYING POLICY**

Bullying is defined as: "repeated oppression psychological or physical, of a less powerful person by a more powerful person or group of persons."

Farrington, D.P. (1993) "the wilful, conscious desire to hurt, threaten or frighten someone." Tattum and Herbert (1990) Research shows that: "Bullying happens in almost all, if not all schools." Thompson and Sharp (1994)

Bullying affects all members of a community, bullies, victims and witnesses of such action. It could also affect the atmosphere of a class or the whole school. It is often hard to detect and might, therefore, be an unseen problem needing a response.

Our aim at St. Joseph's is to provide a safe secure environment in which:

- ❖ There is an awareness of bullying and its consequences.

- ❖ Pupils have a wide range of opportunities to build self-esteem.
- ❖ The atmosphere is such that bullying is less likely to occur.

In cases of bullying staff will follow guidelines that differ from their normal monitoring and maintenance of discipline.

- ❖ Any major or regular problem will be brought to the attention of the Headteacher who may decide to record it. On analysis records could be used to determine whether or not there are regular bullies or victims.
- ❖ Staff should be aware of any pupils who regularly display symptoms of anxiety, isolation or unhappiness so that the Headteacher can follow up by interviewing pupils / parents as early as possible, in order to identify the cause of the problem.
- ❖ To overcome the problem of the reluctance of some children to approach a member of staff, older pupils will be actively encouraged to care for their younger colleagues and refer any problems to staff.
- ❖ Rewards in the form of praise and Merit Awards will be given to children for sociable behaviour and caring for others.
- ❖ The wearing of regulation school uniform is seen as essential as dress is frequently a source of disagreement between some children.
- ❖ Lunchtime Supervisory Assistants will report any problems to class teachers or the Headteacher.
- ❖ Within collective worship, assemblies, Religious Education and the general curriculum the message that bullying is not acceptable behaviour will be positively passed on.
- ❖ Parents are encouraged to inform the school of any incident in which their child feels aggrieved or reluctant to attend school.

In the event of reported bullying the following course of action will be put into operation:

- ❖ Identify the bully and the bullied. Call a small impromptu conference. Use the Restorative questions following the correct procedure. Use affective statements and questions.
- ❖ Listen to what each child has to say and, if possible, ascertain from onlookers if what is being said is a true account.

- ❖ Keep as calm as possible.
- ❖ Inform colleagues of the challenging behaviour and those harmed and circumstances so that further behaviour can be closely monitored.
- ❖ When dealt with it is important that constant reminders of correct behaviour should not allow any incident to 'live on.'
- ❖ Incidents should be reported to the Headteacher who may decide to keep a record or take further action.
- ❖ The identified bully may be asked to write down what they have done and why it has upset their victim.
- ❖ The Headteacher will notify parents of repeated actions or serious incidents where bullying is involved and between both parties try to establish a 'modus operandi' in order to change the pattern of behaviour.

## **CONCLUSION**

The Whole School Behaviour Policy in general will only succeed if all staff continue to demonstrate their commitment to a well ordered and disciplined school atmosphere. The support of all Parents is also essential.

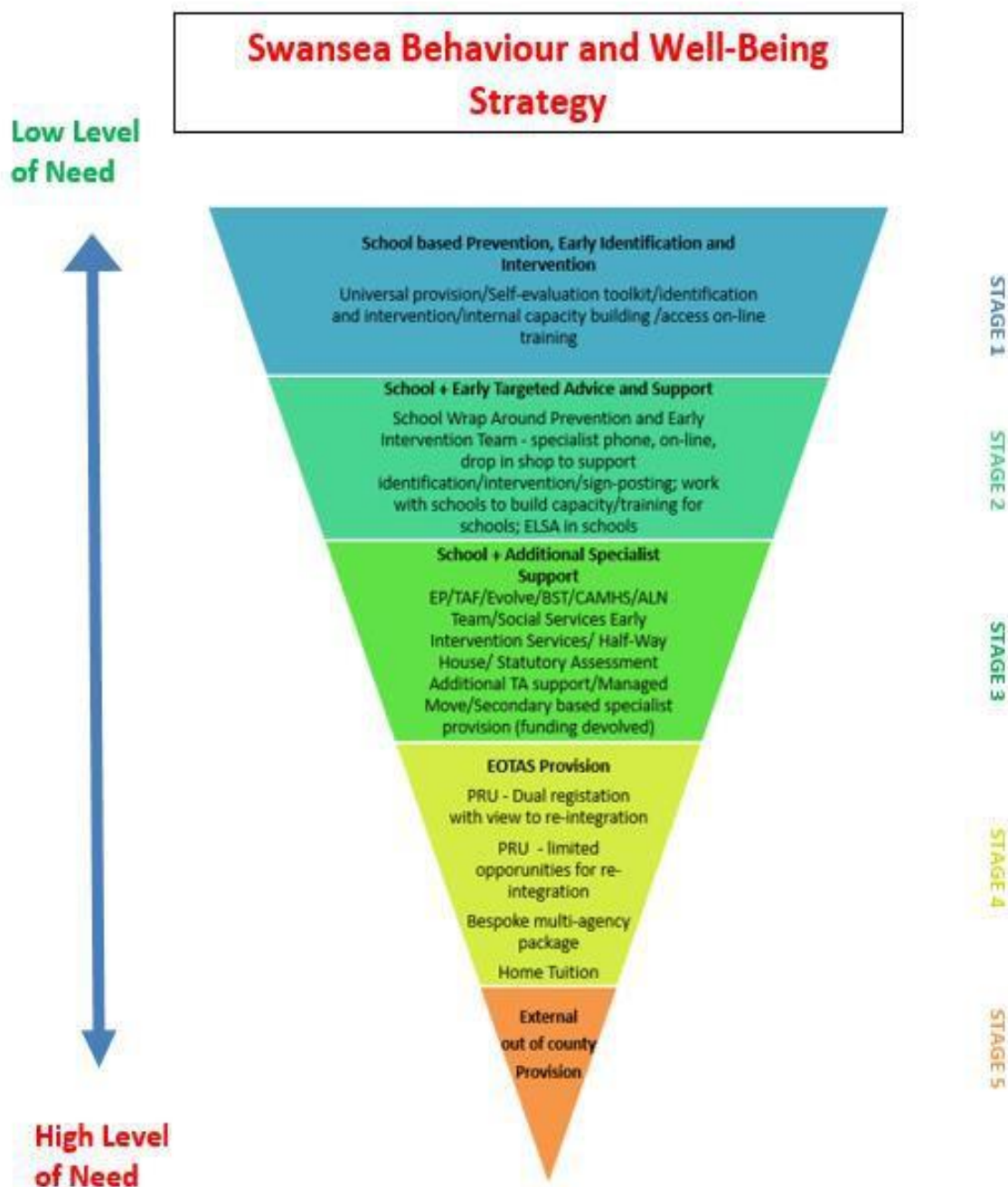


Child Protection - The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 16, 19, 20, 21, 25, 27, 28, 34, 36, 39 (CRC)

## Appendix 1

### The Staged Intervention Model



## Appendix 2

A fundamental principle of Thrive is that beneath every behaviour is a feeling, and beneath every feeling is a need. As Thrive practitioners, when we see a child or young person behaving in a distressed, dysregulated or defensive way, we realise that their distressed behaviour is communicating that they have an unmet need. Our priority is to meet the underlying unmet need rather than focus on the behaviour. We use the Vital Relational Functions (VRFs) and the stance of PACE (playful, accepting, curious, empathic) to meet these needs and develop positive relationships with children and young people. The relational approach, alongside an understanding of behaviours facilitated by Thrive-Online<sup>®</sup>, supports us to identify and meet the underlying needs communicated by behaviour and to therefore address behaviour in a sensitive and meaningful way.

To understand the concept of behaviour as a communication of need, it can be helpful to look at behaviour as a symptom or signal of what is happening underneath. We can do this using the metaphor of a house that it is on fire. Picture the outside of a house, then imagine that you start to see smoke billowing out of the roof, doors, and windows. The smoke would signal to you that the house was on fire. It is likely that you would then call the fire service to put out the fire and it is likely that the fire service would later investigate what caused the fire to ensure that it didn't happen again.

When we apply this metaphor to children's distressed, dysregulated or defensive behaviours, we think of the smoke as the behaviour, the fire as the feeling underneath the behaviour and the need as the cause of the fire. In other words, the behaviours are the way that the child outwardly communicates how they are feeling inside because of a particular need that they have.

When a child is behaving in a distressed, dysregulated or defensive way, what we see is the signal that something is wrong; we see the smoke. If we simply try to get rid of the smoke by only addressing the behaviour, we will not put out the fire, or find out what caused it. Instead, we put out the fire by supporting the child with their difficult feelings. We do this by attuning to the feelings they are having, validating these, containing the experience for the child, and helping the child to regulate (using the VRFs), showing that we accept what they are feeling, empathise with their experience and are curious about them (PACE).

To support the child with developing this awareness and to increase the likelihood of them finding more healthy and socially acceptable ways to behave, we need to adopt the stance of being tough on the behaviour yet gentle with the child, remembering that in order to learn new ways to behave children need lots of practice and repetition.

## Appendix 3

### The Jesuit Pupil Profile

The Jesuit Pupil Profile has been developed by the schools of the British Jesuit Province as a successor to the Jesuit School Leaver Profile published in 1995. The new Jesuit Pupil Profile was launched in the schools in the autumn term of 2013.

As Catholics we also believe in the importance of developing a virtuous life. The Catechism describes a virtue as “an interior disposition, a positive habit, a passion that has been placed at the service of the good.”<sup>7</sup> The cardinal virtues common to all people are Wisdom, Justice, Courage and Self-Control (sometimes referred to as the natural virtues). To acquire these virtues takes determination and practice: it is part of the human experience to wrestle between virtues and vices, between right and wrong. As St. Augustine says “Virtue is what one does passionately; vice is doing what one cannot stop doing because of passion.”<sup>8</sup>

### Jesuit Pupil Profile

Pupils in a Jesuit school are growing to be . . .

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

**Faith-filled** in their beliefs and **hopeful** for the future.

**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

**Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.

**Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.