



Expectations & Behaviour Policy

Adopted: January 2025 – **Approved by LGB Lent 1 2025**

Reviewed:

Next Review: September 2025

Behaviour Policy – Inc Exclusion Arrangements

BEHAVIOUR POLICY

I have the right to feel and be safe

I have the right to learn

I have the right to be treated with respect

"Train the young in the way they should go; even when old, they will not swerve from it." - Proverbs 22:6

This policy should also be read in conjunction with the following other policies as stated:

- E-safety policy
- Anti-Bullying Policy
- Health & Safety Policy, Risk Assessments
- Safer Recruitment Policy
- Complaints Policy
- Codes of Conduct
- Equality and Diversity Policy
- Staff Induction Policy
- Whistleblowing Policy
- Safeguarding Policy

A consistent approach to behaviour management

Rationale: Governors and staff believe that good behaviour is a key foundation of good education. Without an orderly atmosphere, effective teaching and learning cannot take place. The ethos of St Joseph's is expressed in its Statement of Mission and includes a clear vision of the values which matter within the academy and its community;

'We Value all in the name of Jesus the Christ'

As a Catholic academy, we take our values from the Gospel. These values include: respect for others, for property and the environment; honesty, trust and fairness; tolerance and compassion and the virtues of self-respect and self-discipline.

It is our aim here at Saint Joseph's to assist children to grow up with a clear and acceptable view of what is right and wrong, appreciating the needs of others and of the society around them. At all times, in their dealings with pupils, all members of staff must remember that every human being is made in the image and likeness of God, and therefore deserves to be treated accordingly, whatever the circumstances. There must be regular dialogue on these issues between Governors, staff, pupils and parents, and there is a vital need to be clear on what kind of behaviour is expected of pupils and how they might expect others to behave towards them. If as a Catholic Academy we believe in the uniqueness of persons created in the image and likeness of God, and if we can truly believe that of every pupil/person we meet, we would have little difficulty in knowing the importance of self-discipline and self-respect realising and living by the basic virtues of honesty and fairness.

We need to take care not only to promote these values in Assemblies, PHSE, SMSC lessons and RE lessons (the explicit situation), but also in all areas of the curriculum (particularly the hidden curriculum) which are implicit. The way in which staff and all those involved in the academy treat each other is also of great significance. Improvements in behaviour are far more likely to follow if the self-esteem of pupils can be enhanced by the actions and attitudes of staff towards them. If we can teach our pupils to begin to believe in their own self-worth, they will naturally begin to develop a sense of responsibility and respect for others.

St Joseph's Catholic Academy Expectations

We have agreed these academy expectations that permeate the teaching and management of behaviour:

- Be Safe
- Be Respectful
- Be Responsible
- Treat others with kindness
- Look after people and property
- Make sensible choices and follow instructions
- Be in the right place, at the right time, doing the right thing

At St Joseph's we learn the St Joseph's Way. All classes spend time learning how to behave in different aspects of school life. These are taught in the first term of the academic year and then revisited throughout the year. You can find the full St Joseph's (Behaviour) Curriculum in the appendix.

Expectations of the whole School Community

Staff and Local Governing Body

- To lead by example acting at all times in line with our Catholic ethos and values
- To use positive and restorative language when dealing with behaviour
- To be consistent in dealing with pupils, parents and adults.
- To foster the aims and values of the school, and local community, among the pupils.
- To have high expectations of the pupils.
- To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.
- To encourage regular communication between home and school.
- To respect pupils and be consistent

Children

- To respect, support and care for each other, both in school and the wider community and live out our Catholic Gospel values.
- To know the green behaviours and endeavour to demonstrate them at all times
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready to learn and take part in school activities.
- To take responsibility for their own actions and behaviour.
- To follow the academy rules as instructed by all members of staff throughout the school day.
- To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexual orientation and age.

Parents

- To be aware of, and support, the school's values and expectations.
- To ensure that pupils come to school regularly, equipped and on time for the school day.
- To take an active and supportive interest in their child's work and progress.
- To respect, model and support the aims and values of the school.

Positive Behaviour Strategies: BEHAVIOUR LADDER

All classes and staff use a coloured behaviour ladder system to enforce good or a 'green ready to learn' behaviour. Children all start on green each lesson and the expectation is that they finish the lesson at least on green or move up the ladder!

There are seven ladder stages in total:

- children remain on GREEN – House points given (children start on green at the start of the day and straight after lunch)
- First reminder – staff member quietly speaks to the child and reminds them of what they have done and what is expected of them.
- Second reminder -AMBER – staff member quietly speaks to the child and tells them that they will spend 5 minutes of their breaktime in class or with their teacher, if they receive another reminder. (TEACHER NOTIFIES PARENTS ON ARBOR)
- Third reminder -RED – Child moved to another space in the classroom. 10 minutes in class at break/ lunch with teacher. Parents called at the end of the day.
- All children return to green after lunch and lunchtime behaviour is separate to the classroom.

Rewards

We often recognize good behaviour through awarding privileges and rewards.

This might include:

- verbal praise
- stickers
- notes/ messages home
- House Points on house points chart.
- class rewards (e.g. arithmetic trophies)
- sent to another teacher / Headteacher with work
- Headteacher's reward sticker
- let parents know about positive behaviour through Arbor messaging.
- 'Praise' assemblies every Friday.

Consequences

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable never the child.

The behaviour ladders are used in all classrooms, however staff may exercise their professional judgement and minor consequences can be implemented for low level disruption but will always include an element of restorative practice eg: staying in at playtime for 2 minutes to briefly to discuss their actions, their effect and how to improve; time out in another class if behaviour escalates but followed up with a quick chat on the impact of their behaviour on them and others. For persistent poor behaviour choices, communication is vital with parents/carers and regular support and contact from SLT.

At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated in line with this policy.

Whole class consequences must never be used.

Consequences could include:

- Missing minutes from break (SLT reflection time) or lunchtime 'timeout' on the bench.
- Completion of work during break and lunch time.
- Sending work home with the child to complete.
- Moving children somewhere else within the classroom.
- Letters of apology.
- Lunchtime with SLT member.
- Time out of class (partner class or outside to reflect).
- Sending to a member of SLT.
- Missing out on treat days or activities or competitions.
- Phone call or message home to parents / meetings with parents
- Removal of privileges
- Fixed term (suspension) or permanent exclusion
- RAP: Request for Alternative Provision to the Local Authority for a fixed term 'Step Out' period.

We approach every session as a new session. Children have the right to put previous problems behind them. However, where there are persistent repetitions of disruption, a personalised home-school monitoring programme may be established. Parents will be involved in this process and school will regularly review progress and impact with parents.

In the event of a more serious incident e.g. assault on staff; damage to property the leadership team will make a decision about the appropriate action.

Discipline in Schools

All staff are responsible for promoting positive behaviour.

The following staff are responsible for overseeing behaviour across school:

- **Mr J Leech/ Mrs C Walker (Headteacher)**
- **Mrs S Barnsley (Deputy Headteacher)**

All teachers, however, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)

Teachers (or paid member of school staff or a member of staff authorised by the Headteacher) can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. All staff have a duty under KCSIE to remind children of the behaviour expectations. In St Joseph's Catholic Academy, all staff are authorised to discipline pupils in line with the Behaviour Ladders. Serious offences will be dealt with by class teachers and/or SLT.

This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction for that pupil. Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. Every child deserves to be inspired, have a positive mindset, recognise failure is just a stepping stone to success and to believe they can do anything they set their minds to.

At St. Joseph's, we aim to develop the self-awareness, self- belief and emotional intelligence of every child, regardless of their background or circumstances, to give them the tools needed to flourish in life. We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010

Responsibility for the Policy and Procedure

The Governing Board

The Joint Local Governing Body has:

- The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school
- Responsibility to ensure that the school complies with this policy;
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy.
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Responsibility for the effective implementation, monitoring and evaluation of this policy
- The Joint Local Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Joint Local Governing Body giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure the health, safety and welfare of all children in the school;
- Work closely with the link governor and coordinator;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Work closely with parents;
- Deal with external agencies;
- Monitor the effectiveness of this policy;

Role of the Senior Leadership Team

The Senior Leadership team will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and governors;
- Provide guidance and support to all staff;
- Provide training for staff and keep up to date with new developments and resources;
- Work with the School Council;
- Monitor school support systems;
- Undertake classroom monitoring;
- Work closely with parents;
- Deal with external agencies;
- Monitor the effectiveness of this policy;

Role of School Personnel

- It is the responsibility of each staff member to respond and guide the children when dealing with a difficult
- behaviour or feeling. It is also their responsibility to be familiar with the new behaviour policy ensuring it is implemented at all times across the school.
- Staff are further expected to comply with all aspects of this policy
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- Promote self-discipline amongst pupils;
- Deal appropriately with any unacceptable behaviour in line with the Behaviour ladders
- Apply all rewards and sanctions fairly and consistently
- Record concerns on CPOMS so patterns of behaviour can be established;
- Fill in appropriate paperwork e.g. serious incident form, concern form;
- Discuss pupil behaviour and discipline regularly at staff meetings;
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- Be sensitive to difficulties which happen in family situations and which can affect children;
- Attend organised training on behaviour management;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping children safe in education 2022 Statutory guidance for schools and colleges

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Our legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs
- Recognise that some pupils require a more sensitive and differentiated approach
- Make sure our behaviour policy doesn't unintentionally discriminate against certain groups. For example, keeping a record of behaviour incidents and look for patterns, so you can make sure one particular group isn't more affected by the policy than other groups through CPOMS records

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence – this includes rape, assault by penetration, or sexual assault (intentional sexual touching).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items

These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- E-cigarette, or similar (vape)

Harmful Sexual Behaviour

Harmful Sexual Behaviour is defined as:

- 'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'

Any incidents involving child on child sexual violence and sexual harassment will be taken to the Headteacher and DSL. Child Protection and Safeguarding procedures will be followed referring to the guidance provided in part 5 of the KCSiE 2022.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial - Racial taunts, graffiti, gestures
- Sexual Harassment - Unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting

Direct or indirect verbal

- Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying

- Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our school's approach to preventing and addressing bullying are set out in our antibullying strategy.

Off-Site Behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 11 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child 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 or 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.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school such as on a school trip or on the bus on the way to or from school.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's behaviour ladders
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Escorting pupils around the school in an orderly manner and both in and out of the playground, before and after school

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible by an appropriately trained member of staff.

St Joseph's utilises the Team Teach approach for positive handling of pupils.

Positive handling incidents must be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of sanction
- Be recorded and reported to parents.

Confiscation

Any prohibited items (listed in within this policy) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed annually by the Headteacher and Joint Local Governing Body. At each review, the policy will be approved by the Headteacher. The written statement of behaviour Principles will be reviewed and approved by the Joint Local Governing Body at the same time.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- Identify whether a trigger is causing behavioural incidents.

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with an Education, Health and Care (EHCP) Plan

The provisions set out in the EHCP plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP plan.

Supporting a pupil following a sanction

Following an exclusion or fixed-term exclusion further support can be implemented including:

- Reintegration meetings
- Daily contact with the pastoral lead
- A behaviour chart
- Parent updates

Behaviour Curriculum – St Joseph’s

2024-25

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y6		Explicit teaching of the full behaviour curriculum content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Introduction

At St Joseph’s Primary we develop children’s character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in the Advent term alongside the traditional National Curriculum subjects. For this academic year, the behaviour curriculum will be taught in Advent 2 half-term. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching and children should be asked to repeat it, remember it and apply it. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils it will be applied differently depending on individual SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Behaviour

Know that there are three behaviour expectations in school. These are to

- **be respectful,**
- **be responsible,**
- **be safe.**

Know the following examples of these three principles –

Be Respectful	Be Responsible	Be Safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it	Completing homework on time Remembering to bring equipment to school Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical. Using calm and respectful tones when we communicate.

Use a calm and polite tone of voice		
Value differences		
Follow teacher instruction		

The St Joseph's Way

Launch Assembly

Arriving at school at the beginning of the day – WEEK ONE

Know that I should come into school in my full uniform and wear it with pride.

Know that I arrive on time to school.

Know that I walk calmly (fantastic walking) to our classrooms.

Know that when my adult arrives I stand in my class line in silence, facing the front.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchboxes on the trolley. Once this is done, I walk straight to my classroom.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

The Signaller – WEEK ONE

Our staff use a **signaller** to gain the attention of the class. This is done by using a short clapping sequence (which children repeat), short burst of a tambourine or raising one hand. When pupils see this, they should respond by stopping what they're doing, putting their hand up. This should be done in silence. Staff will support each other in ensuring that all pupils are silent and paying attention. Staff should ensure that other adults working in the room know what the signaller is for that specific class.

Fantastic Walking – WEEK ONE

Know that we walk around school using **Fantastic Walking**

Know that Fantastic Walking means -

- Facing forward
 - Walking in a straight line
 - Hands by side
 - Without talking
 - Without leaning on walls whilst waiting
-
- Always at a walking pace.

Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Fantastic Listening – WEEK TWO

Know that we use **Fantastic Listening** in class. This means that we use STAR -

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

Know that pupils who do not follow school rules will have a consequence for this.

Know that we should always stop and allow adults to go through the door first.

Start of a lesson – WEEK TWO

Know that when quiet music is playing/ or the starter task is on the board, then the expectation is that I am quiet

Know that I must go straight to my seat when I enter the classroom

Know that I must use the presentation poster to know what my work should look like

Know that I stick in my sheets neatly, date my work and stick in any additional resources as modelled by the teachers example

Know that once I have completed my starter, I wait silently to show my teacher I am ready to learn

General classroom expectations – WEEK TWO

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

Completing work in books – WEEK TWO

Know that I should always work on the next available page unless told otherwise.

Know that I should date every piece of work (short date in Maths).

Know that if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly (joined up handwriting if appropriate).

Know that I should always start writing from the margin.

Know that in maths I should use one digit per box. (CONT next page)

Know that in maths I should always leave a one square space between calculations.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

Know that I can check my work against the presentation poster.

Transitioning within a lesson and at the end of a lesson – WEEK THREE

Know that when the teacher signals (1) I should stop what I am doing.

Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.

Know that when the teacher signals (3) I should move to my table/line up.

Know that when I am lining up, I should be quiet.

Speaking in full sentences – WEEK THREE

Know that I should be talking in full sentences

Know that by talking in full sentences will help me to articulate my ideas clearly and concisely

Know that speaking in full sentences will develop my oracy skills as well as my reading and writing skills

Know that when a teacher uses the full sentence non-verbal cue, that I should attempt to put my response in to a full sentence

Know that when the teacher models talking in a full sentence (I do), that I repeat back the sentence (you do)

Fantastic contributing – WEEK THREE

Know that we expect all children to contribute in class. Fantastic contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said using the ABC.

Using good manners – WEEK FOUR

Know that I should always say '**please**' when I am asking for something.

Know that I should always say '**thank you**' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to adults if spoken to.

Know that it is important to show **gratitude** to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.

Know that I should say '**pardon**' when I want somebody to repeat something.

Playtime Behaviour – WEEK FOUR

Know that I must walk from my classroom to the playground using Fantastic Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be **kind**, by including people in my games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when called, I must line up in my lining up order straight away.

Know that, I line up in a straight line, facing the front and without talking or touching other children.

Know that I must walk back to my classroom using Fantastic Walking.

Know that when the first whistle blows, I stop and track the adult.

Know that when the second whistle blows, I use fantastic walking to join my line in silence.

Lunchtime – WEEK FOUR

Know that I use Fantastic Walking when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin.

Know that once I have cleared my plate, I return to my seat and ask for permission to leave the hall.

Know that I use Fantastic Walking when walking from the dining hall to the playground.

End of the day routine – WEEK 5

Know that when my teacher signals (1) I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if on the carpet.

Know that when the teacher signals (3) I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed.

Coming to the Hall for Mass, Celebrations of the Word and Assemblies – WEEK 5

Know that we use fantastic walking.

Know that we stay stood with our class until an adult tells the class to sit .

Know that we sit crossed leg.

Know that we show fantastic listening throughout the assembly.

Know that we put our hand up to contribute to the assembly and this is the only time we talk.

Know that we wait for an adult to ask us to stand at the end.

Know that we use fantastic walking as we leave the hall.

Breakfast Club and Wraparound – WEEK 5

Know that we use fantastic walking and listening at all times.

Know that we clear away our plates and cups.

Know that we play fairly and share the equipment we have.

Know that we put our hand up and ask for help from an adult if we are upset.

Know that when we are playing with children of different ages, that we need to show respect and be responsible for our actions.

Know that when the adult uses the signaller, that we stop, use fantastic listening and follow their instructions.

Behaviour Outside of School – WEEK 5

Know that we represent St Joseph's out of school too.

Know that our behaviour outside of school should **respectful, safe** and **responsible**.

REWARDS and SANCTIONS

Rewards

Introduction of House Points and charts displayed in Classrooms and in the Hall.

- Each week – house points counted and team winner announced in the assembly.
- Winning team get an extra breaktime on a Monday afternoon (2pm – 2:15pm)
- Any child who gets 50 house points in a half-term receives a certificate.
- Above and beyond cloud on the whiteboard – staff put the name of a child in here if they do something above and beyond what is expected and they receive a postcard home.
- House points should be given by all staff when a child is making good choices or showing the St Joseph's Way.
- Stickers can be given throughout the day for good choices.

Sanctions

Sanctions to be introduced in line with the rewards – BUT BIG FOCUS ON NOTICING THE POSITIVE

- children remain on Green – House points given (children start on green at the start of the day and straight after lunch)
- First reminder – staff member quietly speaks to the child and reminds them of what they have done and what is expected of them.
- Second reminder (AMBER) – staff member quietly speaks to the child and tells them that they will spend 5 minutes of their breaktime in class or with their teacher, if they receive another reminder. (TEACHER NOTIFIES PARENTS ON ARBOR)
- Third reminder (RED) – Child moved to another space in the classroom. 10 minutes in class at break/ lunch with teacher. Parents called at the end of the day.
- All children return to green after lunch and lunchtime behaviour is separate to the classroom.

SEND adaptations

Staff must use their professional judgement and be aware of SEND needs and adaptations which are required for some children. For example a child with ADHD may not be able to sit still during input and it would be unfair to give them a warning for this.