

Promoting Positive and Appropriate Behaviour Policy

"Walking with Jesus to be the best we can be!"



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St Joseph's Catholic Primary School Exmouth

Status & Review Cycle: Statutory & annual

Previous Review Date: March 2023

Next Review Date: March 2024

Signed.....**Chair of Local CAST Board**

Signed Mrs J Stephens

Headteacher

Date: 21st March 2023

Article 28: every child has the right to an education, which should be free. Discipline in schools must respect the children's human dignity.

Rationale

Everyone that works at St Joseph's Catholic Primary School is responsible for encouraging and ensuring high standards of social, emotional and academic behaviour. We believe that everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race or social circumstance. As a Catholic community we are committed to walking with Jesus to be the best we can be.

We aim to notice children going above and beyond expected behaviour, praising it. We set high expectations for our school community with an emphasis on building an ethos of respect. It is our aim to have simple yet clear structures in place to establish positive behaviour. We recognise that children, regardless of circumstance, all have the capacity to succeed and we will support all children with this.

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 it is also based on the Special Educational Needs and Disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Expectations

As a school, we set high expectations for behaviour. However, we recognise that some children need extra support to meet these expectations, therefore strategies are used to help these children and where necessary a relational support plan is implemented. To encourage going beyond expectations we use a Gospel Values and Virtues system which recognises and rewards excellent behaviour and individual improvement.

'Our Big Three' should be agreed and displayed so that expectations about behaviour are understood by all.

Respect for the right of others to learn is crucial and is the responsibility of each child.

All staff need to ensure that when behaviour falls below expectation and raises issues, this is followed by a period of 'restorative reflection'.

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Staff need to personally deal with behaviour issues to ensure a consistent approach.

If there are several incidents in a week then the class teacher should involve the parent directly.

The Local CAST Board (LCB) are responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

All pupils and staff are expected to abide by OUR BIG THREE!

Be respectful

Be ready

Be safe

All pupils are expected to uphold the Gospel Values and Virtues by:

- respecting yourself always by making the right choices
- always having good manners
- always showing respect, consideration, and kindness towards everyone
- taking care of and respecting your own and other people's belongings, the school building, grounds and resources
- wearing the correct school uniform tidily and proudly
- being responsible for the tidiness of your classroom and cloakroom area
- walking quietly around the school
- remembering and respecting the school's online-safety rules when using electronic devices

In the playground all pupils are expected to:

- show respect and consideration towards other children and adults
- show kindness, especially to those children who seem lonely by including them in your play
- play in the correct areas and ask permission to leave the playground
- play safe, sensible games and use school equipment responsibly

In the classroom all pupils are expected to:

- listen respectfully to others
- focus on the person when they are talking to you
- respond promptly to the stop sign
- allow those around you to learn

All staff are expected to:

- abide by the Plymouth CAST Staff Code of Conduct
- model exemplary professional behaviour within the school community and beyond

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- build positive professional relationships with all children
- help all pupils to be aware of the expectations for behaviour and understand the rewards and consequences system
- to use school agreed 'Big Three' when dealing with any behaviour issues
- to look beyond behaviour and remember behaviour is a voice for emotions
- be emotionally regulated when dealing with all behaviour
- apply consequences fairly in accordance with this policy and support children to make the best choice.
- listen to children and ensure you have all the information before acting

All parents are expected to:

- display and model respectful behaviour online and within the school community
- support staff in delivering the behaviour policy
- communicate with staff about positive behaviour as well as those of concern

All governors and senior leaders are expected to:

- model good behaviour within the school community
- monitor behaviour across the school
- support all staff in delivering the behaviour policy

Rewards

When children go above and beyond the high expectations given to them, the following rewards are used:

- ✓ Verbal praise
- ✓ Purple stickers and cards sent home.
- ✓ Stickers
- ✓ Purple Praise for the class of the week (whole school celebration)
- ✓ Star of the week for our Gospel values and virtues (whole school celebration)
- ✓ Head teacher's award (celebrated in weekly newsletter)
- ✓ Attendance certificates

Support

We recognise that some children need support to meet our expectations for behaviour.

The following interventions are used to help children form positive attachments; develop coping strategies and succeed in school. The list is not exhaustive and interventions and strategies will always be targeted based on specific need.

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- Emotional Check-ins
- Personalised reward charts
- Home school book
- Buddies
- Rainbows - bereavement
- Whole school Personal, Social Health and Economic (PSHE)
- Bespoke lunch time clubs
- 1:1 support
- Mental Health ambassadors
- Time to Talk – well-being intervention
- Heads up – mental health and trauma intervention
- Circle of friends
- Rise up
- Peer Mediators

Consequences

Consequences are an important part of managing behaviour. They help children to understand cause and effect and help to keep children safe. Consequences are not always negative, the motivators already listed are consequences of positive behaviour. Equally, there are consequences for negative behaviour. We recognise that children may need support managing these consequences and should be given the opportunity to repair negative behaviour.

In delivering the behaviour policy adults are responsible for supporting pupils to repair and ensuring that they have the strategies to improve their behaviour.

Restorative Justice

In situations where children have made the wrong choices and behaviour needs repairing, it is important that the children understand the consequences of their actions. A period of restorative reflection will allow the child a chance to think about why things went wrong, who was affected and what can be done to prevent this happening again.

Restorative reflection meetings can be done verbally or using a written restorative reflection sheet. It is important to remember that the purpose of the meeting is to restore the specific misdemeanour in a calm and supportive manner and not be distracted by any secondary behaviours.

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In severe cases which involve physical attacks on other children or adults, verbal abuse of adults, extreme vandalism or serious disruption to the class this will be dealt with alongside a member of the Senior Leadership Team (SLT).

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) on 'Moving on Day', at the end of the school year. 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 forms part of continuing professional development. Training is formed as part of the annual review of this policy. Individuals may need some extra support from SLT or training from external providers.

Staff have participated in a staff CPD session on Trauma Informed Schools.

All staff have been invited to read When Adults Change Everything Changes by Paul Dix as this forms part of the rationale behind our policy.

Some staff are trained to use the Positive Intervention Programme (Behaviour Support Team SEND Devon).

This behaviour policy will be reviewed by SLT and staff at the end of every academic year. It will then be reviewed by the LCB annually. At each review, the policy will be approved by the headteacher.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusion Policy
- Safeguarding Policy
- Anti-bullying Policy
- SEND Policy

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