**SS John & Monica Catholic Primary School**

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|  Positive Relationships and Behaviour Policy |



**Our Mission**

**‘At SS John and Monica’s we learn through the example of Jesus to love, respect, understand and value each other’**

**LEGISLATION AND STAUTORY REQUIREMENTS**

This policy is based on advice from the Department for Education (DfE) on:

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88-94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property

**ROLES AND RESPONSIBILITIES**

**The Governing Body**

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this Positive Relationships and Behaviour policy in conjunction with the head teacher and monitor the policy’s effectiveness, holding the head teacher to account for its implementation.

**The Head Teacher**

The head teacher is responsible for reviewing this Positive Relationships and Behaviour policy in conjunction with the governing body, giving due consideration to the school’s statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

**Staff**

Staff are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive behaviour
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

**Parents**

Parents are expected to:

* Support their child in adhering to the pupil code of conduct
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly

#  PHILOSOPHY

This policy sets out the expectations of behaviour at SS. John & Monica Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Our Mission Statement. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy and Positive Handling Policy.

It is essential that SS. John and Monica School must be first and foremost a place of justice and peace. This philosophy must underpin every aspect of our school life, and be evident in our dealings with each other, the curriculum we present to our children and the ways in which we deliver that curriculum.

In short, we must not be a Catholic school in name only. Our very ethos must proclaim our Christianity, and our attitudes and dealings with everyone connected with school life must reflect the teachings of Christ.

Our Positive Relationships and Behaviour policy should help every member of our school community to fulfill their potential.

It should help create and maintain a happy, caring environment where people can work and play in safety. It should promote good effort and behaviour, building self-esteem and encouraging self-discipline. It should also provide a support for those children who find self-discipline more difficult to maintain.

Adults and children alike must be aware of their individual and collective responsibility to the smooth running of the school.

**To know and understand our pupils and their influences**

# We recognise the importance of knowing and understanding each of the pupils we teach. It is the positive relationships that we form which build the bedrock for our behavior management. Each class teacher aims to develop and foster these positive relationships following the Establish-Maintain-Restore method. Staff will spend approximately 30 minutes per week during time they already spend with children to make efficient use of time using some of the practical strategies outlined below from the Education Endowment Foundation (December 2019).

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|  | **Establish** | **Maintain** | **Restore**  |
| **Definition** | Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding) | Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions) | Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student) |
| **Practical Strategies** | * Set aside window of time to spend with student
* Inquire about student’s interests
* Communicate positively: Open ended questions Affirmations
* Reflexive listening
* Validation
* Reference student info Deliver constructive feedback wisely
 | * 5-to-1 ratio of positive to negative interactions
* Positive notes home
* Greet students at the door
* Relationship check-in
* Random, special activities
 | * R3 = Reconnect, Repair, Restore
* Take responsibility for negative interaction
* Deliver an empathy statement
* Let go of the previous incident & start fresh
* Communicate your care for having the student
* Engaging in mutual problem solving
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# Developing Learning Behaviors

# We develop Learning Behaviors using the Skills Builder Universal framework. The aim of is to allow children to develop skills and attitudes that will enable them to be successful in the wider world. We recognise the as essential skills and behaviours which allow our pupils to succeed in life; the ability to creatively solve problems, to self-manage, to communicate effectively, and to work well with others. The Framework breaks down each of the eight essential skills into tangible steps, which can be developed in turn. We then measure the development of these skills/behaviours over time using assessment.

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| --- | --- |
| Listening | The receiving, retaining and processing of information or ideas. This skill is all about being able to effectively receive information - whether it comes from a peer, a teacher, or someone else entirely. |
| Speaking | The oral transmission of information or ideas. This skill is all about how to communicate effectively with others, being mindful of whether they are talking to peers, teachers or others in different settings. |
| Problem Solving | The ability to find a solution to a situation or challenge. This skill focuses on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also transferable tools that individuals can develop and use. |
| Creativity | The use of imagination and the generation of new ideas. Creativity is the complement to Problem Solving, and is about generating innovations or ideas which can then be honed through the problem-solving process. |
| Staying Positive | The ability to use tactics and strategies to overcome setbacks and achieve goals. This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, even when facing setbacks. |
| Aiming High | The ability to set clear, tangible goals and devise a robust route to achieving them. This skill is about being able to plan effectively - both to achieve organisational goals, and also to set their own personal development targets. |
| Leadership | Supporting, encouraging and developing others to achieve a shared goal. This skill is relevant not only for individuals in a leadership position, but also for individuals working with peers in teams. |
| Teamwork | Working cooperatively with others towards achieving a shared goal. This skill applies to working within both formal and informal teams, and also with peers, teachers and others. Initially, this is about individuals fulfilling expectations around being positive, behaving appropriately, being timely and reliable and taking responsibility. This extends to understanding and respecting diversity of others' cultures, beliefs and backgrounds. |

# POSITIVE RELATIONSHIPS AND BEHAVIOUR MANAGEMENT

Our Positive Relationships and Behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

* A carefully planned curriculum
* Effective classroom management
* Adult role-modelling
* Whole school behaviour management plan/IBP͛s
* Support from the family
* Playtime and lunchtime provision (structured playground games, lunchtime club)
* Personalised programmes/ support from outside agencies

# OUR POSITIVE APPROACH

We understand the importance of positive interactions. Therefore each day is started with a positive interaction as the children enter their classroom. The class teacher will greet each child at the door with a positive welcome.

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class Charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

Most children respond to praise and rewards. Positive recognition, reward or praise for the type of behaviour to be encouraged is far more effective than punishment for wrongdoing. Following a research based approach,  **staff should aim for a ratio of 5:1 in terms of positive: negative interactions with pupils**. We also make use of Golden Time each week. For this, children will discuss with their teacher what they would like at a class reward for their continued good behavior. Again the remit behind this is to further encourage positive behavior and build good relationships.

We also recognise that a child is more likely to behave in an acceptable way if they are given suitable, lively and stimulating work in a variety of subjects by a teacher who is interesting and enthusiastic.

Behaviour is better when:

* Each Class has their own Class Charter (thereby having common aims which are easily understood)
* Staff set an example and have the same high expectations about behaviour
* Develop good relationships based on empathy, courtesy, consideration for others and mutual respect
* Boundaries are clear

Discipline is seen to be fair and equitable

* Rewards and acknowledgement of good behaviour are evident
* Parents support the school and work in partnership when there are behavioural concerns

Therefore, we should seek to establish a normal and frequent system of praising, encouraging and rewarding children for effort, good behaviour and achievement. Each class teacher has the flexibility to create and use a range of personal reward systems within the class to promote a positive and caring learning environment.

It should be part of everyday life in the classroom and school and during the day, with any group of pupils, moments for praise, reward or recognition should be apparent in the teacher/adult and child reaction to one another.

Much of this praise will be spontaneous, but it can be very effective when it is planned or when an activity is developed in such a way that it gives many opportunities to be positive.

# PRAISE, ENCOURAGE AND REWARD

We already have many positive ways to praise, encourage or reward our children for their work, attitude and behaviour:

* A friendly smile/verbal praise
* Displaying work of a high standard
* Presenting good work to the rest of the school, class/classes
* Golden Book children mentioned in fortnightly newsletter
* Golden Book Assemblies– names of children recorded in Golden book read out and celebrated
* Certificates for golden book children - sent home weekly
* End of Term Assemblies to celebrate the positive achievements of the term
* Stickers for good work etc.
* House point system rewards for all pupils to benefit from the shared good behaviour and good work of their team mates
* Trophies for the winning house each term
* Lining Up Ladders to reward pupils for good lining up at lunchtimes and break times (Golden Time reward each half term)
* Extracurricular or out of school achievements reported to rest of school
* Extra playtime for excellent work/behaviour
* Presenting good work to Head Teacher or Deputy Head Teacher - giving of stickers
* Photocopying a piece of work immediately - to take home and show their parents
* House Team meetings are held termly and children will receive House Points/Merits for their teams – during celebration assemblies at the end of each term the winning House is celebrated
* Head Teacher Postcard sent home

At the end of each term at the celebration assembly – two children in each class will receive a certificate for R.E (Virtues), Reading Writing, Math’s, Writing and other such like.

# CLASSROOM MANAGEMENT STRATEGIES

**Staff Responsibilities:**

Staff refers to ALL adults employed by the Governing Body – Teachers, Teaching Assistants, Lunchtime Supervisors, BSS and Kitchen Staff. Supply Teachers and trainee teachers in their ITT programmes are expected to adhere to the policies of the school while they are with us. Parent Volunteers are expected to familiarise themselves with this policy and also follow its guidance under the supervision of the class teacher they are working with.

We expect staff…

* + To role **model good behaviour** and **positive relationships**
	+ To model the **faith expectation of forgiveness**
	+ To create a **positive climate** with realistic expectations of the children
	+ To **be assertive** and obviously in control of their class
	+ To emphasise the importance of values and **being valued** (Linked to the R.E. value and virtues displayed each term)
	+ To utilise PSHE programmes such as SCARF to support the development of how to make the right choices
	+ To provide an **effective learning and teaching environment**
	+ To **encourage positive relationships** based on **kindness, empathy and respect**
	+ To ensure **fair treatment** for all regardless of ability, age, sex, race or preconceptions
	+ To show **appreciation of the efforts** and contributions of **everyone**
	+ To be interested in your pupils and their needs
	+ To be **observant and pre-emptive** to spot issues and concerns before they escalate
	+ To **understand that home life** and external contexts can have an impact on the pupils behaviour and emotional needs
	+ To **advise supply teachers** of SEND and behavioural concerns in their class so that new teachers are given the appropriate information to support the class they are covering
	+ To familiarise volunteer helpers, students and other adults authorised to work with the pupils in our school with this policy and the expectations of the class in terms of behaviour

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school. If a teacher sees the behaviour they need to deal with the behaviour in the most appropriate way, ensuring that their emotional and well-being needs are met.

**CHILDREN’S RESPONSIBILITIES**

The child has certain responsibilities in maintaining good behaviour. We are nurturing children to develop into good citizens and expect them to be active participants in their behaviour management. Children at SS John & Monica’s should follow the example of their parents and teachers and demonstrate their best behavior at all times. Pupils will…

* Learn what Our Mission means and how that directs your behavior
* Think about the Values and Virtues we have and how this will direct your behavior
* Use good manners at all times, with all people
* Always do your best in everything you do
* Be honest to yourself and others.
* Speak the truth if you want to be trusted
* If you find something that does not belong to you, return it or hand it in to a teacher
* Remember that when we make a mistake we can always say sorry and have a fresh start with a new behaviour. Don’t blame others for your mistakes
* All people can play games together. Everyone gets treated the same. Show equality – don’t discriminate by race, gender, religion or age
* Respect other people’s feelings, beliefs and choices
* Stop work and pay attention when spoken to
* Listen to the instructions of all adults employed in school and follow those instructions as soon as they are given
* Care for resources and property
* Respect and follow class routines, school systems and school rules
* Wear their school uniform
* Be responsible for personal property
* Come properly equipped for lessons e.g. Physical Education

**PLAYTIMES AND LUNCHTIMES**

* Teachers on duty and lunchtime supervisors use the same school rules as are applied in the classroom. Class teachers will have a Helping Hand Card which should be sent to a senior teacher during playtime if help is needed. Lunchtime Supervisors have a log Book to record instances of extreme behaviour that occur during lunchtimes. They also have Merits and Stickers so that they can reward pupils who demonstrate good behaviour.
* Children are expected to display the same respect towards lunchtime supervisors as they show to their teachers and all other adults around school.
* Lunchtime Supervisors will monitor behaviour at lunchtime and will alert teachers to issues concerning their children. They have a book to make notes in which they can refer to when informing the class teacher of playground incidents. Teachers may be asked to intervene at Lunchtimes if an issue involving their children occurs.

**AGREED PROCEDURES AND SANCTIONS**

* The class teacher is generally the best person to manage the behaviour of their children. Any sanction is applied to the behaviour and not the individual child – children are reflecting on their behaviour and choices
* Devolving this responsibility to another member of staff should only be done in exceptional circumstances or in instances of extreme behaviour and in these situations the child should be referred to the Phase Leader. Only Phase Leaders refer behaviour on to the Assistant Head Teacher or Head Teacher
* Each class will follow the Sanctions below which will be displayed in each classroom:

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| --- | --- | --- |
| Step | Sanction |  |
| 1Image result for talking emoji | First Verbal Warning |  |
| Image result for talking emoji2 | Second Verbal Warning |  |
| 3Image result for classroom chair | Time out within the class (5 minutes)  | 5 minutes to reflect upon this during lunchtime and will miss golden time unless behaviour is rectified  |
| 4Image result for classroom chair | Time out within the class next door (5 minutes) to reflect upon this during lunchtime (5 minutes)  | 5 minutes to reflect upon this during lunchtime and will miss golden time unless behaviour is rectified. **Parents Informed** |
| 5 | Removal from class and sent to phase leader | **Parents informed**, miss golden time and complete reflection |
| 6 | Removal from class and sent to Headteacher | **Parents informed**, miss golden time and complete reflection |

* **Step1/2** - Verbal reminders or prompt of desired behavior
* **Step 3** – Time out within classroom –reflect and discuss during lunchtime with the class teacher and miss golden time if behavior is not changed
* **Step 4-** Child has time out within class next door, reflects during lunchtime discussion with class teacher and has the opportunity to change behavior or will miss Goldentime **\*Parents informed**
* **Step 5 and 6**- If behavior continues, child is removed from class, sent to phase leader/head teacher and will miss golden time. The child must complete reflection and discuss next steps with the class teacher **\*Parents informed**
* ***The class teacher will inform parents of any pupils involved in repeated behaviour issues***
* If behaviour is persistent, class teachers will make a referral to the Phase Leader for additional strategies and eventually a behaviour contract if the behaviour does not improve (signed by teacher, parent and pupil and copies kept for evidence in SEND file)
* Behaviour issues at lunchtime will be referred to the class teacher first who will determine the appropriate next steps
* Parents will be invited to attend a meeting to review behaviour if their child is on a contract or behaviour monitoring chart
* Phase Leaders will determine whether or not the pupils behaviour warrants further referral to the Assistant Head with responsible for Inclusion an IBP will be written (in consultation with the class teacher and child)
* The child will be monitored at SEND Support for the period of time that they require an IBP and as such they will become part of the SEND cycle of review – parents will be involved in that process and will be regularly informed of the child’s progress against their behaviour targets
* Adults will sometimes have to modify their approach to sanctions if a child suffers from a known condition that may cause the child to behave a certain way – in these instances we expect staff to make reasonable adjustments to their planning, delivery and classroom management/organisation to mitigate for the child’s condition while still maintaining good order and discipline
* External agencies will be contacted to support pupils with behavioural and emotional needs – this support will include attending reviews, meeting staff to discuss strategies, observing and 1:1 work. These agencies include the Educational Psychology Service, CAT etc.

In extreme cases of dangerous behaviour a child may be sent directly to the Phase Leader or the Assistant /Head Teacher and more serious action taken. A blue hand is in use to summon help from the office or another classroom in the event that behaviour becomes unmanageable.

There may be times when as a consequence of extreme behaviour it is necessary for the Head to exclude a child for lunchtime or use a period of fixed term exclusion. (Head to inform Exclusion Team)

**PHYSICAL RESTRAINT (PLEASE READ ALONGSIDE Physical Restraint/Positive Handling Policy)**

* In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
* Causing disorder
* Hurting themselves or others
* Damaging property
* Incidents of physical restraint must:
* **Always be used as a last resort**
* Be applied using the minimum amount of force and for the minimum amount of time possible
* Be used in a way that maintains the safety and dignity of all concerned
* Never be used as a form of punishment
* Be recorded and reported to parents

**CONFISCATION**

**Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation)

These sanctions are not exhaustive and must be used consistently and fairly by all members of staff. But be careful - be too enthusiastic with these measures and they become common place and worthless as a sanction.

**Covid 19 – Additions to Positive Relationships and Behaviour Policy**

In line with current Government Guidelines Expectations: Children have been asked to agree to the following:

* Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);
* Follow good hand hygiene – use soap and water for 20 seconds/ hand sanitiser
* Tell an adult if I feel unwell
* Behave well at all times to maintain the safety of myself and others;
* If learning remotely, conduct themselves in a polite, respectful manner when communicating with others online - including other pupils;
* Follow these expectations and know that if I don’t, I will be sent home and will not be able to come back into school until I can be safe.

Children must comply with these rules in order to ensure their safety and the safety of others. Children will be reminded regularly and supported and educated to achieve this. Where children do not follow these rules, despite repeated reminders, they will be sanctioned using the usual procedures in line with the Positive Relationships and Behaviour policy.

**Senior Leadership Team**: September 2021

**To be reviewed**: September 2023