

**St Joseph's Catholic Primary School**  
**Positive Behaviour Policy including Exclusion Statement**

**'Live, love and learn in a caring Christian community'**

**Introduction and School Values**

At St Joseph's, we place Christ and our Catholic faith at the centre of all we do. We see positive behaviour as firmly rooted in the belief that each individual is created in the image God and, as such, has the right to be treated with dignity and respect. By living out our School Mission Statement each day, we provide an environment where all members of the community are expected to show respect for themselves, others and the community.

We believe that, in order for pupils to feel safe and secure, and to thrive, they need a clear code of behaviour that is consistently applied by all members of the community.

**Aims of this policy**

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 this policy are:

- To develop a moral framework, rooted in Catholic teaching, wherein all members of the community can flourish;
- To ensure that a consistent approach to behaviour, based on the teachings of the Gospel, is followed by all members of the school community;
- To ensure that, when rare incidents of undesirable behavioural occur, all staff have the necessary knowledge and support to provide a consistent, systematic and purposeful approach that will lead to a positive outcome.

When our pupils leave St Joseph's, we want them to have a very clear understanding of what is right and wrong, based on Catholic teaching of respect for each individual, and to feel confident to challenge any injustices that they encounter in the wider world.

## **Hertfordshire Steps Approach**

At St Joseph's, 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 focuses primarily on understanding the root cause of any negative pupil behaviour in order for the behaviour to be addressed and improved. The underpinning belief is that negative behaviour may signal that a pupil has an unmet need, or is finding a particular situation overwhelming.

The key principles of the Hertfordshire Steps approach are:

- Shared therapeutic philosophy towards behaviour management
- 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

### **Rights:**

Every member of our school community has the right to:

- Be treated with dignity and respect as a child of God;
- Feel safe in school – both physically and mentally;
- Learn to the best of their ability in an environment that allows them to achieve their potential.

### **Responsibilities:**

#### **Pupils:**

- ~ Have a responsibility to live out our Mission Statement at all times;
- ~ Must read and understand (with parental support) the home school agreement and what is expected of them as a member of the Family of St Joseph's;
- ~ Are expected to follow our school rules, without exception;
- ~ Must make choices that enable all members of the community to be safe;
- ~ Must make every effort to support their peers to make positive behaviour choices in a spirit of reconciliation and forgiveness;

~ Are expected to actively restore peace, by engaging with the restorative process, where necessary.

### **All staff:**

- ~ Have a responsibility to live out our Mission Statement at all times;
- ~ Will model the Gospel values when interacting with colleagues and pupils;
- ~ Will provide a safe learning environment for the children by setting high expectations for pupil behaviour;
- ~ Only criticise the choice of behaviour of the child, not the child as a person;
- ~ Will regularly critically reflect on and evaluate their own behaviour management strategies;
- ~ Are responsible for the behaviour of our pupils during the school day and must ensure that the pupils understand the rewards and sanctions used within school;
- ~ Will establish and reinforce clear routines for the school day that promote positive pupil behaviour;
- ~ Are responsible for ensuring that they understand and implement this policy with the support of the SLT;
- ~ Will act as positive role models for our pupils and be seen to be fair in word and in deed;
- ~ Will consider the root cause of any undesirable behaviour and follow the STEPS flow diagram (appendix 9), anxiety maps and roots and fruits analysis, where necessary;
- ~ Will celebrate and reinforce the positive actions of our pupils;
- ~ Will use de-escalation and diffusing strategies with children, where necessary;
- ~ Will effectively communicate with parents to ensure that they are aware of any behaviour issues with the pupils;
- ~ Work collaboratively with colleagues, including the SENCO, to provide additional support for pupils whose behaviour is not yet in line with school expectations.

### **Parents:**

- ~ Have a responsibility to support the living out of our Mission Statement at all times;
- ~ Have a responsibility to be a positive role model for their child;
- ~ Must read and sign the home school agreement to illustrate that they will support the school's values and ethos and ensure that their children know what is expected of them as a member of the Family of St Joseph's;
- ~ Are expected to show consistency with the school and support the school in the discipline of their child;
- ~ Will collaborate with their child's teacher in the development of behaviour support plans, where necessary;
- ~ 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 choices of the child, not the child as a person.

In addition to the above, the Headteacher, will:

- ~ Will ensure that this policy is communicated to, and understood by, all members of staff;
- ~ Will ensure that this policy is available on the school website;
- ~ Will report the effectiveness of this policy and its implementation to the Governing Body as part of their review cycle;
- ~ Keep records, including those that are statutory, relating to pupil behaviour and bullying and report these incidents to the Governing Body;
- ~ Will ensure that this policy is implemented fairly by all members of staff.

### **Governors:**

- ~ Will ensure that the Headteacher provides a safe environment in which all members of the community can learn and flourish;
- ~ Will evaluate the effectiveness of this policy as part of the review cycle.

### **School and Class Rules**

At St Joseph's, our school rules reflect Catholic teaching and help us to follow the example of St Joseph and our House Saints. These rules are displayed in each classroom and are regularly referred to throughout each school day:

#### **Safe choices and listening**

**A**lways remembering to be honest, kind and gentle

**I** do the best that I can and I help others to do the same

**N**oticing and acting when someone needs help

**T**reating ourselves, our community and our property with respect

**S**t Joseph's School is a place where we follow in Jesus' footsteps

At the beginning of each school year, these rules are shared in classes at an age-appropriate level.

### **Rewarding positive behaviour**

#### **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 the correct choices in their behaviour we reward them in a number of ways.

There is an established classroom system where positive behaviour is recognised and rewarded. Teachers will use a range of approaches which are appropriate for the age of 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 positive behaviour, effort 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 a member of the Senior Leadership Team for further praise.

***House points:***

The children are awarded house points for good work, excellent behaviour, special kindness and effort, and living out the Mission Statement. The emphasis on the rewards for receiving house points is based upon the collective effort, rather than the individual success. House points are counted and achievements celebrated half-termly.

***Golden Time:***

At St. Joseph's, Golden Time is a class-based reward which the children work towards by collectively living out the Mission Statement. This is celebrated weekly at KS1 for a maximum of 45 minutes and bi-weekly at KS2 for 45 minutes.

**Whole School:**

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

***Half Termly Awards 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. In addition, each child receives a certificate to celebrate their academic and personal achievements during their time at St. Joseph's.

### **Dealing with negative behaviour (restorative approach)**

As a Christian community, it is important for us to present the pupils with the knowledge and understanding that misdemeanours will 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 we aim to ensure that children seek reconciliation through having an awareness of the impact of their behaviour choice, why it has been considered hurtful and what they need to do to put things right. It is our goal to achieve restoration between the pupil and any member of the community that has been negatively impacted by the behaviour choices made.

We use the following restorative questions to help the pupil understand the impact of their behaviour choices:

1. What happened?
2. What were you thinking/feeling when this happened?
3. What harm has been caused?
4. How do other people feel?
5. How can we put things right/do things differently next time?

Please note that, in order to be effective, a member of staff will only go through the restorative questions with a pupil when they feel that the pupil is calm and ready to consider the impact of their behaviour. This might not take place on the same day as the incident occurred.

Following the principles of Hertfordshire Steps approach, we aim to understand the causes of any negative behaviour in order to offer the pupils support to improve their behaviour. In order to support this process, class teachers may be directed to complete a flow diagram, anxiety mapping and roots and fruits, where appropriate. If required, or asked to do so by a member of SLT, class teachers, working collaboratively with the pupil and parents, will also complete a 'risk reduction plan' for individual pupils.

All negative behaviour choices are dealt with on an individual basis, at the discretion of the school staff using their professional judgement, under the guidance of the headteacher and senior leadership team. When determining appropriate consequences for the negative behaviour choices, staff take into consideration a range of factors, including the age of the child, the child's individual needs and circumstances, the frequency of the behaviour choice, the severity of the impact on other members of the community and the staff member's knowledge of the child and the

consequences that will have a positive impact on their ability to make positive behaviour choices in the future.

Consequences of negative behaviour choices may include:

- Time away from an activity to reflect within the classroom environment (particularly in EYFS);
- Discussion with the class teacher or teaching assistant to ascertain the impact of their choices on other members of the community and how they are going to heal any hurt that has been caused;
- Spending time with an adult from their class during break time, lunch time or Golden Time;
- Spending time with the headteacher or a member of the senior leadership team during break time, lunch time or Golden Time;
- Class teacher or a member of the senior leadership team making a phone call to the child's parents;
- Internal exclusion whereby the child would spend up to a day with the headteacher or deputy headteacher to complete their learning tasks outside of their classroom.

If a pupil repeatedly makes behaviour choices that are not in line with our Mission Statement and school rules, the school may introduce an individual behaviour plan, or seek additional support and advice from external agencies.

### **External Exclusions**

**If the outcomes of the behaviour choice are considered severe, the Headteacher may instead issue a fixed term exclusion from the school as opposed to an internal exclusion.**

When a pupil presents with behaviour choices that go against the school's mission statement and school rules, 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.

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 SEND**

Pupils' Special Educational Needs and Disabilities (SEND), 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.

## **Physical Intervention**

Please see our separate restrictive physical intervention policy.

## **Positive behaviour off-site**

The school has the legal authority to discipline children appropriately walking to and from school should they be deemed to be acting inappropriately. On an Educational Visit, the Headteacher and any member of staff or helping parents with whom he has given permission may discipline children according to school policy.

## **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 a child makes a behaviour choice that causes harm to another member of the community, or if they repeatedly make negative behaviour choices, the headteacher or a member of the senior leadership team may contact their parents.



## **Staff training**

All members of staff have received training on the principles and practice of Hertfordshire's Steps approach and receive annual updates and refreshers.

All staff are supported in their role of reinforcing positive behaviour throughout the school day by members of the SLT and staff receive regular feedback – both formal and informal.

## **Guidance for staff when dealing with inappropriate behaviour/a pupil in distress in order to de-escalate the situation:**

- Pupils should always be addressed in a calm manner;
- Every day/learning session provides a fresh start for pupils;
- If a pupil is in distress, follow the de-escalation script, and repeat, if necessary:
  1. I can see something is wrong.
  2. I am here to help.
  3. Talk to me and I will listen.
  4. Come with me and ...

## **Monitoring and Evaluation**

This policy will be monitored and reviewed annually by the Personnel Committee of the Board of Governors. The Headteacher, trained Hertfordshire Steps tutors and the SLT will regularly consider and evaluate the effectiveness of the implementation of this policy.

## **Appendices**

- STEPS flow chart
- Roots and fruits
- Anxiety mapping
- Anxiety mapping analysis and evidence of differentiation
- Risk reduction plan
- Individual risk reduction plan
- Audited need for identifying restrictive intervention or restraint needs
- Restrictive intervention record form