

St Joseph's Catholic Primary School



Our Mission Statement


We grow together in God's Love as we Pray, Learn and Play

"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio, dysgu a chwarae"

POSITIVE BEHAVIOUR POLICY

Article 28:

You have the right to a good quality education

This Policy was approved by the Governing Body on	October 2023	The first policy was drawn up and ratified by the Governing Body	Signed: 
This policy is due to be reviewed by the Governing Body		This Policy was reviewed by the Governing Body and ratified	Signed:
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Our Vision

St Joseph's Primary School is a Catholic school and our policy is based on the knowledge that God is present in each member of our school community. We demonstrate respect for each person created by God. Our positive behaviour policy reflects the message of the Gospels, with respect, forgiveness and reconciliation at its centre.

At St. Joseph's we believe our faith permeates all we do, for and with our children. This means we see it as our fundamental duty to understand who God called us to be, so that we can fulfil our God-given potential.

The St Joseph's Pupil Profile is an important aspect of our faith life and faith journey, helping to focus our actions on others and foster an intrinsic spiritual development as our children mature and learn how to be the best that they can be!



At St Joseph's Primary School, we believe that every child has rights and this includes the right to an education (article 28). The rights within the UNRC convention cover basic needs, including education, health, being heard, and experiencing a safe and secure childhood. All children should grow up aware of these rights and respecting these rights for themselves as well as for others. This policy aims to encourage children to pray, learn and play together to maintain the Rights Respecting ethos. We believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future. At St Joseph's Primary School, we endeavour to lay the foundations for a life-long learning journey which provides our children with the tools to achieve happy, fulfilling and successful lives.

This policy also develops the core purposes of the New Curriculum for Wales 2022 so that children and young people can have the opportunities to become:

1. ambitious, capable learners who are ready to learn throughout their lives
2. enterprising, creative contributors who are ready to play their full part in their life and work
3. principled, informed citizens in Wales and the world
4. healthy, confident individuals ready to lead fulfilling lives as valued members of society

Our Behaviour Policy is based on a series of principles:

- All members of the school community should show respect for each other.
- Everyone has the right to work together in a safe and secure environment.
- All behaviour is communication.
- Everyone must take responsibility for their own behaviour.
- Good behaviour is recognised, praised and rewarded.

- Clear rules, rewards and sanctions are followed consistently throughout the school. Positive behaviour is linked to the Class Charters that are developed within the framework of the Rights of the Child (UNCRC)
- Everyone has the opportunity for a fresh start.
- Everyone is equally important
- Opportunities are created to promote self-esteem and self-discipline
- Partnership with parents is actively encouraged through effective communication.
- All staff, including non-teaching staff (duty bearers) are responsible for supporting the development of good behaviour of all pupils (rights' bearers), using positive behaviour management both inside and outside the classroom.

To make our school's practices and policy meaningful, we aim to treat all children fairly and to apply this behaviour policy consistently. We aim to establish a culture of equity across the school so that all needs are met and equality can be obtained.

At St Joseph's Primary School, we acknowledge that it is the responsibility of all duty bearers, rights' holders and community members to respect the rights of each other in and around school and to be treated with dignity at all times. As with every policy, we need to apply it with humanity, sensitivity and consistency.

St Joseph's Primary School is a 'Rights Respecting School', this means we teach our children about what rights they have. We also model rights and respect in all relationships around school including between **teacher/adults and children, between adults and between children** and treat each other with dignity.

Class Charters

The philosophy of our school Behaviour Policy is embodied in Class Charters drawn up by each class at the start of the academic year. It reflects the Christian ethos and mission of our school and the UNCRC Rights of the Child. They are based on our school mission statement. The Class Charters are positively stated and have a clear rationale for all. They vary depending on the needs and age of the classes but embody the following articles:

- Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- Article 12 - Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law
- Article 14 - Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.
- Article 28 - Every child has the right to an education. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

- Article 24 Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this

These Charters are referred to and reviewed for effectiveness on a regular basis. The class charters are displayed in each classroom.

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. Our school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe, and secure and shows consideration for others and enables all pupils to learn.

- We aim to treat all children fairly and to apply this behaviour policy consistently. We aim to establish a culture of equity across the school so that all needs are met and equality can be obtained.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.
- The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The staff aim:-

- To deepen the child's awareness of the message of Christ as expressed in the Gospel and to enable our pupils to reflect these values in their daily life and in their relationships with their peers and adults • To develop the child's self-esteem, highlighting 'good behaviour' through emphasis on a positive approach of rewards and praise
- To cultivate in children an acceptance and recognition of responsibility for their own decisions and actions and for their consequences
- to develop self-discipline in pupils
- to create conditions for an orderly community in which effective learning can take place and in which there is mutual respect between all members.

In order to achieve these aims the staff are committed to:-

- A positive policy, emphasising praise and reward for good behaviour encouraging good attitudes and relationships among pupils and the whole school community.
- the acknowledgement that every human being is uniquely created by God and destined to share in the life and love of the Father, Son and Holy Spirit, and as a consequence recognise all human beings as God's family, our brothers and sisters.
- The development of trust, respect, honesty, forgiveness, reconciliation, co-operation, tolerance, self-confidence, empathy and a sense of moral responsibility amongst our pupils.

- the creation of a relaxed, safe, welcoming environment in which friendly relationships can flourish
- Supporting the involvement of parents, governors, the parish and local communities, working together in close partnership in order to enable the pupils in our school community to achieve their full potential.

Encouraging Positive Behaviour

Rewards

Everyone at St Joseph's believes that good behaviour needs to be recognised and encouraged by using a variety of rewards, suitable to a pupil's individual requirements. We aim to ensure that all pupils are praised for behaving well and that criticism is constructive. Appropriate body language, smiles, approving looks, etc. are important. Positive monitoring and application of agreed behavioural strategies is used as a constructive method of support for pupils with specific problems or IBPs.

Rewards may include:

Class reward and management system e.g. DOJO points; prize box

Verbal praise

Stickers and merits e.g. stars in books, stickers

Acknowledged responsibility in class

Special recognition through merit assembly - stickers and certificates

Acknowledgement of achievements by being sent to HT/DHT/teachers

Special recognition postcards to be sent home

Whole class rewards

Merit Assembly

The weekly Merit Assembly is an integral part of life at St Joseph's. It is a celebration to emphasise a positive approach and to encourage the best attitudes, work and behaviour in the classroom, dining hall and playground. The names of all the children from KS2 and FP who have received an award are celebrated. At this assembly, we also celebrate those children who have displayed and lived out the pairs of virtues for that half term. We also laud our Ser yr wythnos, for their dedication to speaking Welsh throughout the week.

Relationships

"Children grow and develop in interaction with those with whom they live. From the point of view of Christian Faith, it is the quality of life of the Christians who surround them that has the greatest impact on them." (Our Schools and Our Faith)

All relationships at St Joseph's Primary School are fostered within a positive atmosphere of tolerance, care and respect for all members of the school community.

Adult : Adult

Adults should:

- Be professional at all times
- Treat all members of the school community with courtesy and respect
- Work collaboratively and cooperatively

Adult : Pupil

Adults should:

- Act as role models
- Know and understand each child as an individual
- Treat each pupil with courtesy and respect
- Note pupil's well-being and listen to any concerns
- Exercise complete forgiveness

Pupil : Adult

Pupils should:

- Treat all members of the school community with courtesy and respect
- Be polite and well-mannered in the classroom, in the dinner hall, in the playground and around the school
- Be welcoming and polite to visitors to the school

Pupil : Pupil

Pupils should:

- Respect each other
- Value friendships
- Show respect for the opinions of others
- Show respect for their belongings and the belongings of others

Visits out of school

Whilst away from the school building, the highest expectations of our pupils remain.

When on school trips and visits, pupils are ambassadors for St. Joseph's and should be trying to make the most of the opportunities that are available. Pupils should listen to the instructions of the teachers or the parents/adults who are in charge. It should be remembered that pupils are representing our school and that we are recognisable in our uniform. The highest standards of manners and behaviour should be strived for.

Sanctions

St Joseph's Primary School uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and the age of each individual pupil..

As a school we always strive to address the behaviour and not blame the child.

- We expect children to be attentive in lessons. If they are consistently inattentive or disruptive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity – this may be under supervision during playtime.
- If a child is disruptive in class, the teacher will verbally reprimand them. If a child misbehaves repeatedly, they may be isolated from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
- Pupils who distract/disrupt others may be sent to members of SLT/DHT/Headteacher to reflect on their behavior and how it has affected the rights of others

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on "My Concern" and a withdrawal of privileges, eg minutes of playtime is administered.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

The class teacher discusses the rules with each class. Each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear of any kind from others.

The following procedures are to be adopted by non-teaching staff and mid-day supervisors

- Positive verbal correction indicating acceptable alternative behaviour
- Reprimand for inappropriate behaviour e.g. this may include a verbal reprimand, time-out, working with an adult, temporary withdrawal of play equipment
- Record incident in the incident book
- Report any incidents of concern to class teachers immediately at the end of the session.
- Seek support of teaching staff, a senior teacher or the Headteacher when dealing with an incident which is thought to be of a difficult or serious nature

Whole-School Communication with Children

Supporting with Thrive, ELSA and Talkabout

All teaching staff have received training in the principles of Thrive. The Thrive approach is widely used in UK schools and has been devised by child psychologists. It is a means of supporting the social and emotional development of children, based upon their stage of emotional development.

The Thrive approach recognises that all behaviour is communication. It asks, 'what is the child trying to tell us through his/her behaviour?' Once we understand what is driving the child's behaviour and the stage of their emotional development, then we can begin to support them effectively. The Thrive approach gives staff a common language and strategies to deal with pupils' behaviour in a supportive and positive way. Some pupils may need additional support in this area and will have 1:1 or small-group sessions with a member of staff who has received enhanced training to become a Thrive practitioner.

ELSA (Emotional Literacy Support Assistants) may also support individual or groups of pupils who have difficulty in recognising, understanding and responding to their emotions and those of others. It is unrealistic to expect a child to manage their feelings and behaviour if they do not yet understand what these feelings are or what they signify. Some children may be overwhelmed by a strong emotion (e.g., excitement about an upcoming birthday) and do not have the skills to respond to that feeling in a socially acceptable manner. ELSA sessions support them to name, acknowledge and manage their strong feelings.

Talkabout is an intervention scheme which develops self-awareness and self-esteem and then concentrates on body language prior to the more complex areas of conversational skills, friendship skills and assertiveness.

The Partnership between parents, the school and the Education Authority

When children start at St Joseph's, parents/carers are asked to enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The Behaviour Policy within our school, which is a reflection of our Mission Statement, aims to encourage positive behaviour and good relations between both pupils and pupils and staff. This can only be realised with the support of our parents, our homes, parish and all school staff who come into daily contact with our pupils. Even with this partnership approach, it is still possible that the behaviour of some pupils may, from time to time, give increasing cause for concern. At such times, the following measures may be deemed appropriate.

Parental concerns

The first point of contact for any parent who is worried about instances of their child's misbehaviour is the class teacher. If the situation is not improved and you have any further concerns, please see a senior member of staff or the Headteacher.

If the behaviour of another child is cause for your concern, please take this matter to the class teacher. Do not under any circumstances approach another child or their parent regarding your concerns.

Any dissatisfaction regarding the handling of instances of misbehaviour should follow the school's General Complaints Procedure.

An IBP with behavioural targets will be written in conjunction with parents and reviewed half termly. If necessary, support from the BESN team will be sought and implemented.

The role of governors

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Use of Reasonable Force

At St Joseph's Catholic Primary School we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school policy on positive behaviour management.

Staff of St Joseph's Catholic Primary are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need in line with Section 93 of the Education and Inspections Act 2006 which replaced the 1996 Education Act Section 550A, to intervene when there is an obvious risk of safety to pupils, staff and property and the published Guidance Document from Welsh Government on 'Safe and effective intervention – use of reasonable force and searching for weapons' 097/2013 9

For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

It should be emphasised that if used at all, restraint, or positive handling, should be seen in the context of a further positive action of care and concern. In line with School Service advice and guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.

As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving the use of reasonable force, behaviour, health and safety and child protection.

Pupil Exclusions

Should the situation arise where there is a need for a pupil to be excluded from the school, St Joseph's Governing Body shall adopt the procedure of the Local Education Authority and statutory procedures under the Education Act 1996 which are in line with the Welsh Government Guidance documents: 'Inclusion and Pupils Support' No: 203/2016 and 'Exclusion from Schools and Pupil Referral Units' No: 171/2015

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude, particularly if there are incidences of physical assault against a member of staff and/or of another pupil.

Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. A letter explaining the process is always issued, this is an LA template. The Headteacher informs the LA and the governing body about any permanent exclusion, (in HT Report) and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug and Alcohol Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records more serious incidents which have resulted in their involvement which are logged on My Concern. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors report details of any incident to the Class Teacher or Deputy Head Teacher and are recorded in the incident book.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy at least every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.