

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Managing Behaviour Policy

Written by:	Clare Howells (in consultation with the School Council 2020)
Approved by FGB:	26 th January 2022
Review Cycle:	Annually
Review due:	July 2023

Other relevant policies:

Teaching & learning
Managing Behaviour Covid-19 appendix
Anti-Bullying

Rationale

At St. Joseph's Catholic Primary School, we aim to promote agreed standards of behaviour and self-control where individuals respect themselves and others. We expect the highest standards of behaviour. We believe that appropriate behaviour and positive reinforcement provide a foundation for the establishment of a secure, happy environment in which everyone can learn effectively and develop as caring, reflective and responsible members of society. It is inappropriate/unacceptable behaviour that we disapprove of – never the child who displays it.

At St Joseph's we recognise the notion of good behaviour is based upon the teachings of Christ, especially where the treatment of others is concerned. It is held as a central truth that, if we believe that Jesus would be unhappy with actions or treatment of others, then they are unacceptable. Therefore, we aim to teach our children in the clearest terms what it means to 'love one another' as Jesus loves us, the rules of the school and their purposes, and how everyone has a role to play in making the school a caring community where opportunity and happiness *for all* is our goal.

It is the task of the staff, governors and parents to be models of this Christian living.

Aims

At St. Joseph's we believe that it is important to:

- Foster positive caring attitudes to one another and the environment.
- Acknowledge that each and every person within our school family has a personal part to play and that each person's talents will be valued.
- Embed our Catholic identity in every aspect of school life.
- Support each person in our school family and nurture the self-esteem of all.
- Listen with care to the views and opinions of one another and to value them.

School Values

At St Joseph's our vision is that we inspire everyone to **REACH** through faith hope and love.

Our children aspire to be;

Resilient - never giving up,

Empathetic - loving one another, thinking of others and how they might be feeling,

Aspirational- they can be whatever they want to be,

Confident - to give new challenges a go

Have high expectations of themselves – being the best that they can be in all that they do.....

...whilst following in the footsteps of Jesus.

School Rules

Our school rules are displayed around the school and in each classroom. It is expected that all members of the school will always follow these rules:

***We follow Jesus' teaching of 'Love one another...'
We are kind and considerate
We use our hands and feet gently
We listen and work hard to do our best
We tell the truth
We look after our school and move around safely
We let each other learn***

Principles for leading behaviour

Teachers and staff explicitly teach the schools rules and are proactive in recognising and rewarding good behaviour to support the children to make good choices, however, we recognise that from time to time, things do go wrong. At St Joseph's we believe that the consistency of adult behaviour is a crucial aspect of supporting children to **REACH**. Adults in our school promote positive relationships by being Playful, Accepting, Curious and Empathetic (P.A.C.E) - we understand they are striving to learn how to be the best that they can be. Following our key principle of P.A.C.E, when things go wrong, adults will support children to **Reflect** on what has happened, **Respect** their peers and **Restore** relationships.

Rewards and Consequences

At St. Joseph's, we believe that children need to *be taught* the difference between right and wrong, in contexts and language appropriate to their development by *learning* how to make the *right choice* for themselves – and to understand that *actions have direct consequences*.

Good behaviour is encouraged by the use of praise and reward. It is expected that all members of the school, both adult and child, should take the opportunity to acknowledge the contributions made by others. Staff should be consistent in their actions and make sure rewards are accessible to pupils of all abilities, sex and race.

Rewards

Teachers and non-teaching staff welcome opportunities to praise individuals or groups for following the rules and displaying appropriate behaviour – kindness, helpfulness, effort and achievement.

The Whole School System – House Points

- Each child is in one of four *Houses* – Eagles, Falcons, Hawks or Kestrels.

- House Points are awarded via the class-based marble system (see below) and the house which has the highest points total is awarded the 'House Trophy' termly. Each member of that house then takes part in the "Head teacher's treat" as a reward.

Each class has 4 coloured pots relating to each house (Red = Eagles; Blue = Hawks; Yellow = Falcons; Green = Kestrels)

- Marbles are awarded verbally in and outside of the classroom and placed in the child's house pot. Any member of staff can give any child a marble at any time of the school day when they demonstrate positive expected behaviour – reflecting with the child on the REACH skill that they have used.
- At the end of the week the marbles in each pot are counted. Year 6 children are responsible for recording the points for each class and ensuring the totals for each house are kept up to date. These are shared on a Friday in our celebration assembly.

Individual Differences

For some children, it will be necessary to set up an individual reward and incentive system to help them acquire new behaviors. These individuals will work closely with our Pastoral Lead. There will be in and out of class support and during break and lunchtimes, in order for individuals to meet the school behavior expectations. This will be achieved through structured support and individual behaviour plans which are shared with all staff and parents.

Weekly Celebration of Achievement

During whole school assembly, we celebrate children's achievements. 'St Joseph's **REACH** Awards' will be given by class teachers to 2 children per week under the following categories, 'Resilience, Empathy, Aspirational, Confidence and High Expectations. The children's names will be entered in the 'St Joseph's Star Children Book', located in the entrance hall. Star children will also be named in our regular newsletters.

At the end of term the Governors' award - a certificate for contribution to the Catholic Life of the school is presented to a child in each class, or a whole class. Their picture is put on to the Governors display in the front entrance of the school.

REACH Points

Each child will have a '**REACH**' card for which they can collect **REACH** points. Teaching and non-teaching staff may reward the children with these if children are 'caught' making good choices and actively demonstrating the school rules and the '**REACH**' ethos both inside and outside of the school environment. **REACH** points can also be awarded for children that represented the school or have acted in a way that is exemplary.

25 Star Points	Bronze Star
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50 Star Points	Silver Star
75 Star Points	Gold Star
100Star Points	Platinum Award

The awards will be given out in celebration assembly.

Other Rewards

Citizenship Awards – supporting ‘ 4 Ways to Wellbeing through play’

At St Joseph’s we encourage children to explore ways to support their own mental wellbeing through play and social time. Children are supported and encouraged to be **kind**, **confident**, **resilient** and **curious** and opportunities are given at breaktimes and lunchtimes to earn rewards for:-

Giving	Doing something for someone
Relating	Thinking about other people’s feelings
Exercising	Doing something energetic
Awareness	Trying to learn something new
Trying out	Trying something different
Direction	Thinking of something you want to do
Resilience	Bouncing back when something doesn’t go right
Emotions	Thinking about what is good in your life
Acceptance	You are unique—being kind to yourself
Meaning	Doing something nice with your family or friends

When a child is noticed to be taking part in an activity at lunchtime by choice that supports their GREAT DREAMs they are instantly given a Citizenship Certificate.

Children will receive extra rewards for meeting milestones which are announced in a weekly Citizenship Skills Assembly. Children at St Joseph’s are also given the opportunity for self-reflection by completing a weekly Citizenship Skills activity.

Rewards for Citizenship

- 25 Citizenship awards – You will be presented with a green leaf in assembly with your name which you will place it on the tree and be awarded with a Good Citizen Pencil
- 50 Citizenship awards – Bronze Badge and Bronze leaf on the tree – Hot Chocolate with Mrs Howells
- 75 Citizenship awards – Silver Badge of citizenship and Silver leaf on the tree – Sit on a chair for assembly for a term.
- 100 Citizenship awards– Gold Badge and Gold Leaf on the tree and lunch with Mrs Howells

A Weekly Star Citizenship Award is presented, in Citizenship Assemblies, to a child who has shown a variety of GREAT DREAMS.

Stickers and other merits or rewards can be given at the discretion of the staff but should not replace or supersede the agreed reward system as described above.

REACH Time and Time-Out

EYFS and Key Stage 1

At the start of each day, all children are automatically entitled to 15 minutes of **REACH** time which takes place each afternoon. Children who consistently follow school rules will keep all of their time.

If a child chooses not to follow school rules, there will be a progression of warnings before they lose some of their **REACH** Time. This gives the child the opportunity to change their behaviour before a sanction is put in place.

Each class teacher will keep a record to show who has lost **REACH** Time, which is monitored by the SLT. '**REACH**' time can be won back, by consistent following of the school rules and demonstrating a change in behaviour for the rest of the day up until **REACH** time in the afternoon. If a child loses '**REACH**' time and does not earn it back by the end of the day, then this will be communicated with parents. If a child loses '**REACH**' time on three occasions in one term, parents will be invited in to discuss their child's behaviour and how to move forwards.

Key Stage 2

In Key Stage 2, children will automatically be entitled to 15 minutes '**REACH**' time which will take place on a Friday.

The same approach will apply to children in Key Stage 2 as outlined above for Key Stage 1 and EYFS

Warnings and Sanctions

For a pupil's unacceptable behaviour, all staff will follow the steps below:

1. Non verbal warning (look)
2. Verbal warning – "You are breaking a school rule, I need you to stop doing that so that is able to learn"
3. Second verbal warning – name on the board..."I have already asked you to....If you don't stop then you will lose ...reach time."
4. Loss of 5 minutes of REACH Time

If the undesirable behaviour continues, it may be necessary to temporarily remove the child from the learning environment. This will involve reflection time.

Reflection Time

- Reflection time will result in going to the pastoral room/head's office for the remainder of the current session to complete the rest of the lesson.
- The child will get on with work at his/her own level during reflection time supplied by their own class teacher.
- The headteacher/pastoral support worker will **reflect** with the child about why they have been sent out of their classroom, whether they were **respectful** of their peers and teachers, and what they could have done differently to have stopped this from happening. The child will then be given the opportunity to **restore** their relationship with the people effected.
- The class teacher should record the incident on CPOMs and either the Head Teacher or Pastoral Lead will add any further information to the record.
- Parents/carers are informed.

If an incident happens at playtime or lunchtime and a child needs to have quiet reflection time , he/she will need to go inside the school building(usually outside Head's office). This would only be done after seeking support from the Pastoral Lead or Teacher on duty.

'Fast track' sanctions

Some behaviours require the immediate loss of **REACH** Time and **reflection time** when it is considered that a child's behaviour is causing a risk to themselves, a risk to others or is causing a disruption to the learning environment. The behaviours include:

- refusal to follow instructions
- swearing
- physical harm
- deliberate damage to school property
- disrespect during worship activities
- discriminatory behaviour/derogatory language

In all these cases the teacher or Pastoral Lead, or SLT will also inform the parents. The amount of **'REACH'** Time lost will be decided by the SLT or Pastoral Lead in conjunction with the child. The incident will be recorded on CPOMs.

Fixed Term Suspensions

At St Joseph's we believe that suspensions are not an effective way of moving behaviour forward. However, for children to **REACH**, they need to feel safe from verbal and physical aggression. If one of the 'Fast Track' sanctions are breached the Head Teacher may make the decision to lawfully suspend a child for a fixed period of time. This will only be implemented when a child is considered to have caused or is causing an ongoing safety risk to children, adults or property. Following any fixed term suspension, the child will be welcomed back to school after parents/carers, the Head Teacher and Pastoral Lead have met and discussed a plan for reintegration.

Permanent Exclusions

Permanent exclusions are a very last resort and only considered after all reasonable steps to avoid this have been taken. Permanent exclusion will only take place when an assessment has been carried out, which indicates that it would be detrimental to the education or welfare of the child concerned, or others in the school.

Parental Involvement

When a child has needed reflection time 3 or more times in a week, or they have needed to see a member of the leadership team, parents will be invited to come in to discuss their child's behaviour. If necessary, a home-school agreement and individual behaviour plan may be needed – this will be at the discretion of the leadership team.

When the schools' rewards and sanctions system is not working for a child, an individual behaviour plan will be drawn up in collaboration with the child, parent/carer, Pastoral Lead, class teacher and SLT.

Monitoring

'Star-Child Book' and 'Time-out Book'

- The 'Star Child Book' will be based in the entrance hall - teachers write in the names of the 'Star Children' who receive 'Star Awards', a member of staff will write the names of the recipients of his/her termly awards. The book is then available for parents and visitors to look at – a celebration of our children's achievements and behaviour.
- All incidents of Reflection time along with all behavioural needs are logged on CPOMs.
- Loss of **REACH** time is recorded each term by the class teacher and the Senior Leadership Team. Children who repeatedly lose **REACH** Time are identified and monitored closely. Where necessary, a meeting with parents/carers is arranged.

Where next?

If the child's behaviour shows little or no improvement, having exhausted the sanctions in this behaviour policy, their behaviour would be beyond the scope of this structure. The child would then need to be identified on the Code of Practice (SEND), with the likelihood of engaging in the support of outside agencies such as the Behaviour Support Team, or Outreach Services.

Physical restraint

If a child needs to be physically restrained, we follow DfE guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Bullying

We do not tolerate bullying at St. Joseph's and any such incidents will be dealt with seriously. Please refer to '**ST. JOSEPH'S POLICY for ANTI- BULLYING**' for further information.