



Live, love and learn in a caring Christian community

St Joseph's Catholic Primary School

Positive Behaviour Policy including Exclusion Statement

Introduction and School Values

At St Joseph's, we place Christ and our Catholic faith at the centre of all we do; 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, 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.

This policy was formulated with reference to the most recent edition of the DfE Document: 'Behaviour in Schools: Advice for headteachers and school staff' (see appendix 1) and any updates from future editions will be included during the annual review of this policy.

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, and 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 antisocial 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.

For matters relating to bullying, including investigation procedures and how the school will respond to confirmed incidents of bullying, please refer to our anti-bullying policy.

Therapeutic Thinking Hertfordshire Steps

At St Joseph's, our approach to behaviour management is underpinned by Therapeutic Thinking Hertfordshire Steps, a key part of the Hertfordshire Behaviour and Attendance Strategy.

Therapeutic Thinking is a positive behaviour management approach which focuses primarily on understanding the root cause of any antisocial pupil behaviour 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. If a child's behaviour gives cause to suspect that they are suffering significant harm, the school's safeguarding procedures will be followed.

The key principles of the Therapeutic Thinking 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.
- Be taught strategies to take responsibility for their own behaviour through the Zones of Regulation.

Responsibilities:

Pupils:

- ~ Have a responsibility to live out our Mission Statement at all times;
- ~ Are expected to follow our school rules, without exception;
- ~ Must make every effort to support their peers to make positive behaviour choices; and
- ~ Are expected to actively restore peace in a spirit of forgiveness and reconciliation, 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 environment that is conducive to learning by setting clear routines, which promote positive behaviour, ensuring the children understand their high expectations of them, and by enforcing our school rules;
- ~ 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 identify, and communicate with parents, when behaviour is becoming an emerging issue for a child, including children who join the school mid-year;
- ~ 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, use de-escalating and diffusing strategies, and follow the STEPS flow diagram (appendix 9), anxiety maps and roots and fruits analysis, where necessary.
- ~ Will focus on the behaviour choices of the child, rather than the child themselves, including celebrating positive choices and providing opportunities for reflection on inappropriate choices;
- ~ Will effectively communicate with parents to ensure that they are aware of any behaviour issues with the pupils; and
- ~ Work collaboratively with colleagues, including the SENCO, to provide additional support for pupils whose behaviour is not yet in line with school expectations.

In addition to the above, the **Headteacher**, will:

- ~ Ensure that this policy is communicated to, and understood by, all members of staff;
- ~ Ensure that this policy is available on the school website;
- ~ 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;
- ~ Ensure that this policy is implemented fairly and consistently by all members of staff.

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; and
- ~ Are expected to keep us informed of behaviour difficulties they may be experiencing at home and any traumas which may affect the child's ability to make a positive contribution to the school community.

Governors:

- ~ Will ensure that the Headteacher provides a safe environment in which all members of the community can learn and flourish; and
- ~ 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 shared at the beginning of each term, displayed in each classroom and are regularly referred to throughout each school day and reinforced during whole-school and Key Stage assemblies:

Safe choices and listening

Always remembering to be honest, kind and gentle

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

Noticing and acting when someone needs help

Treating ourselves, our community and our property with respect

St Joseph's School is a place where we follow in Jesus' footsteps

Positive Behaviour Management

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

Staff continually praise children's positive behaviour choices; this instills a sense of self-discipline and internal motivation as children learn that they feel positive when they make positive and appropriate choices.

Class Based Rewards:

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

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. Each class has a 'marble jar' and a set number of marbles needs to be earned each week in order for the children to have golden time. This is celebrated weekly at KS1 for 45 minutes and bi-weekly at KS2 for 45 minutes.

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 ethos, and we aim to ensure that children seek reconciliation through having an awareness of the impact of their behaviour choice. 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?

In order to be effective, a member of staff will only have a restorative conversation 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 Therapeutic Thinking Hertfordshire Steps, 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.

When determining appropriate consequences for the antisocial 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.

The table below details the consequences that are deemed appropriate for different levels of antisocial behaviour; attention will be paid to the impact of the child's behaviour on others.

Examples of Difficult/dangerous behaviour	Impact	Strategies	Consequence (Once the pupil is in the green zone)
Refusal to work	Negative impact on own learning	Check pupils' understanding of the task; make adaptations, if necessary; use encouragement	Work to be completed at an appropriate time. Communication with parents if incidents are repeated.
Any behaviour in class which prevents other children from learning.	Negative impact on the learning of other children	Reminders of expected behaviour choices; celebrating positive behaviour choices of other children.	Sent to parallel class; missing some of break/golden time; discussion with SLT. Communication with parents if incidents are repeated.
Showing disrespect to another member of the community or the environment, e.g., being unkind to another child; answering back to adults; throwing litter.	Setting a poor example to other members of the community; causing another member of the community to feel disrespected.	Reminders of school rules and expectations; discussion around the impact of behaviour choices.	Putting the wrong right, e.g., picking up the litter that was thrown. Communication with parents if incidents are repeated.
Putting self in a position where harm could happen	Negative impact on own safety	Evacuation of area; send for support from additional adults; de-escalation script	Restorative conversations to understand how this could have been prevented. Communication with parents
Threatening, screaming, swearing, spitting, throwing, hitting, kicking	Negative impact on safety of other children, including on their emotional well-being	Evacuation of area; two adults to be present, if necessary (change of adults, if appropriate); de-escalation script	Restorative justice – putting the wrong right. Communication with parents. Potential fixed term internal exclusion/

			suspension; permanent exclusion.
Threatening, screaming, swearing, spitting, throwing, hitting, kicking	Negative impact on safety of adults, including on their emotional well- being	De-escalation script	Restorative justice – putting the wrong right. Communication with parents. Potential fixed term internal exclusion/ suspension; permanent exclusion.

For pupils with individual support plans or risk reduction plans, staff must ensure that they are fully aware of any additional/child-specific steps to be taken.

If a pupil repeatedly displays antisocial behaviour, the school may introduce an individual behaviour plan, or seek additional support and advice from external agencies. Multi-agency assessment could be undertaken to identify a child's needs. Measures that could be put in place to support a child who exhibits persistent inappropriate behaviour could include: the use of social stories, reduced time spent in class, reduced time spent in school, protective behaviours work and individual toolkits for 'Zones of Regulation.' The aim of these measures will be to teach the children about the importance of following rules and making prosocial behaviour choices to prepare them to make positive contributions as part of the wider society.

External Exclusions

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 externally suspend the pupil for a fixed period or permanently.

The Headteacher will follow the current statutory guidance on exclusions from the DfE when dealing with suspensions/exclusions and consult with the Chair of Governors/ Vice Chair of Governors before any suspension/exclusion takes place. Pupils returning to school from suspension/exclusion may be given a part-time timetable to ease their transition back into school.

There may be some circumstances in which a 'managed move' could be explored. Managed moves involve a child permanently moving to another

school. This decision must be made collectively between the school and parents, with the parents' full support, and made in the child's best interests.

Child-on-child abuse:

Staff will be vigilant to any inappropriate behaviours between children and will challenge any behaviours that could be deemed as abusive. These behaviours include, but are not exclusive to, the following:

- Bullying (including online) *Please see our anti-bullying policy;
- Physical abuse (hitting, kicking or any other behaviour that causes physical harm);
- Sexual violence (rape, assault by penetration and sexual assault); and
- Sexual harassment (comments and remarks either in person or online).

For more information on child-on-child abuse, please see appendix 10 – 'Keeping Children Safe in Education 2024'.

If a member of staff is concerned, they will speak to the DSL or DDSs.

Pupils with SEND

Pupils' Special Educational Needs and Disabilities (SEND), as well as additional behaviour challenges will be taken into consideration when administering rewards and sanctions.

The school will differentiate its behaviour policy for pupils with SEND 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.

However, the school may still issue sanctions, including suspension/exclusion, if the behaviour of pupils with SEND pupils 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 and after reasonable adjustments have been made.

Physical Intervention

There may be circumstances where staff are required to use physical intervention in order to protect the safety of a member of the community; please see our separate restrictive physical intervention policy.

Searching, Screening and Confiscation

The headteacher, or a member of staff given authority by the headteacher (the same sex as the child) may conduct a search of a pupil, with the pupil's consent, if they are believed to be carrying any of the following items: knives and weapons, illegal drugs, alcohol, stolen items, any articles that a member of staff reasonably suspects will be used to

commit and offence or cause damage to an individual or property, fireworks and pornographic images. Searches must only include outer clothing, pockets, possessions, desks or lockers. It must be made explicit to the child the reasons for the search is being conducted; any searches will be conducted with another member of staff as a witness. For additional information, please see appendix 11 – ‘Searching, Screening and Confiscation: Advice for headteachers and governing bodies’ (DfE: July 2022)

Positive behaviour off-site

The school has the legal authority to discipline children appropriately when off-site, including walking to and from school, representing the school at sports fixtures, attending educational visits and any other occasion where the children are in the care of the school away from the school premises.

Communication with Parents

At St Joseph’s, we give high priority to clear communication with parents since as this is crucial in promoting and maintaining high standards of behaviour.

This policy is available to all parents on the school website. We will signpost the parents to the policy annually, which will include any updates or amendments.

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’s antisocial behaviour 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 Therapeutic Thinking Hertfordshire 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 receive regular feedback – both formal and informal. Opportunities to attend CPD training relating to behaviour are available for all staff; this is actively encouraged.

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 Local Governing Board. The Headteacher, trained Hertfordshire Therapeutic Thinking (Steps) tutors and the SLT will regularly consider and evaluate the effectiveness of the implementation of this policy.

Appendices

- Early Prognosis tool (STEPS flow chart)
- Therapeutic Tree
- Anxiety mapping
- Anxiety mapping analysis and evidence of differentiation
- Predict, Prevent and Progress plan
- Therapeutic plan
- Risk Calculator
- Restrictive intervention record form

Person with responsibility for this policy: Ann Cassidy-Jones