*Growing and Achieving Excellence, Inspired by Faith*

# St Joseph's Catholic Primary School

*'With God in our hearts, we learn and grow together on our journey through life.'*

# A relational approach to positive behaviour management policy

September 2024

# Our Aims:

At St Joseph's we understand that a safe and nurturing environment is crucial to the success of our pupils. As an Attachment Aware and trauma-informed school, we aim to help all pupils thrive no matter what their background.

Our relational approach to managing behaviour fosters a culture of mutual respect, where all pupils feel valued and heard. Our golden rule is to *'treat others as you wish to be treated'* (Matthew 7:12), applying this to to all elements of school life here at St Joseph's.

We support children to develop good learning behaviours by reminding them to be **'ready, respectful, and responsible'** (Appendix 1). These are displayed in classrooms and referenced throughout lessons and around the school by all members of staff.

We encourage pupil voice in all aspects of our teaching and learning, where pupils are always at the centre of every decision we make. Together, we support the children in becoming well-rounded citizens who can have a positive impact as members of their school, local and global communities. We gather information through school council meetings, regular learning walks and conversations with groups/individuals.

Our curriculum is designed to meet the needs of all pupils and ensure that learning is accessible, inspirational and appropriately challenging.

We aim to promote and maintain a positive learning environment with realistic expectations of children's behaviour and work with parents and carers to understand every child's individual strengths and needs.

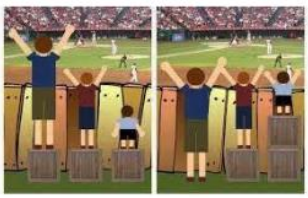
We foster a 'Growth Mindset' by giving children opportunities to try new things and persist when a challenge occurs. All children are taught that "mistakes are how you learn" (Appendix 2).

We believe in connection above correction; understanding that children need supportive, nurturing role models who accept them with unconditional positive regard.

We understand that behaviour is a form of communication and (whether consciously or subconsciously) is a way of communicating a need.

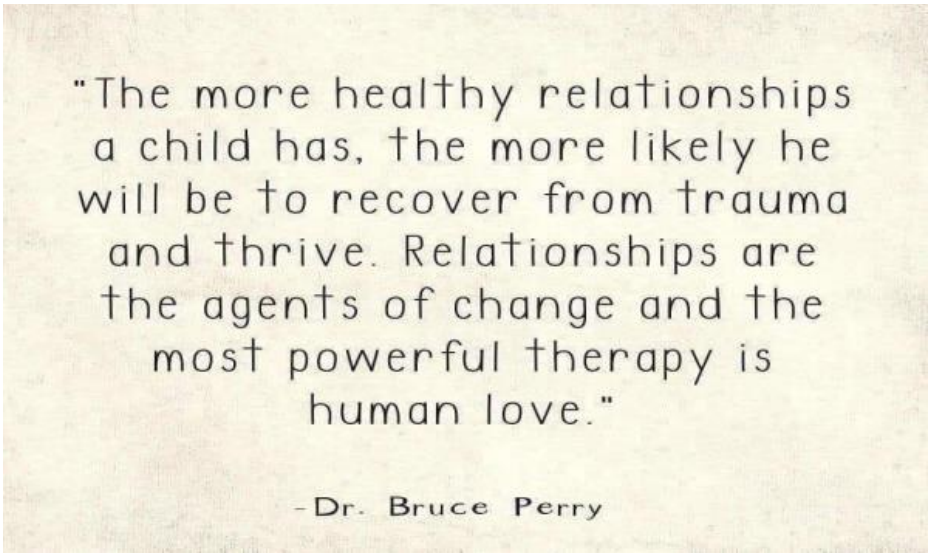
We use emotion coaching strategies (Appendix 3) and 'zones of regulation' (Appendix 4) to support pupils to self-regulate and understand their feelings, finding alternative ways to meet their emotional needs in a safe and appropriate manner. In Reception, 'The Colour Monster' written by Anna Llenas is used to introduce children to the concept of colours representing emotions.

Equality versus Equity – whilst we believe that everyone is equal in the eyes of God, we understand that each person has different needs, and we endeavour to create an accessible learning environment for all by allocating necessary resources and support to individuals.



Throughout our policy, we focus on the three R's: Relational, Responsive, Restorative (see Appendix 5).

# **R**elational:




At St Joseph's, we recognise the importance of relationships, and the long-term impacts these can have on children's outcomes. From the moment pupils start school they are made to feel welcome by the staff and their peers and we endeavour to create a sense of belonging to ensure all pupils, staff and visitors feel part of the St Joseph's family.

We foster a sense of belonging through:

- Meeting the Head teacher during prospective parent events and starting school meetings
- Holding welcome meetings for parents and carers at the beginning of every school year
- Ensuring a member of the Senior Leadership team is available to greet families on the school gates at the beginning and end of each day
- Encouraging pupils to 'say hi your way' when entering the classroom, this can be verbally or with a high five, a wave or a handshake
- Using 'emotional check-ins' to monitor how pupils are feeling throughout the school day and ensure that we are available to provide emotional support when needed
- Holding a number of whole school events such as sports days, summer and winter fairs and workshops for parents and carers with the support of our PTFA
- Promoting good parent/teacher communication which includes sharing proud moments
- Holding school council meetings with representatives from Years 2-6
- Gathering pupil voice throughout the year and allowing pupils to guide our decision-making processes
- Inviting members of the local community to visit our school and share their experiences

- Regularly inviting families to attend whole school Mass with Father Michael and other members of our school community (Governors)
- Training children from Years 3-6 to become Mental Health Ambassadors
- Holding Faith Council meetings and events for pupils to regularly engage and promote the Catholic life of the school.

# Responsive:

How we respond to pupils is crucial and children are taught that every action has a consequence.

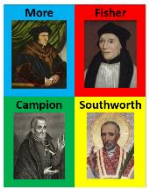
**Positive reinforcement:**

Positive reinforcement occurs when a certain behaviour results in a positive outcome, making the behaviour likely to be repeated in the future.

At St Joseph's, we use a number of positive reinforcement strategies to praise and promote good behaviour, these include:



**Class Dojo** – Years 1-6 use a class dojo reward system in which points are given to individual members of the class by any member of staff. When a class collectively gets more than 100 points, they may then get a marble for their jar (see below)




**House points** – House points are also given to individual pupils by any member of staff. Each week, the house with the most points gets a treat. This promotes a sense of teamwork and give pupils opportunities to become part of a wider community.



**Marble jars** – these are a great way to encourage class team work. Once children reach their marble jar 'goal', they are rewarded with a class treat.




**The Positive Note Home** – A positive note home can be given by any member of staff for a number of reasons including, positive contribution in class, being helpful and being a good friend. These are given directly to the pupil.




**Headteacher Awards –** Certificates are given each week in whole school assembly

Pupils may also be sent to the Headteacher or Deputy Headteacher with examples of good work and receive a special Headteacher award sticker.




**'Name and Fame' –** We use verbal and written praise to celebrate and encourage positive behaviours and we try to inform parents at the end of the school day.




**'Wow moments' –** in Nursery and Reception we encourage parents to share their children's 'wow moments' with us by writing down what they are proud of or sending us photos. We celebrate these in class and display them. These are used to inform our planning and assessment.

*Stickers may also be given by individual members of staff*

**Consequences:**

*We view discipline as an opportunity to teach and nurture. We respond to negative behaviours with an attachment and trauma lens which helps us to support pupils to learn.*

"Angry confrontations and punishment can at best temporarily halt unacceptable behaviours, but since the underlying alarm systems and stress hormones are not laid to rest, they are certain to erupt again at the next provocations." Van der Kolk 2015, p. 353




Negative behaviours can be categorised as 'low-level' such as calling out, not listening, and being disruptive in class and 'serious' such as being physically aggressive, using inappropriate or discriminatory language and being disrespectful towards members of staff or other pupils. When negative behaviour occurs, we take careful steps to deal with it using quiet correction strategies. These may include a discreet conversation in class or an emotional check-in with a member of staff within the classroom. This is usually sufficient to get pupils back on track.

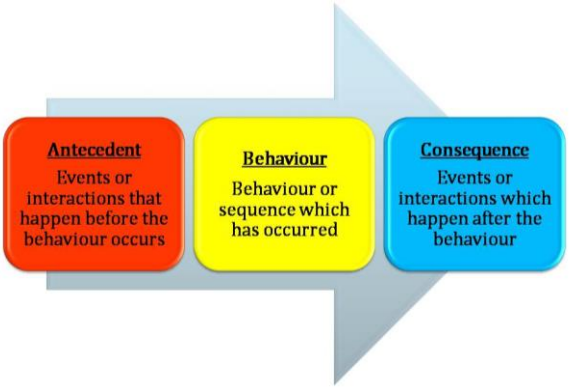
However, if negative behaviours continue to escalate, we have a clear consequence chart (see Appendix 6), with steps including:

1. Reminder of the rules and expectations of behaviour (ready, respectful and responsible).
2. Caution – a second reminder is given and the child is asked to 'think carefully' about their next step.
3. Last chance – a conversation about their behaviour takes place with a chance to make a positive choice and a warning of consequences that will follow.
4. Reflection time – a **short** time out is given in the classroom or (during playtimes) at the side of the playground to allow the child to reflect on their behaviour and take some time to calm down.
5. Repair – a restorative conversation will take place in which the child is given an opportunity to learn from their behaviour.

For more serious behaviours, a member of the senior leadership team (SLT) may become involved and parents and carers will be informed.

**Keeping records:**

When a pattern of behaviour occurs, we will document it using an **ABC** chart (see Appendix 7). This record of behaviours helps us to find common triggers and better understand what certain behaviours are telling us. We use this information to make reasonable adjustments and ensure that we support the individual needs of the child.




**Supporting pupils with SEND:**

Individual behaviour plans will be introduced where necessary to support those with additional learning needs, in line with our SEND policy. Children on the SEND register will have a Learning Passport and a Pupil Profile that may include individualised behaviour targets and strategies.

**Physical intervention (positive touch):**

When a child is distressed, and their behaviour is out of control they may engage in behaviours that require physical support from supporting adults e.g. to ensure the safety of the child or others. This will always be a last resort and strategies will be used to deescalate and redirect the behaviour in the first instance. Where physical support has been required, parents will be informed and a positive handling and restraint report will be completed to detail the incident, strategies used prior to physical intervention and details of the physical support given.
In the case of a child who requires frequent physical support, this will be discussed and agreed with parents as part of an Individual Behaviour Support Plan.

DFE advice regarding physical intervention: All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

At St Joseph's, physical restraint will only be used in the case of:

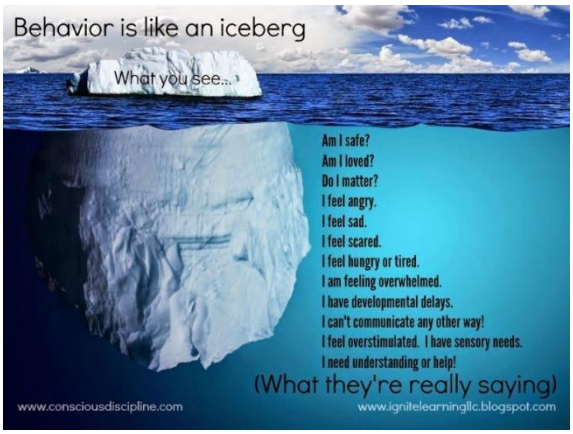
- Preventing pupils from hurting themselves
- Preventing pupils from hurting others
- Preventing pupils from damaging property

**Breakages/damage to school property:**

Please see our **Charging and Remissions Policy**

# **R**estorative:

We always work **with** the child to help them regulate their emotions and understand why the negative incident has taken place.
We take steps to help dysregulated pupils by using emotion coaching strategies such as calming/sensory activities, talking with a trusted staff member, having a movement break or finding a quiet place to calm down and reflect.
Adults help to validate the emotion but not the behaviour and by working together they are able to help pupils learn how to deal with situations in a more appropriate way.




Through restorative conversations, we aim to give pupils time to reflect on their behaviour and provide opportunities for lasting change. Here are some examples of questions that may be used in a restorative conversation (Appendix 8).

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

Any use of restorative conversations, emotion coaching or recognising which Zones children are in, should take place after the event when the child is in a calm state.
A restorative conversation form will be filled in with the member of staff and the pupil/s involved (Appendix 9).

**Peer mediation**
Children in Upper Key Stage 2 receive training and are facilitated to offer support to children at playtimes and lunchtimes through mediation and coaching.

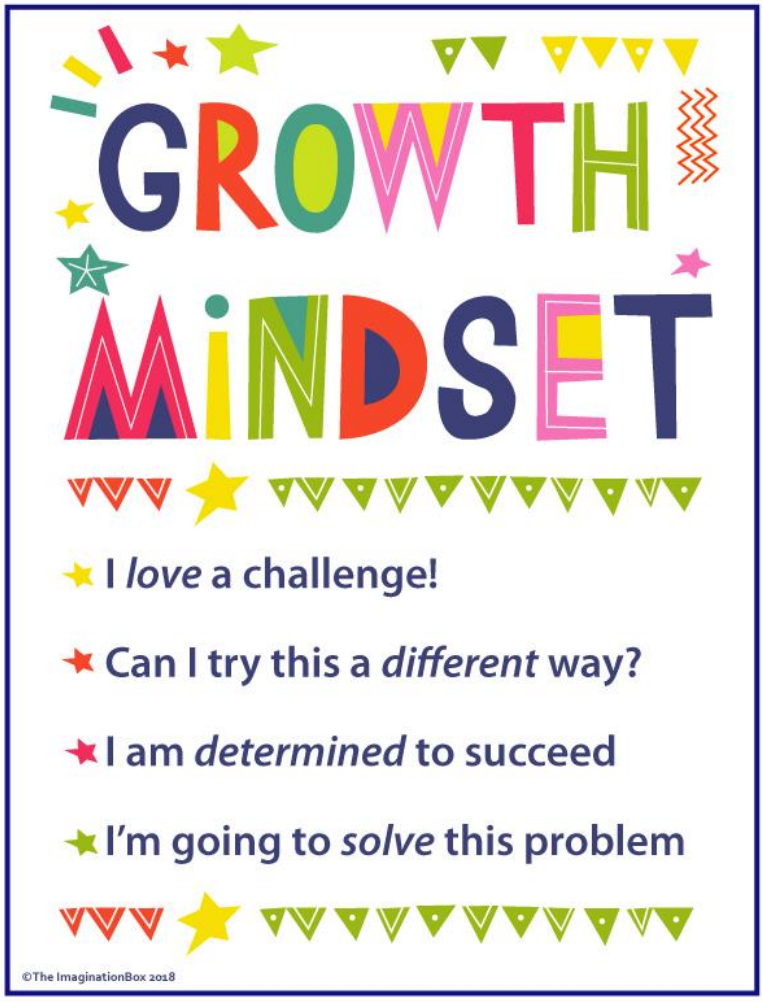
**Appendix 1:**

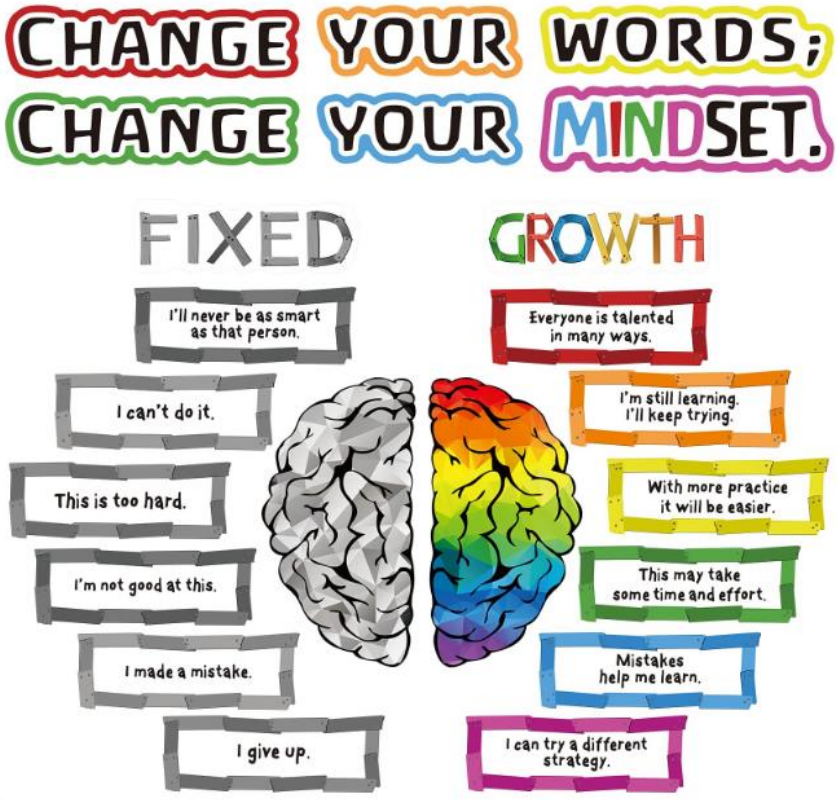
# The St Joseph's way:

| Ready | Respectful | Responsible |
|---|---|---|
| Come to school on time<br><br>Ready to learn<br><br>Wear the correct uniform<br><br>Have the correct equipment<br><br> | 'Treat others as you wish to be treated', Matthew 7:12<br><br>Always use:<br>✓ kind hands<br>✓ kind feet<br>✓ kind words<br><br>Respect our school community and the environment<br><br> | Be safe<br><br>Make good choices and ask for help when needed<br><br>Look after your things<br><br>Help others<br><br>Learn from your mistakes<br><br> |

**Appendix 2:**

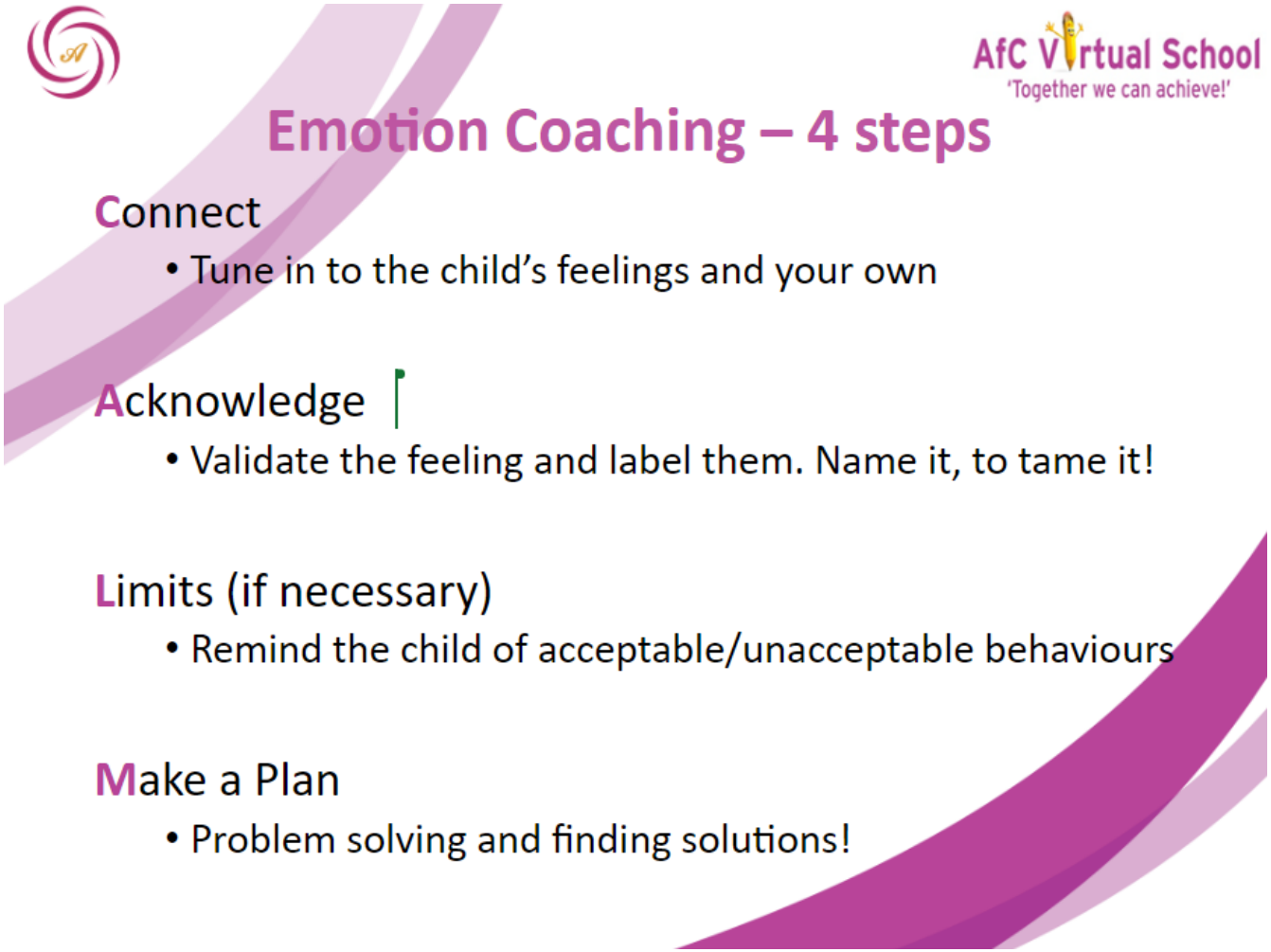
<u>Growth Mindset:</u>



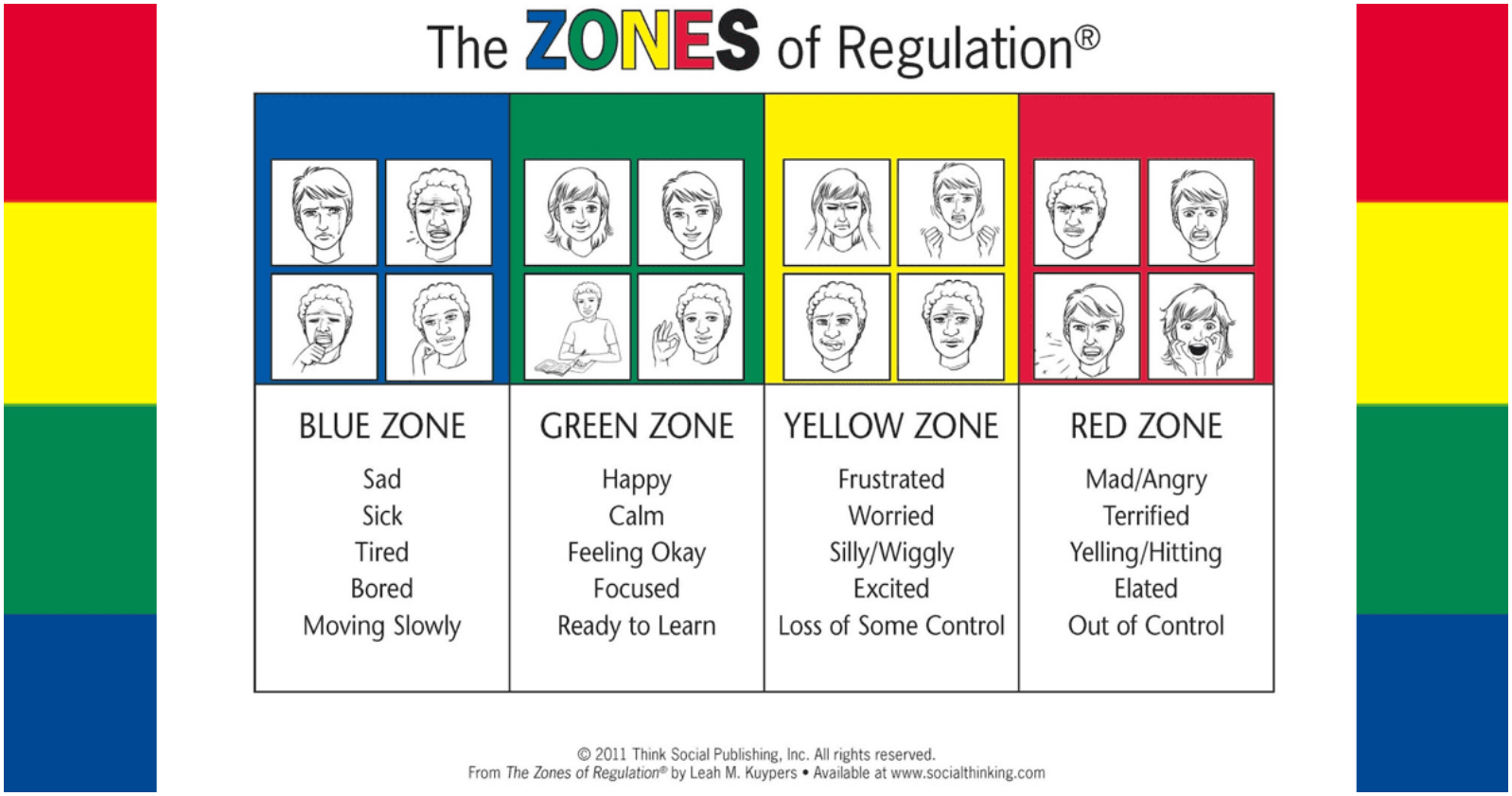
**Appendix 3:**

Emotion Coaching:



**Appendix 4:**

Zones of Regulation:




https://inside.ewu.edu/managementtoolbox/zones-of-regulation/

## Appendix 5:

<u>The Relational, Responsive and Restorative model:</u>



**Appendix 6:**

Consequence chart:

| | Steps | Actions |
|---|---|---|
| **1** | Reminder | A reminder of the three simple rules (***ready, respectful, responsible***) or the three-step routine delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. |
| **2** | Caution | A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'. |
| **3** | Last chance | Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of positive behaviour. |
| **4** | Reflection time | Time out might be a **short** time within the classroom, or (during playtimes) at the side of the playground. It is a few minutes for the child to calm down, breathe, and reflect on the situation. This often helps them to see things from a different perspective.<br>*If a serious incident occurs, SLT may be called upon. This may include physical violence, use of inappropriate or discriminatory language or if a behaviour has escalated within class). A conversation will be had with parents.* |
| **5** | Repair | This might be a quick chat at breaktime on the playground or in a more formal meeting. We use the restorative question script to help the child reflect on their behaviour and think of positive, appropriate ways to deal with future issues. |

**Appendix 7:**

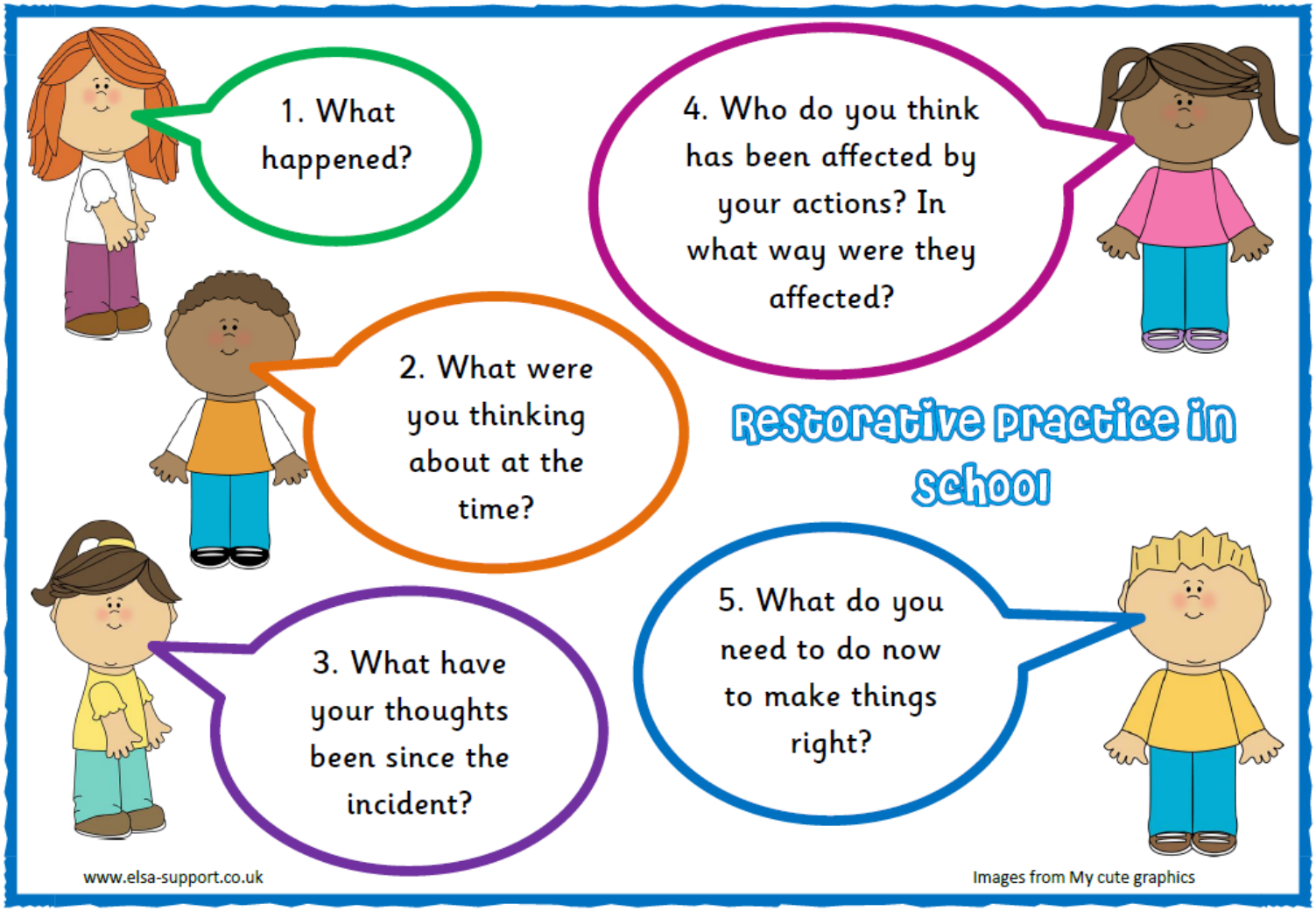
ABC CHART

Name:

| Date / time | ANTECEDENT<br>Location, activity, people | BEHAVIOUR<br>Describe what you saw | CONSEQUENCE<br>What did you do/how **did** the person react. | Possible purpose/reason |
|---|---|---|---|---|
| | | | | |

**Appendix 8:**

<u>Restorative conversation questions:</u>



## Appendix 9:

## Restorative conversation record:

# Restorative Conversation Record

Key Stage 2

| Date of Incident | Names of Children Involved | Class | Member of Staff |
|---|---|---|---|
| | | | |

| | |
|---|---|
| Can you tell me what happened? | |
| What were you thinking/ feeling at the time? | |
| How have you been thinking/feeling since it happened? | |
| Who do you think has been affected by your actions? How were they affected? | |

| | |
|---|---|
| What could you do now to help make things right? | |
| How can we prevent this from happening again in the future? | |
| What can I do to help you? | |

| |
|---|
| Additional notes: |



# Appendix 10:

**Exclusion**
We take a trauma informed approach to exclusion and the decision to exclude a pupil will only be made as a last resort.

**Internal exclusion**
It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low-level behaviour or a serious incident. The Deputy Head will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration, and reason on CPOMS.

**Fixed term exclusion**
Exclusion from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to exclude a pupil must be lawful, reasonable, and fair. Schools have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of exclusion may be to allow:
- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views considered. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of schoolwork. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested if that is not

already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

On these occasions, the following strategies are used to help to repair and restore relationships:
• Maintaining contact with the pupil and their family throughout the process (e.g. telephoning the pupil at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
• Using Restorative Practice to structure reintegration meetings and reduce blame
• Holding a restorative group for staff involved in supporting the pupil to support continuation or reparation of relationships.

**Permanent exclusion**
Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:
in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

1. allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
2. enable parents/carers to provide information and express their views; or
3. consider the circumstances and reach agreement, if possible, about what is to be done.

**Notifying appropriate bodies regarding exclusions**
The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
the exclusion is permanent.

- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term.
- it would result in a pupil missing a public examination or national curriculum test.