

St. Joseph's Catholic Infant School

Behaviour Policy 2024



*I am special in
God's eyes*

We are a HAPPY school.
We are a LOVING school.
We are all SPECIAL IN GOD'S EYES.

We LOVE to LEARN TOGETHER.
When we make MISTAKES we ALL LEARN.

“Do not be afraid for I have redeemed you; I have called you by your name, you are mine. Because you are precious in my eyes, because you are honoured and **I love you.**” Isaiah 43 : 2-5

In keeping with our school Mission Statement, where everyone is valued and everyone is regarded as special in God's eyes, we show care and concern for all pupils. We treat our children with respect and courtesy, with the expectation that these Christian values will be reciprocated to all members of our school community.

Aims:

- To enable children to make good choices about their behaviour
- To promote relationships which are happy, safe and secure so that everyone can support each other, work together and play and learn well
- To help children develop positive attitudes, social skills and become caring and responsible members of the school community.

Expectations:

- Our school expects every member of the school community to behave considerately towards others. This policy is designed to support the way in which all members of the school can work together
- We treat all children fairly and apply this policy in a consistent way. Fairness at St Joseph's does not mean everyone getting the same thing but everyone getting what they need to be successful
- We have high expectation of individual effort and behaviour, praising, valuing and celebrating achievements
- Children and adults must be clear about what is expected of them and should be continually and consistently encouraged and supported to meet these expectations
- The school rewards good behaviour as it believes this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than to merely deter unwanted behaviour
- The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

Principles:

- Everyone: staff, children and parents can influence behaviour and personal conduct
- Praise is key to nurturing motivated engaged children who make good choices and build positive relationships
- We believe good behaviour needs to be taught, continually encouraged and re-enforced
- All behaviours, positive or negative, have consequences – we believe it is crucial that children take responsibility for all of their behaviour choices.

Behaviour Code, Values and Rules

Our school has an agreed set of whole school rules.

These are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

We are honest	We are gentle	We work hard	We are kind and helpful	We look after property	We listen
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It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. Our school rules underpin this.

Each class prominently displays the school rules and staff members must not only promote these rules in interactions with our pupils and other staff members, but model them in all that they do and all that they say.

These rules are in line with our Catholic values and promote our school mission

The Role of Adults in our School

We expect every adult to:

- Meet and greet with a smile
- Understand that their relationships with the children are crucial to creating a successful positive atmosphere in the school

- Model positive behaviours and refer to our Catholic values at every opportunity
- Plan lessons that engage, challenge and meet the needs of all children
- Follow up every time, retain ownership, and engage in reflective dialogue with children
- Never ignore or walk past children who are displaying unwanted behaviour
- Be a presence and a role model at all times within the school building.

Expectations of all Leaders

Leaders in our school take a variety of roles - every leader is responsible for promoting positive behaviour and relationships.

Leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the children.

Leaders will:

- Meet and greet with a smile
- Be a visible presence around the school to encourage appropriate conduct
- Support staff in returning children to play and learning by sitting in on reparation meetings and supporting staff in conversations
- Encourage use of positive praise at all opportunities
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Oversee the implementation of the Behaviour Policy in all aspects of the daily life of the school
- Liaise with senior leaders where necessary.

In addition Senior Leaders will:

- Regularly share, promote and expect good practice
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review the provision for children with exceptional behavioural needs.

Promoting Positive Behaviour

We recognise and reward children who go over and above our standards. Our staff understand that a quiet word of praise can be as effective as a larger more public reward. We are relentless in our use of praise because it is key to developing a positive atmosphere. It supports the development of positive relationships, including with those children who are hardest to reach. Staff use praise specifically so that children know what they are doing well. Stickers/stamps are used to help children recognise the effort they have made. We may use extra rewards such as extra play/choosing time, postcards home, stickers from the Headteacher.

They are not given for expected behaviour unless in recognition of the effort that has been made in some instances.

Some pupils may have personalised systems for a fixed period to help support the development of appropriate behaviour, this may include individualised rewards and consequences. This will be overseen by senior leaders and implemented by teaching staff.

The following rewards are used school wide:

- Verbal praise ongoing and daily
- Visible rewards such as stickers and stamps
- Postcards that are sent directly to the children at their home address
- Sharing incidences of exemplary behaviour with parents (face to face or with a phone call)
- Classroom displays celebrate children's positive behaviours with their names displayed in recognition of this
- Star Award certificates given to two children in each class per week for embodying Catholic values.

Managing Behaviour

Our primary aim is to engage children with their play, learning and activities in school. For the vast majority of our learners a gentle reminder is all that is needed.

- We will always seek to praise all behaviour that we want to see
- On occasion we may not react to low level attention seeking behaviour to prevent attention being gained in this way

Adults in our school will respond to poor behaviour using a consistent and agreed approach. The approach used will be focussed on small consequences and a restorative not punitive ending. Throughout our approach to responding to poor behaviour choices our aim is to 'de-escalate'; always giving children time and space to make good choices in a calm and considered manner. For this reason we will avoid confrontation wherever possible.

We recommend a 'behaviour toolbox' approach where a range of methods and techniques are used to de-escalate, respond to poor behaviour choices and secure positive behaviours.

All staff need to be able to support children develop positive behaviour as well as manage difficult and dangerous behaviour, this must be rooted in an understanding that behaviour is a form of communication. Staff must work towards understanding what the behaviour of a child might be communicating.

Staff follow a number of principles to de-escalate behaviour. These include:

- Speaking to children calmly and respectfully – reducing conflict and leading by example
- Helping children to try to reduce conflict and avoid escalating the situation
- Use a calm stance and de-escalation script in a conflict situation
- Allowing children to have 'recovery time' to calm down following an incident, after which there should be an opportunity for a restorative conversation
- Being pro-active in managing children's behaviour
- Keeping accurate records of behaviour incidences
- These are underpinned by the Steps approach to de-escalation

The following de-escalation script is a prepared script to be used when a child is trying to engage an adult or others in conflict. The script all staff should use is:

- Child's name
- I can see something has happened.
- I'm here to help.
- Talk and I'll listen.
- Come with me and

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

As a school we use Zones of Regulation to enable children to signal when they are becoming agitated or need support to help them maintain a positive attitude. This is very much orientated towards a de-escalation approach. Self-identification, and ultimately, self-regulation are key to children taking ownership of their own behaviour.

There is not a one size fits all approach to managing children's behaviour and as such each child will be treated as an individual and their unique circumstances taken into consideration.

Consistent 'steps' to applying sanctions for repeated negative behaviour

All of the following steps are undertaken by any member of staff who works directly with children in our school. It is part of the high quality interactions we expect of all staff. These steps are superseded by the need for all interactions with children to be positive, reward based and engaging.

Step 1	Redirection	Gentle encouragement A nudge in the right direction
Step 2	A Reminder	A reminder of our expectations and our values – delivered privately wherever possible. In order to manage behaviour at this step a repeat reminder may be needed at some point. Remember: <ul style="list-style-type: none"> • Allow take up time for children to respond • Gaps between reminders may vary depending on age and stage of development.
Step 3	A Caution	A clear firm verbal caution delivered privately, without judgement and in a calm manner. 1. Make the child aware of their behaviour

		<p>2. Clearly outline the consequences if they continue.</p> <p>3. Offer a positive choice</p> <p>Example <i>I need you to stop making that noise. You are stopping yourself and others from learning. It's time to listen. Do you want to sit on the chair or the carpet? You may miss playtime if this continues.</i></p>
Step 4	Timeout	<p>Remove the child to another space in the room- Give the child a chance to reflect away from others</p> <p>Speak to the child privately, without judgement and calmly, and give them a final chance to engage by restating your expectations</p> <p>Example</p> <p>I need you to move to here now ..., I know you can Let me see your best</p> <p>You cannot go to play now as you have You will miss 5 /10 mins of playtime/golden time</p>
Step 5	Internal Timeout	<p>You are not able to stay in the space – you must complete your work in... At this point the child will be referred to another room within school for the remainder of the session/lesson. This could be a parallel teacher or another member of staff in a different part of the school. The expectation of the learning still remains, the child should still complete the current activity.</p> <p>The member of staff receiving the child must pass no judgement on their behaviour and is simply there as a safe space for that child until the adult responsible for them is able to complete step 6</p>
Step 6	Reparation	<p>A restorative conversation should take place before the next session/lesson if possible</p> <p>The staff member will reaffirm their commitment to building a trusting relationship</p> <p>Staff members will take responsibility for leading reparation meetings</p> <p>Leaders will support where needed</p>

		<p>These meetings are structured around the following questions</p> <ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by this? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future? <p>For some children, particularly younger children, these questions may be too much. Instead we would choose the most pertinent (often numbers 1,3 and 5)</p>
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Involvement of School Leaders

Certain children may require a higher level of intervention or the support of leaders.

If poor behaviour becomes persistent or if the misdemeanour is judged immediately serious enough to warrant it, the class teacher will ask for the involvement of school leaders.

Leaders (including the SENDCo) will support class teachers to:

- Have a restorative and reparation conversation between the child and the class teacher, just at every level of behaviour
- Reflect on their own practice and identify where change may need to be made
- Track and analyse patterns of poor behaviour
- Develop a positive behaviour approach for a specific child
- Meet with parents, where necessary
- Initiate support from outside agencies, where needed
- Monitor for improvements.

Involvement of the Head Teacher

If poor behaviour persists, despite all of the previous responses, the Head Teacher will become involved. Likewise, if the misdemeanour is judged immediately serious enough to warrant it a child may be sent directly to the Head Teacher.

A restorative reparation meeting should take place between that child and member of staff, just at every level of behaviour.

If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others the Head Teacher will support the class teacher to introduce strategies that are additional to those outlined above. These may include:

- A daily log book of behaviour
- Meeting with parents
- Formal written warnings
- Behaviour support plan
- Support from the behaviour support team
- Internal exclusion
- Fixed term exclusion

An exclusion will always be considered appropriate in the cases of violence, aggression or threatening behaviour to an adult in our school.

Fixed-Term and Permanent Exclusions

In cases of serious behaviour breaches (violence, aggression or threatening behaviour) or relentless and persistent disruptive behaviour, the school will consider a fixed term or permanent exclusion.

Exclusions will be used only in the most serious cases and when all other available means of solving the problem have been exhausted.

Exclusion will be for either a fixed term or indefinite period. Should this be necessary then the county guidelines will be followed.

Physical Intervention and Reasonable Force

There are occasions when physical contact with pupils is lawful, proper and necessary. For example, to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

The school has a separate policy on the use of physical intervention and reasonable force.

Children with Special Educational Needs and Disability (SEND)

For some children with identified Special Educational Needs, the school may need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.

- Fairness at St Joseph's does not mean everyone getting the same thing but everyone getting what they need to be successful.

For children with SEND, the school will always seek to make reasonable adjustments to ensure their needs are met in school; this is the responsibility of the class teacher who may be supported by the SENDCo and/or outside agencies.

Children with SEND will be supported, where necessary, with a SEN Support Plan and/or Behaviour Support Plan. These are written in communication with parents, SENDCo and/or any outside agency involvement, and are personal to the pupils needs.

Working with Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between home and school.

In some instances parents may be requested to support their child in school with their behaviour, or school may arrange home visits to support or work with parents and children in their familiar environments.

We expect parents/carers to:

- Be aware that we have school rules and support them
- Model and demonstrate respectful behaviour towards others
- Support their child's learning
- Support the school decision when applying consequences to deal with any specific incident and issues.

If parents have any concerns about the management of their child's behaviour they should speak to the class teacher. If concerns remain, they should speak to a member of the school leadership team.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records of incidences of misbehaviour. The class teacher records behaviour incidents in a class file which is monitored by the Senior Leadership Team.

The Head Teacher keeps a record of any exclusions. It is the responsibility of the Local Academy Committee to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Date: September 2024

Review Date: September 2025