



St Joseph's Catholic Primary School

Promoting Positive Behaviour Policy

Agreed by the Governing Body on	Spring 2018
Review Date	Spring 2020
Review Schedule	Biennial
Person(s) Responsible	SLT and Provision & Achievement Committee

MISSION STATEMENT

In the St. Joseph's family, learning together through Jesus, we aim to develop to the fullest possible extent the whole person, socially, emotionally, creatively, academically, physically and spiritually.

DEVELOPING POSITIVE BEHAVIOUR

The purpose of this policy is to promote and develop self-discipline, social awareness and appropriate standards of behaviour to develop a culture of learning throughout our school community. Our policy outlines the school's high expectations and the ways in which we work together to achieve our aims. It makes explicit, simple and effective procedures for promoting effort, achievement and positive behaviour and should be read in conjunction with the school's Anti-Bullying and Inclusion policies. We have written our policy so that all of us - teachers, parents, teaching assistants, midday meals supervisors, carers and the children can work together to improve behaviour and develop the culture of learning in our school family. Our policy is based on a restorative approach and underpinned by a shared understanding of what we all NEED to be able to do our best as a member of the family of St Joseph's.

Restorative approaches:

- Support an environment where everyone takes the time to listen to one another
- Challenge the notion that punishment is effective in changing behaviour
- Repair the harm done to relationships & people rather than blaming & punishing

The Restorative approach is supported by completing a Behaviour Incident Report with the child. (App.2)

WHAT DO WE NEED TO DO OUR BEST AS A MEMBER OF THE SCHOOL FAMILY?

Each class will discuss the NEEDS that are particular to their cohort recognising that we all have slightly different NEEDS but reaching the understanding that there are NEEDS which we all share. These common NEEDS form the starting point for promoting positive behaviour at St Joseph's.

We all need to feel SECURE. We all need:

Safety, Encouragement, Care, Understanding, Respect, Emotional support

SUPPORTING POSITIVE BEHAVIOUR AT OUR SCHOOL

We aim to:

- 'catch' our children doing the right thing and acknowledge it publicly and privately;
- build positive working environments in our classes and in our playground;
- provide opportunities and success in all areas of the curriculum;
- give regular encouragement and descriptive feedback through our reward systems;

- make our classes feel special by holding special events and activities;
- build positive relationships with parents/carers and children.

By achieving these aims we will ensure that every individual in our school family feels SECURE

St Joseph's Golden Rules:

These help to ensure we all feel SECURE. We have agreed school rules negotiated with teachers, the school council and staff. These operate inside and outside the classroom.

- We will keep our hands and feet to ourselves
- We will work hard
- We will respect each other
- We will be kind and helpful
- We will be gentle
- We will listen to each other
- We will look after property
- We will be nice to people
- We will follow instructions

Class Rules:

Each Class will create a Class Tree at the start of the year, which provides a focus in the learning environment for celebrating positive behaviour. As the children get older they understand the symbolism of the tree as a sign of growth and renewal. Each class will devise their own class rules based on discussions with the children around their NEEDS.

These rules will show how the class will work together to meet each other's needs:

- talk and communicate with each other;
- learn together;
- move around the class sensibly;
- treat each other with respect. This covers strategies to help deal with verbal insults, racist, sexist and homophobic comments and poor manners;
- resolve problems and restore relationships;
- behave safely.

At the start of the year all classes should have:

- a seating plan,
- a lining up plan;
- a carpet seating plan.

These should be displayed in the classroom.

To reinforce our rules, children are given opportunities to discuss them through Personal, Social and Health Education and Citizenship (PSHE & C) and Collective Worship.

REWARDS & SANCTIONS

We encourage behaviour in a positive and constructive way. We feel that by modelling, highlighting and rewarding such behaviour, the children will be encouraged to adopt it.

Good behaviour is encouraged in the following ways:

On an individual basis by:

- Praise, verbal or written in front of peers
- Team/merit points
- Use of specific praise
- Showing work to other adults
- Stickers and certificates
- Nominating children of the week who have shown significant effort and achievement in class and at lunchtimes.
- 'Certificates of Achievement' (weekly), 'Red Letters' (termly) and Platinum Letters (yearly) are presented by the headteacher for children who have consistently worked hard and behaved well over a period of time.
- Being rewarded with Golden Time. This means that children are allowed to choose what to do for a short period of time on a chosen day (Friday afternoon).
- Positive texts set to home
- Positive phone-calls
- Positive messages home at the end of the day

- The Class Dojo system – see below

On a whole class basis using the 'Class Dojo' system:

Class Dojo is a way of electronically awarding points to children in a highly personal and visual way. The points earned and the child's successes can be shared with parents and carers automatically when they log into Class Dojo.

Teachers can tailor the points system to recognise particular skills or strengths relevant to the class or current targets. It offers children instant recognition of an achievement, and enables excellent, clear communication between home and school; allowing parents to reinforce the things that are going well in school and build on them at home. There are a number of visuals that help children see how well they are doing and offer them clarity when things need improving.

The children introduction video here: <https://www.classdojo.com/resources/> tells you a bit more about how it works.

Additional strategies may also be used; for example:

- Marbles in a jar where the class teacher fills a jar to reward positive behaviour. When the jar is full, the whole class is rewarded. This may be a staged response e.g. quarter full extra Golden Time through to completely full warrants a whole-class trip
- Team or table points awarded daily and resulting in a 'team of the week' and 'star of the week'

DEALING WITH INAPPROPRIATE BEHAVIOUR

We aim to:

- Speak in a calm manner
- Use clear, unambiguous language
- Focus on the behaviour, not the child
- Record serious incidents appropriately (see below)
- Find out all the details before making an intervention
- Identify why the behaviour was wrong
- Refer to Golden/Class Rules at all times
- Agree on restorative action and a commitment not to repeat it
- Match any sanction to the seriousness of the behaviour

RECORDING BEHAVIOUR INCIDENTS

At the time of writing all behaviour incidents should be logged on the school's Information Management System: Arbor.

Arbor – Students - Behaviour – Incidents- Log Incidents.

Complete the log using the Drop-Downs available.

NB: at the time of writing, 'Description' = Actions taken.

SANCTIONING INAPPROPRIATE BEHAVIOUR

We aim to:

- encourage positive and responsible behaviour;
- deal with unwanted behaviour immediately or as soon as is practicable and restore relationships that may have been damaged as a result of inappropriate behaviour.

We teach our children:

- about fairness;
- about the relationship between behaviour and the outcome of different types of behaviour;
- about the need for calming down and cooling off;
- to work towards restoring and rebuilding relationships;
- that all of us have a right to a new start.

All staff have received training in the use of THE RESTORATIVE CONVERSATION (please refer to our incident logs which are based on restorative approaches).

BEHAVIOUR STAGES

St Joseph's has formulated a staged approach to behaviour that suggests appropriate responses to different types of behaviour. This should be used as a guide to behaviour management in the school. (Appendix 1)

BEHAVIOUR SUPPORT PLANS

If a child needs additional support and strategies a behaviour support plan may be written and implemented. (Appendix 3) All support plans will be written in conjunction with staff parents and children, if appropriate. Behaviour Support plans will be reviewed on a regular basis.

PHYSICAL INTERVENTION

Physical intervention would only be used to safeguard a child when they are endangering or harming themselves or others. If physical intervention has occurred the Executive Headteacher or Head of School will be informed. Parents and Carers will be informed and a record of the incident will be recorded. It is the aim of the school that all staff are trained in de-escalation and safe handling techniques.

EXCLUSIONS

If children seriously affect their personal safety or the safety of others, this may result in a fixed-term exclusion. This is very rare in our community and the following are examples when this may happen:

- Leaving the school premises without permission
- Repeatedly intimidating others through verbally taunting, threatening, name calling or teasing (see Anti-Bullying Policy)
- Physically harming any of us or our environment

Exclusion is a last resort and not an action we take lightly.

Parents are informed on the day by telephone and this is followed by a letter home. The school will provide work during the child's period of exclusion. On return to school we will meet with the child and the child's parents before s/he makes a new start.

ROUTINES

As adults we have a responsibility to establish routines within our school family which help all children to feel SECURE. They include providing for:

- good seating plans in class (carpet plan and tables);
- wet play activities;
- class 'time out' or 'cooling down' plans;
- clear communication;
- entry and exit into class after playtimes and to and from home;
- transitions from the carpet to seat work;
- leaving the class to go to the toilet;
- setting up class rules;
- clear consequences of breaking rules. Some will be immediate and others may be deferred;

- clear information given to supply teachers;
- clear expectations of behaviour at all times;
- differentiation for all pupils.

We aim to involve parents at all levels and the following will help all of us:

- Work together with us in the spirit of partnership
- Tell us about your child's strengths and positive qualities
- Please read this policy and talk about it with your child
- Aim for your child to be in class at 8:45 am ready to begin the school day promptly at 9.00am
- Help your child to remember routines e.g. the book bag, swimming kit and P.E kit
- Read our weekly newsletter with your child
- Reward them for the good things they do at school
- Tell us about your child's strengths and positive qualities

ABOVE ALL CONTACT US IF YOU ARE WORRIED ABOUT YOUR CHILD. PLEASE TRY NOT TO LET A SMALL WORRY BECOME A BIG PROBLEM

STAGES OF BEHAVIOUR AND SANCTIONS (APP 1)

	BEHAVIOUR	SANCTIONS
Stage 1	<p style="text-align: center;">LESS SERIOUS</p> <ul style="list-style-type: none"> • Not being organised for school day (e.g. no PE kit) • Eating sweets/gum • Ignoring instructions • Talking at inappropriate times • Not lining up sensibly • Accidental damage through carelessness • Deliberate time wasting 	<ul style="list-style-type: none"> • Eye contact • Frowns • Proximity e.g. sitting next to adult • Reminders of class rules • Change of seating • Name on board • A maximum of 2 verbal warnings <p style="text-align: center;">Then:</p> <p style="text-align: center;">A negative Dojo</p>
Stage 2	<p style="text-align: center;">AGGRAVATIONS</p> <ul style="list-style-type: none"> • <i>Continuation of the above</i> • Distracting others from learning (e.g. making silly noises) • Talking during Worship • Work avoidance (e.g. wandering around the classroom) • Being in 'out of bounds' areas • Not respecting school property • Demonstrating unpleasant attitude towards others • Challenge to authority (non-verbal e.g. rolling eyes, tutting) • Not handing in homework 	<ul style="list-style-type: none"> • A negative Dojo and a Pink Slip sent home • Separation from the rest of the class/group • Missing playtime/Golden Time • Writing a letter of apology • Completing an Incident Form • Completing unfinished work/homework at playtime/Golden Time • Time out in class <p style="text-align: center;">Also refer to above sanctions</p>

	BEHAVIOUR	SANCTIONS
Stage 3	MORE SERIOUS	
	<ul style="list-style-type: none"> • <i>Continuation of the above</i> • Being more disruptive, deliberately creating a disturbance • Disrespectful comments to others • More serious challenge to authority (verbal e.g.answering back) • Swearing (verbal and/or physical gestures) • Wilful destruction of property • Physically harming someone • Leaving class without permission • Repeated refusal to follow instructions • Harmful offensive name calling e.g. racist behaviour • Bullying 	<ul style="list-style-type: none"> • Internal Exclusion • Formal contact with parents e.g. letter(s) home/telephone calls • Behaviour Support Plans • Headteacher/Deputy Headteacher involvement. <p style="text-align: center;">Also refer to above sanctions</p>
Stage 4	VERY SERIOUS	
	<ul style="list-style-type: none"> • <i>Continuation of the above</i> • Repeatedly leaving class without permission • Fighting and intentional physical harm to other children • Throwing large dangerous objects e.g. chairs • Verbal abuse to any staff member • Vandalism • Stealing • Persistent Bullying 	<ul style="list-style-type: none"> • Immediate involvement of Headteacher/Deputy Headteacher • Fixed term exclusion <p style="text-align: center;">Also refer to above sanctions</p>
Stage 5	EXTREMELY SERIOUS	
	<ul style="list-style-type: none"> • <i>Continuation of the above</i> • Verbal/Physical abuse towards any staff member • Extreme danger or violence • Bringing to school dangerous weapons/objects • Leaving the school site • Very serious challenge to authority 	<ul style="list-style-type: none"> • Fixed term exclusion up to 45 days (within a year) NB: Recurring behaviour will involve longer exclusions • Permanent Exclusion • Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes <p style="text-align: center;">Also refer to above sanctions</p>

INCIDENT RECORD (APP. 2)

Name:..... Cohort:..... Adult(s) involved:..... Date:..... Break/lunch/other (circle)

<p>What happened? <i>Draw or write</i></p> 	<p>What were you thinking or feeling at the time?</p> 	<p>Who else has been affected or harmed by this?</p> 	<p>What do you think needs to happen to put things right?</p> 
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<p>↓ To be completed by the adult:</p>	<p>↓ To be completed by the child:</p>
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<p>Follow-up to the incident (please tick):</p> <ul style="list-style-type: none"> • Spoke to Class Teacher / Deputy / Head Teacher • Restorative Conversation held between those involved • Sanction given e.g. detention, loss of Golden Time <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The positive lesson I've learned from this</p> <p>(Or how I can do things differently another time):</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Any other comments:

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Pupil's signature:

Adult's

signature:





Behaviour Support Plan

Scripts to be adhered to

- ‘The adults are here to keep you safe’.
- ‘When you do x, then you can do y.’ This offers an illusion of choice.
- ‘I know you can make the right choice.’
- ‘It’s ok to feel angry. It’s not ok to...’
- ‘It’s an adult decision’.

Restorative scripts (not to be used when is in crisis)

1. Talk and I’ll listen– tell me what happened.
2. When you.....was that a good choice?
3. In our school it’s not ok to... Next time I’d like you to....
4. To make things better, I would like you to.... or....., you choose

Name of Child:
Date of Birth :
School:
Intervention started:
Date of Plan :
People involved: e.g. CT, TA, Parent, Inclusion Manager

Safe place: X’s Safe Place in the classroom. Box of activities to be available in the calm place.

All physical interventions should be recorded in the bound and numbered book.

<u>X’s strengths and Interests</u>	<u>Triggers</u>
<ul style="list-style-type: none"> • Colouring • Construction • Enjoys reading when supported by an adult • Playdough • Listening to music • Ben 10 • Transformers 	<ul style="list-style-type: none"> • Sensitive to comments and looks from other children • Fear of failure– making mistakes • P.E. • Sharing adult attention

Behaviour	Strategies/response
<p>Hurting others</p> <p>Targets: To use friendly hands and feet</p> <p>To go to his safe place when he is not managing</p>	<ul style="list-style-type: none"> • Make the environment safe. Move furniture and remove objects which can be used to hurt others. Ensure face, voice and body are supportive not aggressive. Guide assertively. Hold or restrain only if absolutely necessary. • Remind X that he can go to his calm place. Teach X to self-regulate using box of activities. Direct X to choose an activity from his box. • Use timer to prepare X to rejoin activity when he is showing signs that he is ready. • If X is not managing in his calm space, divert and distract by introducing another activity e.g. give him a responsibility. • Use the language of safety, "The adults are here to keep you safe." • Give X opportunities to repair and rebuild relationships. Use restorative conversation later. See back page.
<p>Refusal to follow adult instructions</p> <p>Target : To follow a adult instructions</p>	<ul style="list-style-type: none"> • State the desired behaviours e.g. 'X, sit on the chair' • Keep instructions short and simple • Use I statements, "I need you to..." • Give X take-up time • Use the language of choice. Offer X limited choices to give the illusion of control • Use the script: "That's an adult decision." • Use of partial agreement: When you do x, then can you do y. • Use countdowns • Remind X that he can go to his safe place • Give X positive feedback when he has demonstrated appropriate behaviour e.g. 'Thank you for
<p>Target: To finish his work in learning time</p>	<ul style="list-style-type: none"> • Use visual schedule to break down table activities • Build in regular sensory/movement breaks • Keep instructions short and simple • Offer X regular reassurance • Consistent use of sticker chart linked to reward. • Encourage X to put a sticker on his chart when he finishes his work in learning time. • Give X positive feedback when he finishes his work in learning time.

Further Strategies:

- Use a timer to set expectations/prepare X for tasks ending
- Use restorative scripts when X is **not** in crisis rather than demanding an apology (see back page)
- Use visual cues to support learning
- X to be prepared in advance of changes in staff/timetable
- Use comic strip conversations to teach X to manage strong feelings
- Build in opportunities for X to play
- Use of social stories/power card stories provided by PLSS

Consequences for behaviours that challenge:

- ✓ Consequences for serious incidents to be recorded on ABC charts as modelled to school. All consequences to be related to the behaviour concerned.
- ✓ Loss of part of playtime (15minutes maximum) to complete task in room
- ✓ Offer a limited choice
- ✓ Build in opportunities to repair and rebuild relationships
- ✓ Loss of reward/privilege

Rewards:

- Daily reward linked to his learning targets. Once X has earned his reward for learning, it cannot be taken away.

We will involve and support X by:

- Meeting and greeting X each morning
- Recording three good things daily in the good news diary
- Public praise/private word
- Using a sensory box of activities
- Giving X a responsibility around the school

We will involve parent by:

- Good news diary
- Good news phone calls
- Public praise/ private word
- Regular meetings, informing of progress

Parents can support X by:

- Acknowledging good news
- Attending regular reviews at the school
- Using home target chart
- Providing X with opportunities to play at home regularly

Important communications that need to be adhered to

- All staff to be aware of how to deal with X when he is in crisis
- Staff to be aware of warning signs in X's mood
- BSP to be kept with register for supply teachers
- Headteacher /Inclusion Manager to be informed if X is making unsafe choices