

St Joseph's Positive Behaviour Policy Including Exclusion Statement

"Live, love and learn in a caring Christian Community"

At St Joseph's we believe that in order to grow educationally, socially, emotionally and spiritually children need to be in an environment in which they feel safe and where there are concerned adults who will set firm boundaries, while providing support for their behaviour.

We appreciate that children entering our school have been exposed to a variety of behavioural expectations based on differences in home values, attitudes and parenting skills.

This policy outlines the consistent approach employed by our school to maintain positive behaviour by all members of our school community.

The aims of our positive behaviour policy are:

- to develop a moral framework, based on Catholic teaching, within which initiative, responsibility and sound relationships can flourish
- to enable children to develop a sense of self worth and a respect for and tolerance of others
- to ensure that, when behavioural problems do arise, all staff have the necessary knowledge and support to provide a consistent, systematic and purposeful approach that will lead to a satisfactory outcome

Our approach to behaviour management is underpinned by Hertfordshire Steps, a key part of the Hertfordshire Behaviour and Attendance Strategy.

Hertfordshire Steps is a positive behaviour management approach which adopts the following principles:

- Shared focus on inclusion of all children within the school
- Shared values and beliefs across communities
- Shared communication, diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

Code of Behaviour

Our code of behaviour is based upon living out our mission statement on a daily basis. In order to achieve this we believe that everyone has rights and responsibilities and that we have rules and routines to develop and support these.

Rights and Responsibilities:

Everyone has **the right to:**

- Feel safe in school - both physically and mentally
- Learn to the best of their ability - in a positive working climate, free from distracting behaviour
- Be treated with dignity and respect as a child of God

Responsibilities:

Pupils:

- ~ Have a responsibility to live out our mission statement
- ~ Are expected to follow our school rules, without exception
- ~ Are responsible for their own actions

All staff:

- ~ Have a responsibility to live out our mission statement
- ~ Are responsible for the behaviour of our pupils during the school day
- ~ Will act as good positive role models for our pupils and be seen to be fair in word and in deed
- ~ Need to reinforce the positive actions of our pupils
- ~ Only criticise the actions and behaviour of the child, not the child as a person

Parents:

- ~ Have a responsibility to live out our mission statement
- ~ Are expected to show consistency with the school and support the school in the discipline of their child
- ~ Are expected to keep us informed of behaviour difficulties they may be experiencing at home
- ~ Are expected to keep us informed of any kind of trauma which may affect the child's performance at school e.g. death in the family
- ~ Should only criticise the actions and behaviour of the child, not the child as a person

Our Home School Agreement re-enforces the rights and responsibilities of all members. The school, parents/carers and pupils are asked to sign the agreement.

Rules:

The following are our agreed rules which are used as a framework to encourage positive behaviour in school.

Rules in class		Rules out of Class
We speak kindly and respectfully to each other. We use good manners.	Talking	We speak kindly and respectfully to each other. We use good manners.
We work quietly and helpfully together. We take turns.	Learning	We co-operate with others. We share the playground.

We walk quietly in our room and put things away carefully.	Movement	We take care when we are moving about or playing outside. We look after equipment.
We are kind to each other. We consider each others feelings.	Friendship	We are kind to each other. We play friendly games.
We try to solve problems in a fair manner. If that is hard, we ask an adult for help.	Problem Solving	We talk to each other and try to work problems out. If we need help, we ask an adult.
We choose not to hurt people. We use equipment safely.	Safety	We play safe games. We play in safe areas of the playground.

Class Rules are discussed and agreed at the start of the Autumn Term by the class teacher and pupils in their care. They are based upon our school rules and reviewed as necessary.

Routines:

We teach our rules and consolidate responsibilities through the routines that we put in place. In this way children develop self-discipline and become independent learners. Routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around school by all staff.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Class Based Rewards: In order to support our children in making correct choices in their behaviour we reward them in a number of ways.

There is an established classroom system where good behaviour is recognised and rewarded. Teachers will use a range of approaches which are appropriate for the children and their behaviour, in maintaining a positive approach. As a school we encourage children to move from extrinsic to intrinsic rewards.

The established classroom behaviour system will endeavour to ‘catch a child being good.’ The children’s good behaviour and work will be rewarded in a number of ways. The teacher will make positive visual signs, and verbal praise. The teacher will give house points or stickers, or refer the child to another class or the Key Stage Leader for further praise.

House points:

The children are awarded house points for good work, excellent behaviour, special kindness and effort. The child with the most house points each week receives a special mention in the weekly celebration assembly.

Golden Time:

At St. Joseph’s, Golden Time is also a further reward which the children work towards throughout the week. Each child is allocated 30 minutes (KS2); 45 mins (KS1) of Golden Time on Friday afternoon, unless they have lost time throughout the week due to poor behaviour.

However, any lost time can be gained back during the week through good works and positive behaviour.

Star of the Day/Week: We recognise, as a whole school, that children need to be commended. Within St. Joseph's Catholic School, the Key Stage 1 children work towards "Star of the Day / Week" and in recognition of their achievements they get feedback in front of the class, a clap and a large star to take home.

Whole School:

Any adult in the school can award house points for positive behaviour and helpfulness.

Weekly Celebration Assemblies: Birthdays and out of school achievements are celebrated, and any school based achievements such as competitions; charity work; certificates etc.

Half Termly Award Assemblies: are also used to highlight pupils who have made good progress and achievement in the half term, including behavioural improvements. Two pupils from each class are nominated for Mission Statement Awards to celebrate their contributions to our school community.

Year 6 Leaver's Assembly: the Year 6 cohort vote for the Fr Hanton Citizenship Awards for the boy and girl who have lived out the mission of the school the most during their time at St Joseph's.

Dealing with Poor Behaviour:

In our school, all adults help children keep to the rules by creating conditions for them to demonstrate positive behaviour through routines and rewards. Praise always outweighs reprimand. However, sanctions may need to be applied to help a child return to positive behaviour. Class teachers will be informed of misbehaviour when children are not under their supervision, verbally or through an Incident card.

As a Christian Community, it is important for us to present the children with the knowledge and understanding that transgressions should be punished but will also be forgiven if there is remorse and a willingness to put matters right. The notion of reconciliation is a key part of our philosophy and our aim should include an intention to ensure that children seek reconciliation and have an awareness of what they have done wrong, why it is considered wrong and what they need to do in the future.

What they have done wrong - asking the child what rule they had broken

Why it is considered wrong - how the actions affected the rights of others

What they need to do in the future - what they can do to fix things

For the vast majority of our pupils, a quiet word, re-stating of the class/school rules or a look is enough for them to re-address any minor behavioural issue. If the behaviour continues, then the following positive behaviour steps are taken:

Positive Behavioural Steps:

Step 1 Reminder and class rule stated.

Step 2 Time out in class to consider their own behaviour.

Step 3 Completion of a 5W form, completed with an adult in KS1. Loss of privileges e.g. Golden time / break / lunchtime; acts of community service to the school; copying of school rules.

These steps are bypassed in certain circumstances when more serious misdemeanours occur.

Step 4 Sent to Deputy Headteacher or member of the Senior Leadership Team for internal exclusion (half hour of lunchtime) and reprimand.

Step 5 Sent to Headteacher for internal exclusion and reprimand. The internal exclusion will be with the Headteacher and last up to one full day. Name recorded in School Behaviour File and Golden Time is lost for that week. Parents will be informed by the Headteacher or a member of the Senior Leadership Team.

If the behaviour is severe, the Headteacher may instead issue a fixed term exclusion from the school as opposed to an internal exclusion.

The start of each new day brings a clean slate for all children unless sanctions have to be carried out.

More Serious Misdemeanours:

These will go straight to step 4 or 5. The following are examples of such behaviours, but are not an exhaustive list.

Step 4 misdemeanours: biting, swearing, spitting, hitting, kicking etc

Step 5 misdemeanours: bullying, fighting, stealing, abusive behaviour towards an adult etc.

If a child demonstrates step 4 behaviours more than twice in a term, or is on step 5 more than once in any term, they then they will go on a daily report for two weeks and parents will have to meet weekly with the class teacher to review their progress.

If at the end of the two week period or at any point in that term the child continues to choose to break the school rules, the school will set up a behavioural support plan for them with the help of the class teacher and SENCO, as well as possibly seeking outside advice from the local authority.

As part of therapeutic approach, staff and parents will work together on a STEPS 'roots and fruits' map to identify causes of behaviour and agree actions to increase the child's positive emotional experiences in order to improve behaviour.

However following this, if a child continues to demonstrate step 4 and 5 behaviours during the term, or again during the academic year, then the school will be left with little option other than to exclude the child from school.

Exclusion

At St Joseph's we expect all members of the community to follow our mission statement.

When a pupil presents with behaviours that breach the school's behaviour policy and go against our mission statement; and if allowing the pupil to remain in school would seriously harm the

education/welfare of the pupil or others in the school, the Headteacher may wish to exclude the pupil for a fixed period or permanently.

Pupils whose behaviour is at step 4 or 5 are at risk of exclusion, even for a first time offence.

The Headteacher will use and follow the Herts County Council procedures when dealing with exclusions and report to the Chair of Governors/ Vice Chair of Governors before any exclusion takes place. Exclusions will be progressive in length as the number of exclusions increase. Pupils returning to school from exclusion may be given a part-time timetable to ease their transition back into school.

Pupils with Special Education Needs and Disabilities

Pupils with Special Educational Needs (SEN) and disabilities as well as those with additional behaviour challenges that some pupils experience will be taken into consideration when administering rewards and sanctions.

We acknowledge that learners with more challenging behaviour may need more specific support and an individualised approach. Other agencies may become involved to assess the needs of the pupil. The school recognises that where the individual pupils are engaging in disruptive and negative behaviour this can be as a result of unmet social, emotional and mental health needs.

The school will differentiate its behaviour policy for pupils with SEN and those pupils with a support plan for behavioural needs. The school will make reasonable adjustments to ensure the education or safety of all pupils are not at risk.

However, the school may still issue sanctions, including exclusion, if the behaviour of SEN pupils and those with behavioural challenges pose serious harm to the education or welfare of others in school and threaten the school's duty of care to all pupils and adults.

Communication with Parents

At St Joseph's, we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

The Class Teacher is the principal adult expected to deal with day to day behaviour. Where behaviour is causing concern parents will be informed at an early stage by the class teacher and given an opportunity to discuss the situation.

If the child has reached step 5 the Headteacher or member of the Senior Leadership Team will contact the parents to explain which rules were broken and the consequences of the child's actions.

Conclusion

We are proud of our pupils in our school as they are well behaved and respond positively to praise and rewards. If children know that good behaviour and good manners are universally expected of them and that anything less will meet with disapproval, then the result will be to promote widespread good behaviour and good manners.