



St. Joseph's Catholic Primary School

Positive Behaviour Policy

Date of Approval	24 th April 2023
Date of Next Review	April 2024
Review led by	Staff
Approved by	Dominic Dow – Chairs Action (LGC)
This policy should be read in conjunction with the following documents	Teaching & Learning Policy Anti-bullying policy SEND policy Child Protection Policy RE / RSE policy Home / School Agreement E-safety policy Positive Handling (Restraint) Policy Staff Discipline & Code of Conduct Policy Unacceptable Behaviour from Parents
Notes	To be confirmed at LGC 15th May 2023



MISSION STATEMENT

St Joseph's Catholic Primary School strives to promote the education and development of all our children.

Learning through the love of Jesus Christ and empowered by his example, we celebrate our uniqueness and our distinctive gifts.

Growing in our Catholic faith we have high aspirations for all.



Aim high, live and learn with Jesus, everyone welcome



St Joseph's Catholic Primary School



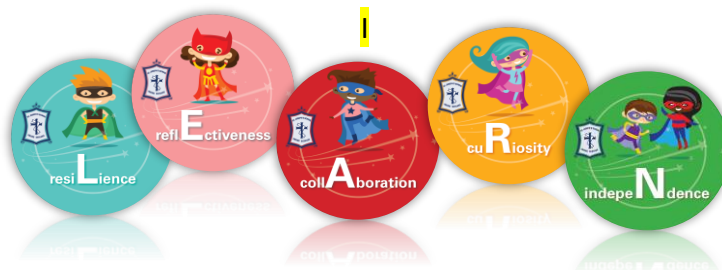
Positive Behaviour Policy

Values and Aims:

At St Joseph's Catholic Primary School, we have one clear aim: To ensure all learners believe in themselves, achieve their full potential and experience success.

We are committed to empowering our children to be successful learners so that they can access education feeling safe and happy. We continually promote an ethos where everyone feels safe and happy.

We 'Aim High' in everything we do and we do this through constantly promoting our core Learning Values of Resilience, Reflectiveness, Collaboration, Curiosity and Independence.



Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care, which any responsible parent would be expected to make.

At St Joseph's Catholic Primary School, we expect and encourage good behaviour and self-discipline, from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency, which is achieved through three simplified core rules:

Ready
Respectful
Safe

These are referred to and used regularly by all adults working in school. This underpins everything we do at St Joseph's and is our code for high expectations for behaviour, you can feel, see, and hear it.

At St Joseph's we have a whole school agreed approach to ensuring our provision is available to all children. An agreed whole school approach is achieved when everyone – all adults have a shared understanding of what is an acceptable and unacceptable code of conduct for behaviour.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be

encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which learners are ready, respectful and safe.

Objectives

For children to show:

- Self-respect by having a positive view of themselves
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

Unacceptable behaviours

Unacceptable behaviours are those which result in the child, or those around them, not being ready to learn, not showing respect or being safe. We use a Thrive-based approach to understanding behaviour as communication. Some behaviours that are likely to contravene our 'Ready, Respectful, Safe rules are:

- Being rude and defiant towards adults and children
- Disruptive behaviour, which stops other children from learning
- Disrespecting equipment and other's work
- Shouting, verbal and/or physical aggression
- Fighting
- Spitting
- Swearing
- Racism, sexism and any form of discrimination
- Deliberately damaging displays and/or other children's work



St Joseph's agreement

We agree that through well-structured teaching where lessons are creative, engaging and the learning is scaffolded, we can support our pupils to learn to manage their own behaviour and take responsibility for it.

We agree that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.

We agree that it is essential that teachers and staff work hard to build their class community.

We agree that Ready, Respectful and Safe adult behaviours are promoted through everything we do.

We agree that 100% consistency from all staff will only ensure this code of conduct is effective.

Consistent, calm adult behaviour (Non-negotiable expected from every adult in school)

- Smile. Greet the children
- Find out what makes our children feel important, valued, like they belong. Reward children for going 'over and above' expectations not simply meeting them
- All adults need to practice emotional self-regulation (and ask for help if they are finding it tough)
- Let children lead learning, share responsibility, delegate jobs. Mark moments with sincere private verbal praise
- Make positive phone calls home. Send positive notes home to inform parents of their child's achievements
- Show children their ideas and experiences have real value. '**Catch the good**'. Differentiate ways to celebrate achievement- not everyone wants to feel famous, but everyone wants to feel important
- Class displays that demonstrate high expectations. Make children feel important for the behaviours that they show and not for the behaviours that they can't
- You can never, ever give too much positive praise
- Calm and varying intonation should be used with your voice – there is never a need for a member of St Joseph's staff to shout
- Have fun with your pupils – make sure every child is known and loved by you
- Ready, respectful, safe – should be a mantra, it should cascade through every sentence you speak

Relentless Routines for adults – making this the St Joseph’s way

For our behaviour code of conduct to work and be successful, every adult must remember to:

Language: simple, clear expectations reflected in all conversations – Ready, Respectful and Safe.

Positive reinforcement: Routine procedures for encouraging, celebrating and rewarding - always following through. Use the recognition board – it can never be overused.

Consequences: Defined, agreed and applied – *See intervention script*. Established structures for more serious behaviours.

We have three simple rules: Ready, Respectful and Safe – these will be referenced using visual cues, alongside the use of the behaviour script.

Reinforced rituals and routines: For behaviour around school.

Environment: Consistent visual messages that echo our core learning values of **Resilience, Reflectiveness, Collaboration, Curiosity and Independence**, have visuals showing our children behaving positively, written examples of what you expect. Keep your environment safe.

Celebrate and be explicit with your expectations.

Greeting Pupils and Parents

At the start of every day, pupil and parents are greeted by staff on the school gate. Pupils are greeted into class by their class teacher or by known and trusted adult.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

Forms of Rewards:

1. **Verbal comments of specific praise** are given regularly by all teachers, teaching assistants, HLTA’s and other members of staff. We aim for them to be clear and sincere.
2. **House points** these can be awarded by any member of staff or a visitor for effort, achievement, manners and kindness. They will be awarded for any child who stands out as an outstanding role model. The number of class house points will be collected each week and the winning class will be celebrated in the celebration assembly.
3. **Celebration Assemblies** are held weekly to celebrate achievement and effort. Celebration certificates are linked to the learning values that the child has achieved that week.
4. **Lunchtime Award** - Each half term, the lunchtime staff choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.

5. **Attendance** - Those children with 100% attendance each term are presented with a special certificate. Each half term learners who have achieved 97% or above are entered into the attendance lottery with a chance to win breakfast with the head teacher.
6. **Praise Postcard** - Teachers will choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and sent home, so that parents/carers receive information from the teacher and can celebrate their child's achievement.
7. **Phone Calls Home** – regular phone calls home are encouraged to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.
8. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration. These are highlighted regularly in the school newsletter and through our weekly celebration assemblies.

What happens when behavior is not ready, respectful or safe?

When a child displays behaviour that is not in line with being ready, respectful or safe, a time will be given for them to re-regulate. On some occasions it may be necessary for a child to do this during their break time, particularly if the child has physically hurt another child.

Parents will be informed when there has been a serious incident. If speaking to the child at break times or in class is becoming frequent and therefore concerning, parents will be contacted. Class teachers or a member of the Senior Leadership Team (SLT), as appropriate will discuss the behaviour and share with parents the planned way forward. If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family.

If additional support is required to de-escalate a situation, staff members may phone the SLT for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

If after the teacher and SLT's best efforts the child continues making the same poor choices, the following actions may be considered:

- Retraction from the right to represent the school e.g. in a sporting event
- A requirement for an apology (either verbal or written)
- A pastoral support programme
- Home School communication diary
- A temporary internal exclusion from class to a place where the child can re-regulate with the help of an adult
- Exclusion from school (LA guidelines to be followed for either fixed term or permanent exclusions.)

SEND / Vulnerable Pupils

We acknowledge that reasonable adaptations may be needed for individual pupils who have particular needs, and these will be discussed with the class team, SENDCO and SLT, so that all pupils can access 'Ready, Respectful, Safe' in an inclusive way which is motivational, realistic and achievable.

Safeguarding & Child on Child Abuse

All children have a right to attend school and learn in a safe environment. All members of staff at St Joseph's recognise that children are capable of abusing other children. St Joseph's believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with the current KCSIE document, including seeking advice and support from other agencies; as appropriate. We are clear that child on child abuse is not acceptable, will not be tolerated, will never be passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

Before & After-School Club

Our Before and After-School Clubs maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through regular communication with the school and headteacher. More significant behaviour will be shared with parents and carers at pick up time.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on CPOMs (Child Protection Online Management System).

Exclusions:

In very exceptional circumstances it may be necessary for a child to be excluded from school. The Headteacher will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Exclusion Policy for further information.

Positive Handling

At times a child may require moving to a safer area until they can calm and start to regulate their emotions again. The child will be monitored at all times and incidents recorded appropriately. See Positive Handling Policy.

Government guidelines include: Department for Education (DfE) School Suspensions and permanent exclusions guidance 2022.

"In every young person a point of goodness is accessible" John Bosco

An outstanding school is one that achieves with all children. Inclusion is not optional. It is what makes St Joseph's an incredible school. Relational practice drives our exceptional culture in which children thrive and adults love their work. There are clear boundaries, excellent systems and genuine mutual respect to ensure that all learners are known and loved.

BOSCO

SCRIPTED

BEHAVIOUR CONVERSATIONS



Guidance to support our Behaviour Code of Conduct:

It is important that all adults are predictable and react using relational practice that mirrors our 'Thrive' approach. When children are acting in a way that is not ready, respectful or safe, all adults will use the same script to approach and support the child with their behaviour.



READY

RESPECTFUL

SAFE



- I notice that you are not being ready /respectful / safe
- I need you to be ready / respectful / safe
- I'm going to give you XX of time when I am going to come back and discuss with you your behaviour
- I want to see the XX (use example of the child that they can be proud of.)

Immediately refer to previous good behaviour as a model for the desired behaviour.

Do you remember earlier today when you... that's who I want to see now. I'll leave you to make your decision.

Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening."
Follow with: You are going to be brilliant. I believe you can be a success. I care about what happens.

This script allows time for the child to correct their behaviour and the adult time to think how to best support the child in regulating and becoming ready, respectful and safe.

Appendix (1)

Appendix (2) Behavioural Consequence System:

Providing the class teacher has followed scripted conversations, interventions, gentle reminders and has been relentless in routines, we know there are times when children still make the wrong choices. If teachers are confident that they have provided children with the chance to restore and learn from their choices, take responsibility and have clear, consistent instructions, which they fully understand, staff can decide on an appropriate outcome.

Parents *must be informed* about any inappropriate behaviours and notified about any decisions made and any consequences.

Consequences are a gradual response, see table

Level of incident	Example of types of behaviour	Possible Consequences to be referenced in behaviour script	Comments
1 (minor)	Talking at the wrong time Inattentive behaviour Distracting others Time wasting Calling out Sulking Bad manners Getting out of seat at the wrong time Pushing in the line Not lining up promptly and quietly Deliberately making silly noises Play fighting (with physical contact) Not being sensible in corridors and any other behaviour that is deemed as disruptive	Reminder of behaviour expectations. Use of behaviour script. Change of seating. Time out.	Explain why the behaviour displayed is not acceptable and that you want them to improve/ succeed- Shine the light on the behaviour To turn behaviour around: 'Catch them being good' and praise Praise other children displaying appropriate behaviour Link behaviour to St. Joseph's Positive Behaviour language, Ready, Respectful, Safe. Use the Thrive VRF's and WIN language when communicating with the children.
2 Persistent repetitions of the behaviour at stage 1 over a period of time – stage 1 sanctions and	Not responding to an adult's request to work Annoying other children Lack of respect for property Lack of respect for staff members e.g. answer back / rolling eyes / tutting at member of staff Name calling / teasing	Verbal reminder by class teacher. May be sent to speak to parallel class teacher or Key Stage leader. Withdrawal of privileges for set time e.g. lunchtime club Class teacher	Provide opportunities for child to make amends / make things better, linked to their poor behaviour choice Link discussions about the poor behaviour to St Joseph's Positive Behaviour language, Ready, Respectful, Safe

<p><i>consequences have been exhausted.</i></p>		<p>talks to parents to explain concerns Writing a letter of apology Reduced or missed break time Child expected to complete work that is unfinished (as a result of poor behaviour choice at playtime or at home.</p>	<p>Behaviour to be logged onto CPOMs tracking.</p>
<p>3 <i>Repetition of the behaviour at stage 2.</i></p>	<p>Constant low level disruption that disturbs the learning of the other children Persistent name calling / teasing Consistently not following the St. Joseph's Pledge Swearing / discriminatory and derogatory language (spoken or written) Verbal aggression Spitting (deliberate) Increased concerns around behaviour</p>	<p>Sent to work in a different classroom for a set period of time. May be sent to speak Key Stage leader and / or Assistant head teacher. Teacher meets with parents to discuss concerns about child's behaviour. Child writes letter of apology at home which is endorsed by the parents. Loss of privileges.</p>	<p>Head teacher is informed and meets with child to express concern and talk through the way forward. Use of the Thrive Approach to identify strategies for improved behaviour. Promoting positive behaviours-1:1 Thrive action plan(with parental consent)</p>
<p>4 <i>Persistently disruptive behaviour in class / around the school, with stage 3 possible sanctions / consequences exhausted.</i></p>	<p>Bullying Intentionally putting other children at harm through physical aggression e.g. biting or kicking Ignoring and / or refusing to follow school rules, refusing to do what an adult in the school has told them. Wilful damage of school property. Racist, homophobic or other discriminatory behaviour or comments, used with understanding. Fighting and needing to be separated from another child. Child on child abuse.</p>	<p>Internal exclusion from other children. Teacher and member of the SLT meet with parents to discuss concerns. This may be followed by a letter conveying what has happened and the seriousness of such incidents. Within this letter, the school's determination not to tolerate this behaviour will be explicit.</p>	<p>Where incident involves bullying, the procedures in the anti-bullying policy will be followed. Member of the SLT to be included and involved in meeting with parents. If this is not the head teacher, the head teacher will be informed about the meeting and agreed actions. Possible involvement of outside agencies.</p>

	<p>Verbal or physical threats against staff. Swearing / use of very rude language directed at another member of the school community Danger of violence</p>	<p>The child is expected to record a full account of and apology for the event at home, which is endorsed by the parents. Where appropriate, the child will repair any damage caused. A behaviour contract is drawn up with the child and parents / carers.</p>	<p>Isolation from other children, with a member of staff, undertaking school work. Use of the Thrive Approach to identify strategies for promoting positive behaviours (with parental consent) In more serious events, <i>either</i>: Formal meeting with head teacher to confirm that the child may be excluded if serious behaviour is repeated <i>Or</i>: Fixed term exclusion (with reference to statutory guidelines and West Sussex advice) Where there is a serious risk of exclusion, a Pastoral Support Programme / Behaviour Support Plan should be established</p>
<p>5 (most severe)</p>	<p>Significant danger or violence towards others Theft Repeated incidence of bullying Racial, homophobic or sexual harassment Making deliberate and false accusations against members of school staff Refusal to co-operate with any member of the school staff Very serious challenge to authority e.g. towards the SLT or the HT</p>	<p>Formal meeting with parents / carers Fixed term or permanent exclusion.</p>	<p>Head teacher meets parents and the child is excluded – either fixed term or permanently (with reference to statutory guidelines and West Sussex advice)* *Any decision to exclude a child is never taken lightly, and will be made with reference to the Department for Education (DfE)'s 'School suspensions and permanent exclusions' guidance of 2022.</p>



St Joseph's Catholic Primary School

Behaviour Code

READY



- Eating breakfast
- Wearing the correct uniform
- Listening
- Arriving for school on time
- Arriving with the correct equipment for school; PE kit, reading book

RESPECTFUL



- Remembering our manners
- Being patient and waiting your turn
- One voice at a time
- Look after property
- Listening to each other
- Celebrating as a school family
- Respecting someone for who they are and their ideas

SAFE



- Walking quietly and calmly around school
- Following adult instructions
- Being in the correct place at the correct time
- Keeping hands and feet to yourself
- Sitting safely
- Remembering safe behaviour online

Believe, Achieve, Succeed



