



## **St John's Catholic Academy**

### **Behaviour Policy**

Written in line with Section 89 of the Education and Inspection Act 2006

At St John's Our Mission is to:

- Ensure that the Catholic ethos is evident to all that enter the school
- Ensure that the schools' policies reflect the teachings of Christ and the Catholic Church
- Ensure that the Gospel values and the teachings of the church are in every aspect of Learning, Teaching and the totality of school life
- Provide a religious education which studies the mysteries of God, the life and the teachings of Jesus Christ and of His Church
- To Know that to teach means not only to impart what we know but also to reveal who we are by living what we believe
- Enable the children to have the ability to see the richness of life
- Care for the Spiritual needs of children and young people
- To Know, Love and Serve God in this life and be happy with him forever in the next
- Ensure that Christ is at the centre of everything
- Ensure that a young persons' journey is also a journey of faith
- Transform prayer, worship and liturgy into real educational experiences, developing the faith of each individual in the school community
- Build a caring Catholic community which prepares each one of us for the wider world
- Provide opportunities to learn within a Catholic Christian setting
- Prepare the children for life within a multicultural society and teach them to have respect for other faiths
- Encourage the children to partake in the charitable works in the community, locally and worldwide
- Provide an excellent broad and balanced curriculum that is placed with a Catholic Christian setting which will nurture children and help them to grow to their full potential
- Work to develop the formation of the whole person
- Be motivated and offer to all especially the poor and the marginalised the opportunity of an education and training for a job
- Extend the areas of children's knowledge and experiences where learning and expectations are matched to abilities and aptitudes
- fulfil the statutory requirements of the National Curriculum and Religious Education as based on the guidelines provided by the Archdiocese of Birmingham
- Encourage independence and self discipline appropriate to the age of development of each child
- Provide opportunities to develop appreciation of art, music, literature and their national heritage
- Develop in children appropriate skills and concepts and the will to use them
- Monitor and evaluate the schools' curriculum provision
- Care for the pastoral and special needs of children
- Promote a citizenship rooted in a commitment to social justice and the common good.

St John's Catholic Academy recognises that gospel values and the teachings of the Catholic Church are central to the life of the school. The school seeks to create a "Nurturing Environment" which encourages and reinforces good behaviour where children feel safe and secure, and can develop academically, emotionally and socially. Our children's behaviour is outstanding and we strive to work together to uphold this through our behaviour policy.

Introduction:

Every Child Matters at St John's and it is our vision to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children are valued and are given opportunities to make their own decisions.

Together we hope to lead our children towards a better understanding of themselves and their actions upon others, as well as increasing their confidence and self esteem.

The school believes that its pupils have the right to learn in a nurturing, supportive and safe environment where all children are recognised for their hard work, good manners and good behaviour.

For the purposes of this policy "good behaviour " can be defined as any positive behaviour where pupils demonstrate that they have good manners, can show respect towards others and have good self-discipline. These behaviours will be encouraged at all times. Behaviour for learning is also embodied within this.

Classroom rules will be developed at the beginning of each academic year through consultation with the whole class. These classroom rules will be part of, and in addition to the Golden Rules and Class Dojo skills. They will be based around our over-arching approach of children demonstrating good manners, discipline and respect.

The Golden Rules should be:

- displayed prominently in classrooms and around school
- designed to make clear to the children how they can achieve acceptable standards of behaviour.
- agreed with the children so they fully understand them and are able to take

- ownership of them.
- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.
- Each classroom will have a Class Dojo behaviour display.

The Golden Rules are:

- Work hard and try our best (Independent enquirer, Self-manager, Creative thinker)
- Respect and value all (Part of a community)
- Be kind and helpful to all (Team worker)
- Use our manners at all times (Self-manager, team worker, part of a community)
- Listen to all adults and other children (Part of a community)
- Be honest in all we do and say (Reflective learner)
- Share with others (Part of a community)
- Walk in school at all times (Part of a community)
- Wear our school uniform with pride (Self-manager, Part of a community)
- Look after our school (Team worker, Part of a community)

These Golden Rules sit within the Attitudes for Life Framework that is collegiate wide. Those characteristics are listed in brackets above.

Aims:

At St John's Catholic Academy we aim:

- To create an environment which nurtures, encourages and reinforces good behaviour.
- To define and promote acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To lead by example.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. This is underpinned by our school mission statements.

As role models we aim to:

- provide a nurturing and effective learning environment;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and

- disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning:

We believe that our appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed back all help to avoid alienation and disaffection which can lie at the root of poor behaviour.

Teaching and learning at St John's is underpinned by good behaviour for learning. It follows that lessons should have clear objectives, which are understood by the children, and that they are differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. (See marking policy).

'Pupil Passports' are utilised to ensure that special needs are addressed, and more able or gifted children are identified and challenged accordingly.

For further information please see The Teaching and Learning Policy, Curriculum Policies.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Learning environments are bright, welcoming and interactive to encourage all children to feel 'at home'. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. (See Teaching, Learning and Curriculum Policies).

Our Attachment Aware and Nurture aware staff base their classroom practice on the following principles of nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important to the development of self esteem.
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children.

## **Meet and Greet/ Counselling**

We recognise that other issues in a child's life may directly affect their behaviour in the classroom. A referral to the school counselling service can be carried out, with parental permission, as can a referral to our own Learning Mentor and Support staff.

Our approach allows therapeutic strategies to be used whilst class teachers should be kept informed about why pupils may behave in the way in which they do. 'Meet and Greet' sessions every morning are used to provide a personal and positive greeting to set the scene for a day of positive behaviour. Effective communication between staff ensures that some behaviour can be pre-empted.

## **Special Educational Needs:**

Pupils who have been identified to have a particular behavioural need will be given appropriate targets and these will then be designed, discussed and shared with the pupil and parents. If a child requires a Pupil Passport, then additional support will be given to encourage, promote and model appropriate classroom behaviour and the class teacher will ensure that any targets are reviewed termly. The SENDCO will ensure that Pupil Passports for statemented children are reviewed and any outside agencies are fully involved if necessary.

## **Rewards:**

At St John's we use Class Dojo as a tool for rewarding good behaviour. This allows for excellent communication between parents and staff about their child's progress, behaviour and the day to day running of the classroom. Our emphasis is on rewards to reinforce good behaviour, rather than focusing on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Staff may use their own individual in class rewards, in addition to the Class Dojo behaviour system and key stage team points. These may include marbles or table points, stickers and stamps or treat boxes.

Rates of praise for behaviour should be as high as for work. Recognition of the following rewards are presented publicly during assembly:-

- Gold Dojo award winners (Head teacher Award, certificate and badge)
- Sports awards
- Student/pupil of the week award
- Writers of the week
- Mathematicians of the week
- Readers of the week
- Personal awards achieved by the child out of school

## **Whole School Behaviour System**

The system recognises the good behaviour of children and rewards them for following the school rules. The system is consistent throughout the school from Nursery to Year 6 and is also used at lunch times, after school clubs, trips and on residential visits.

Our school follows the Class Dojo system of a Golden Dojo for 6 Dojo points, and a red card for negative 6 Dojo points. All children make reference to the system on display in their classrooms.

### **Moving up the chart to the Gold Dojo**

All children will begin each new day with their name card on the Green Dojo (Mojo) and can move up on the chart to the Golden Dojo once they have received 6 dojo points which will be recorded online using the Class Dojo points system. If a child has displayed good behaviours and is on the way to the Golden Dojo, then they will move their name to the Blue Dojo following +3 Dojo points.

The characteristics set in each class dojo are:

- Consistent good behaviour
- Good attitude
- An excellent piece of work
- Consistent good manners
- Helping another pupil or adult
- Asking and answering lots of questions
- Respect
- Effort
- Team Work
- Good Sportsmanship
- Smart appearance
- Being on time
- Being prepared
- Reading at home
- Kindness
- Any other characteristic that the class teacher may wish to promote (Maximum of 2 extra)

If a child demonstrates exceptional behaviour or attitude during the day then they could be moved onto the Gold Dojo. The teacher, or a Dojo helper records these at the end of the day in a Golden Dojo Book. Instant Gold Dojos may be awarded if behaviour or effort is exceptional.

When a child has been on the Gold Dojo five times, then the teacher will present the child with a Dojo monster certificate and a star badge. When a child has been on the Gold Dojo for every multiple of 5 then they will be given certificates and rewards as appropriate.

When a child has had their name on the Gold Dojo for any multiple of 10, then the Head teacher will read their names out in assembly and present them with certificates and the relevant rewards.

A record of children in the Gold Dojo book will continue throughout the year and they will be rewarded accordingly, as they achieve more gold Gold Dojos. Rewards include pencils, pencil cases, bookmarks leading to special prizes at the end of the year for children who have been on the Gold Dojo 30 times or more.

### **Moving down the chart to the Red Card**

However, if a child breaks a school rule then they will be given a warning. If a child continues to misbehave after having a warning then he/she will lose Dojo points. If they end up with – Dojo points, they will move to the amber card, which is a clear warning that they need to modify their behaviour for the better. If they receive -6 Dojo points, or receive an instant red card, then they will move from the Green Dojo (Mojo) where everyone starts each day, to the red card and participate in a lunch time detention. Children will then be asked to complete a thinking sheet

during a lunch time detention. (The same day if they have a red card in the morning, the next day for an afternoon red card). The child will be asked during detention, supervised by a member of SLT, to think about what they have done, the rule that they have broken and what they can do to put it right. If the child completes this sheet they may also be asked to write a letter to the class teacher apologising for their behaviour.

If a red card is received in the morning, the child will move their name back to the Green Dojo after lunch, if they have attended detention, so they can have a new start for the rest of the day.

If a red card is received in the afternoon session the child will have to attend detention the next day.

Detention sessions are supervised by a member of SLT.

Timetables are displayed in all classes and in the ICT Suite.

If a child has been on the red card three times then they will be sent to the Head teacher with the red card book (which contains the dates and reasons for being on the red card). The Head teacher will then speak to the child, a letter will be sent home to parents to explain that their child needs to modify his/her behaviour and if he/she is on the red card a further three times then they will be invited into school to discuss the next steps, and the child will not take part in the end of half term treat.

However, in exceptional circumstances any serious one off incidents will be dealt with, possibly given instant red cards, and parents may be called or messaged through the Dojo system.

A child should always be given a warning before he/she loses a Dojo point for behaviour; however the SLT agreed that if a child is:

1. Involved in a serious fight
2. Heard by an adult swearing
3. Rude to a member of staff
4. Insolent
5. Defiant
6. Aggressive
7. Demonstrating a lack of respect
8. Racist

They will be instantly moved down to the bottom of the chart and attend a detention. (Red Card). See Bullying policy for incidents of suspected bullying.

## **Sanctions**

Although rewards and positive praise are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of, and to discourage unacceptable behaviour to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is very powerful.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

- Negative behaviours include talking out of turn, not listening, rude behaviour etc. Children may also lose Dojo points for not bringing in homework, untidy uniform and being unprepared.

If bad behaviour is recurrent at break and lunch times, then, in the first instance, supervisors will communicate with the class teacher and appropriate sanctions will be applied. If the behaviour continues, a child may be asked to miss their break or lunch times for a period of time to reflect upon and adjust their behaviour.

If a child has consistent bad behaviour for longer periods of time, then they may be placed on report by the Headteacher. This may be for break and lunch times, or covering the whole day, according to their needs. This will be sent home each day, to encourage communication with parents. A child may stay on report until their behaviour improves.

Children may be sent to a member of SLT or the headteacher, to discuss their behaviour and how it can be improved.

#### **Exclusions:**

Sanctions range from expressions of disapproval and moving down the chart, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions/ the removal of Class Dojo points. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Class teachers will liaise with the school SEND Lead. Additional specialist help and advice from the Educational Psychologist or Access to Learning Team may be necessary. This possibility should also be discussed with the Head teacher.

#### **Half Term Treats:**

It was agreed that for those children who had not been on the red card five times at the end of the half term then they would have an end of term treat. If any children had been on the red card five times then their parents would have been invited into school and they would miss out on the treat. Treat afternoons usually take place at the end of the last week of a half term and activities include: sports, DVDs, art, toys and discos.

**Any pupil who receives a fixed term exclusion as a result of bad behaviour will automatically miss the end of half term treat.**

Each half term is a new start and the previous number of red cards will not be taken into account. However, if a child is in a missed treat detention and misbehaves, the detention sanction will be carried on to the next day, even if this is after the half-term holiday.

#### **Lunchtime Supervisors**

We have developed a whole school approach to behaviour that includes all of the school community including the lunchtime supervisors. As a school we understand the vital role that they play in consistency of approach and positive reinforcement. Supervisors may write down the names of any children that have been particularly well behaved, as well as the names of any children who have not behaved well, or communicate information verbally. Supervisors feedback in some way, to the class teacher after every break and lunchtime. Supervisors may award team points for occasion of good behaviour and following the rules.

The teacher will then decide to award or remove a point for Dinner time, depending on the feedback. In this way staff and supervisors are working together, and the children understand that the same high expectations of behaviour are required in all areas of our school.

The whole class or year group should not be punished if it is only a minority of the pupils demonstrating poor behaviour. Only the individuals responsible should be kept in during playtimes or lunchtimes. If it is every pupil in the class or year group, then they may miss their following playtime to practise lining up or think about their behaviour and how it can be improved.

#### Homework- Due in on a Wednesday

If a child forgets their homework on a Wednesday they will miss their playtime on that day. If the child forgets their homework on the Thursday they will again miss their playtime and a text or Class Dojo message will be sent to the parents. If the homework does not arrive by Friday then the office would contact parents asking them to make an appointment to see the Head Teacher or a member of the SLT.

Any extension for homework is only given in the event that there is a genuine reason for lateness. The extension is not to be used by the pupils as a guaranteed extra day. Teachers will, at their own discretion, allow or refuse an extension to homework.

#### **Bullying** (See separate anti-bullying policy)

This issue is discussed at opportune moments in Circle Time, PSHE lessons and assemblies and thus children's feelings are aired and reinforced. Any instance of bullying is taken seriously, investigated with care and reported to the Senior Leadership Team. The child will be warned in the first instance, but if the bullying is repeated, sanctions used for serious offences will come into force. Bullying includes any behaviour which is intimidatory, not just physical abuse.

#### **Communication and Partnership with Parents**

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is strongly encouraged. Parents are invited to sign up to Class Dojo where they can be directly messaged/directly message the teachers in their child's year group. They can also receive information on Class story to receive reminders and see what their child has been doing/ learning about in class. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour, as they will have received information in the build up to this.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At St John's we will:

- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Follow the guidelines set out in this policy.

- Display and encourage the Class Dojo and Golden rules around school
- Review the school policy and its degree of success.
- Continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.