St Joseph’s RC Primary School

Behaviour

Policy

**Review Date:** January 2024

**Next Review Date:** January 2025

**St Joseph’s RC Primary School**

**Behaviour and Relationships Policy**

|  |
| --- |
| **We are committed to equal opportunities and this policy has been written in conjunction with our Equality and Public Service Equality Duty Policy. We are committed to keeping all children safe and this policy is written in conjunction with all relevant Health and Safety Policies, including the school’s Safeguarding and Anti-bullying policies.** |
| We follow Department for Education documents (DfE) and government statutory documents and guidance on:Behaviour and discipline in schools: advice for headteachers and school staff, 2016, 2022Searching, screening and confiscation at school 2018 and advice for schools 2022The Equality Act 2010Keeping Children Safe in Education 2022Use of reasonable force in schoolsSupporting pupils with medical conditions at schoolIt is also based on the special educational needs and disability (SEND) code of practice.DfE Attendance guidance 2017 | 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 pupilsSections 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.Exclusion from Mainstream schools, academies and pupil referral units in England 2017DfE guidance explaining that maintained schools should publish their behaviour and Anti-bullying policies onlineDfE guidance- schools must publish their behaviour policy online |

#  Purpose

The purpose of this policy is to guide staff, pupils and parents/carers on our restorative approach to behaviour management. This will allow the pupils at St. Joseph’s RC Primary School to feel welcome, content and secure, which will support every child both emotionally and educationally to “***be the best that they can be.”***

St. Joseph’s RC is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. This behaviour policy guides staff in teaching the children self-regulation. It echoes the core values of our school with a heavy emphasis on kind hands, kind words and kind feet so that ***“we can be the best that we can be.”*** a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency and clear, calm adult behaviour underpins this.

# Aims

# Inspiring the children of St. Joseph’s RC Primary to “be the best that you can be” aiming:

* To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
* To foster, nurture and value strong and healthy relationships, recognising these as lifelong skills.
* To sustain a culture of exceptionally good behaviour: for learning, for community, for life.
* To maintain a safe, respectful, equitable and happy school where learning opportunities are maximised.
* To ensure that excellent behaviour is a minimum expectation.
* To ensure all learners are treated fairly and with respect.
* To focus attention and importance on behaviours and not on labelling the child.
* To support learners in taking ownership of their behaviour and responsibility for any subsequent consequences.
* To provide staff with tools that equip children with the strategies to manage their behaviour and build positive relationships with others.
* To promote and support the key British Values: Mutual respect and tolerance of those with different faiths and beliefs, Democracy, Rule of Law, Individual Liberty

We encourage our school family to live out our daily mission of **‘being the best that you can be,”** through the social teaching of the Catholic Church. Including themes such as; stewardship, dignity of the human person, solidarity and the common good and rights responsibilities.

These important values form who we are and great emphasis is placed on developing these areas throughout each year.

We also hold the **core rules of; kind hands, kind words and kind feet.**

In addition, we wish to give recognition to pupils who always show consistently good behaviour, setting an example for others, and for those who go ‘over and above’ the expectation. ‘Over and above’ behaviours include exemplifying our school values, impacting the wider St. Joseph’s community and showing St. Joseph’s initiative.

At St. Joseph’s RC Primary, we have high expectations and aspirations for ALL pupils. This is recognised through weekly certificates at assembly, positive reinforcement strategies, recognition boards in classrooms.

*‘If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.’*

Paul Dix

**Roles and Responsibilities**

**The Governing Body is expected to:**

* Reviewing and approving the Behaviour Policy
* Reviewing this behaviour policy in conjunction with the headteacher
* Monitoring the policy’s effectiveness
* Holding the headteacher to account for its implementation

**The Headteacher is expected to:**

* Promoting ethos of the school
* Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
* Giving due consideration to the school’s behaviour policy and its effectiveness
* Ensuring that the school environment encourages positive behaviour
* Ensuring that staff deal effectively with poor behaviour
* Monitoring that the policy is implemented by staff consistently with all groups of pupils
* Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
* Ensuring Senior Leaders provide new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
* Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
* Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
* Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

# The Senior Leaders are expected to:

* Stand alongside colleagues to support, guide, model and show a united consistency to the learners.
* Take time to welcome children and family members at the start and end of every day
* Be a visible presence around the site and especially at transition times
* Head Teacher’s recognition walk – weekly walk to have a presence and involvement.
* Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
* Celebrate staff, leaders and learners whose effort goes above and beyond expectations
* Regularly share good practice
* Support staff in managing learners with more complex or entrenched negative behaviours
* Encourage staff use of “relentless routines” and “positive notes” sent home.
* Make sure that all ‘restorative conversations’ are completed as well as the set steps of resolution for any behavioural situation, both positive and negative
* Use behaviour data (recorded from CPOMs) to target and assess school-wide behaviour policy and practice
* Regularly review provision for learners who fall beyond the range of written policies
* Ensure staff training needs, both individual and corporate, are identified and targeted

# The staff is expected to:

# Meet and greet every child every morning at the classroom door, promoting high expectations from the outset.

# Persistently use our core rule-language of *‘Kind hands, kind words and kind feet’* to spread the consistent and accurate message of the expectations across the whole school of *“being the best that you can be.”*

# Build professional relationships with all children, modelling and celebrating positive behaviour along the way.

# Plan (or contribute to the planning of) lessons that engage, challenge and focus on, the diverse needs of learners.

# Use a visible recognition system throughout each lesson that motivates pupils (Dojo system and recognition boards).

# Remain calm and give ‘RQT” (restorative question time) when progressing through the steps of managing and modifying behaviour. We aim to be preventative as much as we can but in the event of needing to sanction a child, the careful steps that can be found at the end of this policy must be followed.

# Staff to induct pupil’s behaviour systems, rules and routines and re-induction when pupils return after an absence.

**Parents and carers**

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

**Parents and Carers are responsible for:**

* Making sure that the child is in school on time, every day and ready for learning
* Making sure that the child is dressed appropriately for school in line with the School’s Uniform and Appearance policy
* Supporting their child in adhering to the school’s behaviour policy
* Informing the school of any changes in circumstances that may affect their child’s behaviour
* Being a good role model for their child on and around the school premises
* Discussing any concerns regarding their own child with the class teacher promptly and respectfully
* Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
* Getting to know the school’s behaviour policy and reinforce it at home where appropriate

**Pupils will be educated on the following in regard to the school’s behaviour culture:**

* The expected standard of behaviour they should be displaying at school
* That they have a duty to follow the behaviour policy
* The school’s key rules and routines
* The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don’t meet the standard
* The pastoral support that is available to them to help them meet the behavioural standards
* Pupils will be educated to be the **best that they can be**, by doing the **right thing, at the right time** using **kind hands, kind feet and kind words.**
* Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture.
* Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

**Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCOs and in some cases, the Headteacher and the Deputy Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person’s behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different response, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours.(see Preventing Reoccurrence of Misbehaviour Section below). This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child eg Early Help (with parental consent), play therapy (with parental consent), brain training (with parental consent) and counselling (with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

**Recognising the impact of SEND on behaviour**

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

* Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices (Equality Act 2010)
* Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
* If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
* As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:
* Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
* Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
* Training for staff in understanding conditions such as autism
* Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

**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?

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.

**Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school’s special educational needs co-ordinator (SENCO) may 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.

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

The provisions set out in the EHC 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, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

**School Attendance and Part-time time tables**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil’s needs, e.g. a part-time time table may be considered as part of a re-integration package.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

**Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

**Items that should not be brought to school include:**

* This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the school.
* chewing gum
* fizzy drinks including energy drinks
* glass bottles including perfume bottles
* jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
* aerosol cans including deodorants
* correction fluid
* permanent marker pens
* makeup
* balaclavas
* unnecessary money
* expensive items
* Cigarettes, matches and lighters
* fireworks or "snaps" containing gunpowder
* e-cigarettes, shisha pens or liquids for these
* Any child with a mobile phone must hand their phones in to the class teacher at the start of the day Mobile phones must not be used by children on the school premises
* any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
* 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)

**Confiscation**

Any prohibited items found in a pupil’s possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

**The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)**

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. School staff are trained and are expected to follow TEAM TEACH core values with the focus on de-escalation. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and necessary. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN.

**Circumstances in which reasonable force would be used:**

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff or environment. Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others or the environment.* **What will happen when reasonable force is use: staff involved will log the incident on CPOMS.**

# Positive Strategies

The following positive strategies are used consistently by ALL adults in the school. They are designed to ensure ‘first attention goes to best conduct’ and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*‘The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.’*

Paul Dix

Teachers create a welcoming environment by greeting pupils every morning through a formal meet and greet. This may be a simple ‘Good morning’ to provide a consistent check in for every child.

All adults look for children who exemplify the school’s values and go ‘over and above’. The ways in which children are recognised for this are:

 Dojo Reward System – We use the Dojo reward system in each class from Nursery to Year 6.

This system is a structured, interactive approach, based ﬁrmly on the principles of capturing, rewarding and sharing the most individually important learning and positive engagement moments in school. Each child collects dojos individually to receive awards at the stages of twenty-five dojos. This re-sets every year.

Dojo rewards are delivered on-screen via the class teacher’s interactive app. (GDPR protected). They are awarded for pupils being the best that they can be.

This system provides immediate, visual and cumulative feedback for pupils, whether being taught in- class or remotely. One-tap acknowledgement allows pupils’ eﬀorts to be celebrated in the moment and for the progress pupils are making.

DOJOS ARE NEVER TAKEN AWAY FROM A CHILD.

Recognition Boards – Each class has a recognition board that is used to celebrate those children who show consistent positive behaviour. It is also used to celebrate someone who has gone ‘over and above’ for a particular reason. Their name is displayed pride of place on the recognition board for all to see. Each lesson/day/week the class teacher will determine the focus of the recognition board.

 Hot Chocolate Fridays – Children who receive the “always child certificate” during Friday assembly time are invited to have hot chocolate with the Head teacher after assembly.

 Positive Notes Home from staff – Positive notes home are also a high-level form of recognition for children. They are given to any child by any adult in school. There is no set amount of how many are given each week. Staff also post positive notes home via our online class dojo platform.

*‘The positive note enables you to mark the moment with a child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.’*

Paul Dix

 Weekly Assembly Certificates (Celebration Worship) – Weekly assemblies through Celebration Worship take place on a Friday morning for children and staff to gather as a whole school in order to celebrate each other’s learning and individual achievements that week. Children are selected by the class teacher for “being an always child”, “special pupil of the week” and “Mission child”.

Catholic Social Teaching Award – Awarded every half term to celebrate and reward children for social action (living the faith).

# Behaviour Strategy/Support Step

There is a ‘praise in public, reprimand in private’ consistent approach to behaviour across the school (no public shaming). Through our positive strategies, behaviour is celebrated in so many ways, both individually and collectively. There is clear understanding and evident practice of using praise as much as we can to promote wanted, positive behaviours.

In the instance of unacceptable, negative behaviours, we focus clearly on using the language of our Restorative Question Time (RQT), reinforcing the understanding that we change our actions and are responsible for them.

Where children need help to understand the implications of their behaviour, we will use restorative behavior steps with logical consequences. See appendix.

In certain circumstances, if there is violent or abusive behaviour, a child may be subject to a ﬁxed or permanent exclusion.

At all points through this system, to maintain pupils’ privacy and dignity, the restorative behaviour steps will remain confidential only made available to staff on a need to know basis.

During any lost break time, whatever length this may be, a restorative conversation is held between the staff member and the child. This consists of discussing the issue and a demonstration of truthful understanding from the child to highlight that they know what they have done. (RQT)

The approach is restorative at every step. This is to support the child’s understanding of what has happened and ultimately confirm the key message of making the right changes before their behaviour becomes subject to consequences. Restorative conversations must always be conducted before the end of the day so that the situations are spoken about while fresh in the child’s mind. The conversation should always end on a positive note (a sample prompt script and example restorative questions can be found in the appendix to this policy and staff have them attached to lanyards). If this needs to happen in the presence of a member of SLT, then that is arranged; the member of staff leads the conversation with the child and the member of SLT offers support. Any behaviour that reached a stage 3 during the day is communicated to SLT and also to the child’s parent(s)/carer(s).

SEND – Children with special educational needs and/or a disability may require slight alterations to their access to learning plans. This must be discussed with our SENDCO and SLT and parents informed. Consequences must not run into the next day for a child with SEND. Reasonable adjustments are made for children with complex needs.

If a child has inappropriate physical contact (stage 3), then a senior member of staff is consulted immediately and an appropriate consequence, decided by the Headteacher, is actioned.

Home communication around negative behaviour is essential when a child has repeatedly displayed unacceptable behaviour throughout the day. NB – in order to ensure safeguarding and wider contextual information is considered and prioritised, no phone call home takes place without communication and clearance from a member of the Safeguarding Team.

Senior leaders are always there to support staff with these processes. However, to ensure that rewards and consequences are delivered consistently and systematically, all staff members have responsibility and accountability for implementing the restorative behavior steps.

# Closing Statement

For all at St Joseph’s Roman Catholic Primary School to feel welcome, content and secure our behaviour and relationships policy and expectations must be followed constantly and consistently by all members of school staff, children and parents. This includes visitors to school, trainee teachers, students and volunteers. It is the responsibility of senior leaders to ensure that all adults fully understand the behaviour policy, in both expectation and practice and implement the processes efficiently and effectively.

At St Josephs’, we recognise and promote British values including the rule of law.

**Review**

Policy Reviewed Date: *January 2024*

Next Review Date: *January 2025*

Appendix

**School Rule: Doing the right thing, at the right time, with kind hands, kind feet, and kind words.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STAGE 1** | **STAGE 2** | **STAGE 3** | **STAGE 4** | **Stage 5****SUPPORT STEP** |
|  |  |  |  |  |
| Reminder/Redirection+Time/work owed | Reminder/Redirection+RQT used +Time/work owed+Reflection Time (RT)+Reflection Booklet | Reminder/Redirection +Repeat RQT+Inform SLT+Inform Parents+Time/work owed or removal from situation for safety+Reflection Time+Reflection Booklet | RQT led by teacher with SLT supportand parents invited to attend+Time/work owed or removal from situation for safety+Reflection Time+Reflection Booklet | Meeting held with teacher, SLT, SENDCo, parents and support plan put in place +Time/work owed or removal from situation for safety+Seek advice from outside agenies |
| -Running in the corridor-Making silly noises-Provoking other children-Answering back-Talking in during teaching time-Shouting out-Getting out of seat in class-Stopping learning time-Not listening-Not sharing-Not completing/presenting work to expected standards | Repeated incidents of stage 1 behaviour-Not using kind hands, kind feet, kind words (up to 5 RT)-Refusing to follow instructions (1RT)-Name calling (1RT)-Swearing(1RT)-Throwing objects(2RT)-Lying(2RT)-Teasing(2RT)-Name calling(2RT)-Tantrum(2RT)-Biting(2RT)-Hitting (2RT)-Kicking (2RT)-Punching (2RT)Refusing to complete work even when supported /destroying work ( In RT until work is completed or work is sent home) | -Repeat of stage 1 or stage 2 behaviours-Inappropriate physical contact (5RT)-Refusal to co-operate(5RT)-Vandalism to school property (5RT)-Fighting (5RT) | -Repeat of stage 1,2 or 3 behaviour-Bullying (10RT)-Cyber bullying (10RT)-child on child abuse (10RT)-Threatening behaviour (10RT)-Racial/ homophobicHarassment (10RT)-Physical assault (10RT)-Verbal threatening assault (10RT)-Violently throwing objects aimed at others (10RT) | -Process of stage 1,2,3,4 has not worked and behaviour persists-One off serious incident e.g. assault on child or staff-Constant low level disruption that effects the learning of others-A child who has identified SEMH needs where a personal support plan around behaviour and relationships is needed/EHCP states this. -child on child abuse(RT at the discretion of SLT in relation to the support plan) |

All of the above behaviours are related to interaction with adults, interaction with children, and attitude to learning and general behaviour.

Stages do not have to always be in order, teachers and staff make judgement based on severity and impact of the incident/behaviour seen. The above behaviours listed are to act as a guide to help make the judgement.

Teachers are responsible for managing the behaviour and developing relationships within their classroom and setting high expectations. (Teaching standard number 7)

Parents are expected to support St Joseph’s to implement and uphold the schools behaviour and relationships policy.

Sample Script Prompts:

* ‘I noticed you are…’
* ‘You are not showing our school value of…’
* ‘You have chosen to…’
* ‘Do you remember when you…’ Sample Restorative Questions:
* What happened?
* What were you thinking when it happened?
* What did you feel inside when it happened?
* How are you now?
* Who else has been affected?
* What do you need to feel better?
* What needs to happen to put things right?