

St Joseph's Catholic Primary School



Behaviour Policy Respecting Relationships

September 2024

Our Mission Statement

With all your help and guidance, let us always show respect, friendship, excellence and care in all we do and say.

We will love each other as you have loved us.

Introduction

At St Joseph's Catholic Primary School, we promote and nurture respectful relationships through gospel values and mutual respect, supported by a restorative approach that aims to build social capital and create a strong sense of belonging, within the context of a positive whole school family atmosphere.

We recognise that it is the quality of the relationship between staff and pupils that is key to promoting good behaviour and that a positive atmosphere is necessary for effective teaching and learning to take place.

This policy statement refers to all children who attend St Joseph's Catholic Primary School irrespective of gender, disability, ethnicity, social, cultural or religious background. This school has high expectations of all pupils and we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

Rationale

The underlying purpose for considering pupil's behaviour is to further the aim of our school mission statement.

By rewarding, promoting and displaying positive and respectful behaviour, pupils and staff can work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school adopts restorative approaches when resolving conflict. We have high expectations of everyone within school and treat all pupils and adults equally.

The drawing up of this policy gives school staff a clear statutory authority, as specified in Section 91 of Education and Inspectors Act 2006.

Values

Our school values are:

- Respect
- Friendship
- Excellence
- Care

Aims

As a school, we aim to establish clear understanding of our school mission statement, promoting Gospel values and encouraging consideration and respect for others. We work as a team to provide clear and consistent expectations and consequences relating to behaviour for learning, communicating this effectively to both children and parents.

We aim to give pupils

- An understanding of 'right' and 'wrong'.
- Encouragement to respect and value each other.
- The chance to form mutually respectful relationships and express their feelings.

- Opportunities to be listened to and to negotiate with others in a restorative way.
- A safe and calm environment in which teaching and learning opportunities are maximised.
- Rewards to celebrate and promote positive behaviour both in school and on transport, educational visits or other settings.
- Raised self-esteem and confidence through encouragement and positive feedback.
- Understanding of personal, social and community responsibilities.

We aim to give staff

- A supportive and productive atmosphere for the delivery of Quality First Teaching.
- Protection from harmful conduct by pupils of the school by having clear and consistent procedures.
- Peer support in staff meetings to promote relationships and staff wellbeing.
- Full use of the restorative approaches model in order to resolve conflicts efficiently and respectfully.
- Access to relevant training and support from SLT, and each other.
- Regular opportunities to discuss pupil behaviour and seek support from wider agencies whenever necessary, with support from the SENCO to do this.

We aim to give parents

- Clear guidelines in supporting this policy through texts, newsletters, workshops and the school website and Facebook page.
- Flexibility to accommodate the personal needs of parents so consultations, advice, discussion, etc, is always available- staff are happy to be approached about queries or worries a parent may have concerning their children.
- Support from school staff when necessary, at times convenient to all parties involved.
- Regular updates about their child through parents' evenings, conversations, termly reports, annual reports and celebration assemblies.

We aim to give governors

- Active participation in the development and review of policy in school.
- Access to relevant training and updates on behaviour in school.

We aim to give the community

- An awareness that pupils at St Joseph's Catholic Primary School are respectful when travelling to and from school.
- The opportunity to observe the positive contribution that pupils make to their community.
- The opportunity to participate in shared community and church events.
- The right to be respected and safe.

Strategies and Implementation

Restorative Approaches

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their actions have affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen/what do you need to do now to move forwards?

Class Charters

Our Class charters are written, agreed and designed to make clear how we as a whole school and as individuals can ensure respectful relationships. They are reviewed with classes each year and are constantly referred to. Our class charters are displayed on all classroom walls.

Positivity Promotes Respectful Relationships

We celebrate good work, good behaviour, good attitudes and individual effort at St Joseph's School.

Reward systems are in place across the school - these differ depending on the age and abilities of the children in each class and the agreed classroom charters. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Stickers
- Stamps
- Certificates
- Verbal praise and feedback by all members of staff
- Positive comments in children's books
- Visiting the Headteacher with 'good work' and good *news*
- Headteacher stickers
- Stampers in books
- Celebration Assembly
- Star of the Week Award
- Informing parents through meetings, Home/School books or verbal feedback
- Smiley faces
- Class Rewards

Every child has a positive reward chart linked to school values that we are focusing on each week. Children are rewarded for demonstrating these values in and around school. Once the sticker chart is full, parents will be sent a postcard home to celebrate their child's achievement and the child will be presented with a HT certificate in assembly.

Procedures for Persistent low-level Unacceptable Behaviour

Where behaviour becomes persistently unacceptable, the following procedures will apply:

Low Level Unacceptable Behaviour	Consequences EYFS	Consequences KS1	Consequences KS2
First incident	Verbal warning	Verbal warning	Verbal warning
Second incident	Verbal warning with an explanation of what consequences will be if behaviour does not stop.	Verbal warning with an explanation of what consequences will be if behaviour does not stop.	Verbal warning with an explanation of what consequences will be if behaviour does not stop.
Third incident	If behaviour is persistent, parents will be contacted to reinforce expected behaviour in school.	Break lost-3-5mins	Break lost-3-5mins
Fourth incident		Break lost-5-10 mins	Break lost-5-10 mins
Fifth incident		Sent to SLT	Sent to SLT

The use of the restorative language and approach ensures that all pupils understand that their negative behaviours can be rectified and that they can have a fresh start.

Procedures for Higher Levels of Unacceptable Behaviour

Serious misbehaviour, both inside and outside of school, which are deemed unacceptable, will be immediately dealt with by the SLT and headteacher. Consequences will vary depending on the severity of the incident:

Unacceptable Behaviours

- Bullying; physical, verbal, sexual, cyber.
- Sexual Violence and Sexual harassment
- Violence of any kind (hitting, kicking, biting, shoving, spitting).
- Insolence / being cheeky or back-answering staff
- Persistent disruption of lessons.
- Racial, homophobic or verbal abuse (isolating, name calling, swearing, winding up, teasing or threatening gestures).
- Absconding, running out of school.
- Damaging school property /equipment and/or theft.
- Child on child abuse
- Defiance.
- Not adhering to our 'British Values' – democracy, tolerance of those of different faiths and beliefs, mutual respect, rule of law, individual liberty.

Abuse in all forms, including child on child abuse, will not be tolerated, and will be picked up and addressed immediately.

Examples of Higher-Level Unacceptable Behaviour	Examples of Consequence
<ul style="list-style-type: none"> • Violence and aggressive or intimidating behaviour (physical, sexual, emotional) • Repeated racist or homophobic abuse • Verbal and physical abuse of staff • Online bullying or child on child abuse • Serious defiance or noncompliance • Repeated low-level unacceptable behaviour • Sexual Harassment / Sexual Violence 	<ul style="list-style-type: none"> • Missing break or lunchtime • Parents contacted-Behaviour Support Plan put in place • Positive behaviour card issued • Internal exclusion • Reduced timetable Up to 5 days at Easington Behaviour unit • Exclusion <ul style="list-style-type: none"> ○ Fixed term or permanent exclusion ○ Lunchtime exclusion

Formal Restorative Conferences

Where there has been an incident of a serious nature (e.g. physical assault), a formal restorative conference will be held within school, in addition to a restorative conversation between the children involved.

Outcomes of a formal restorative conference may include: home/school diary, change of location for break and lunch (e.g. in class/with HT), completing learning away from the classroom environment, fixed term exclusion).

All individuals present at the conference will be asked to agree to the outcomes of the meeting and a Support Plan between school. parents and child will be signed. This will be reviewed after an agreed time.

SEND & SEMH

Sometimes behavioural difficulties in school are an indicator that a child has a special educational or emotional need. When concerns about behaviour are significant, we will establish whether SEND or SEMH needs may be a contributing factor and will ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. This does not invalidate the behaviour and discipline policy but is an indicator that school takes account of need at the correct stage.

Lunchtime Procedures

Inappropriate pupil behaviour will be addressed during lunchtime breaks. Our lunchtime supervisors will record incidents of inappropriate behaviour and this will be passed onto the

class teacher for further action if necessary. Lunchtime supervisors will issue rewards and consequences in line with the behaviour policy

Exclusions

Exclusion is the most extreme measure the school can take and is only involved where all restorative measures have failed or in extremely serious instances.

Exclusions guidance is based upon DfE guidance and current legislation which sets out the responsibility of the headteacher, the governing body and the LA. Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move). Only the headteacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter. For fixed period exclusions of more than five consecutive days, the school will provide fulltime education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period exclusion. Repeated sexualised behaviours will be dealt with under our safeguarding procedures and reported to the relevant authorities if required.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgment that the school can no longer meet the needs of the pupil. This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence (physical, sexual, emotional).
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Deliberate and significant damage to school property

Bullying

Please see our 'Anti-Bullying Policy'.

Use of Reasonable Force

At St Joseph's, we follow the advice given in the following guidance:

DFE Use of reasonable force advice for headteachers, staff and governing bodies
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Physical Restraint

Staff at St Joseph's follow the most up to date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.) **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Power to Search Pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: **DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

Review

This policy will be reviewed annually