



Good Behaviour and Relationships Policy

Based on a Trauma Informed Approach and supported by Paul Dix's
'When the Adults Change'

Written September 2022

Review September 2023

Related Policies

Anti-Bullying Policy

E-Safety Policy

SEND Policy

Exclusion Policy

Equalities Policy

Attendance Policy

Use of Reasonable Force Policy

Plymouth CAST Positive Pupil Welfare Policy

Forward to St. Joseph's behaviour and relationship policy

Love Jesus, Love Learning, Love Life.

We want our school to be filled with love and joy. Joy is the Christians' breath, these are the words of Pope Francis. As a catholic school we want to ensure that JOY is at the heart of learning, the heart of our community and the heart of faith. It is "joy that Christians breathe." Christians express themselves joyfully. Joy cannot be purchased or forced.

"It is a fruit of the Holy Spirit. The one who puts joy in our hearts is the Holy Spirit." (Pope Francis) Joy, fed by memory, generates hope and peace. Memory is the solid rock on which the Christian finds joy remembering "what the Lord has done for us...regenerates us". That memory generates hope for what is to come in the future when we will meet the Son of God. Memory and hope allow Christians to live joyfully, and peace is joy lived to its perfection:

Our school life should be the happiest days of our lives, memories and building us into the people who serve each other, the people of the community, the nation and the world. Christian joy is peace, peace that is deeply rooted, peace in the heart, the peace that only God can give. This is Christian joy. It is not easy to foster this joy. But we aim to foster this JOY in the lives of students, staff and families. JOY endures and at St. Joseph's we want all who are here and who visit us to find that JOY.

Canon Mark O'Keeffe

AIMS

It is the aim of St. Joseph's that every member of the school community feels valued and respected so that they develop a sense of self-worth and love, and therefore our behaviour and relationships policy is firmly based on the gospel values. The school community aims to promote an environment where everyone feels happy, safe and secure. Provide a safe and secure working environment in which respect is shared by staff and pupils.

We aim to:

- Ensure expectations are as high as possible for all
- Help children develop a strong awareness of their own safety and that of others and respect each others' personal space.
- Build upon and strengthen the children's experience and understanding of faith, praying together each day.
- Develop children's awareness of the world around them and respect for property and school grounds.
- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions.
- Reinforce the need for respect, politeness and kindness to all members of the school community.
- Have open communications with parents and carers so that all behaviours are shared.
- Reward good behaviour in a variety of ways to ensure that individuals and groups are recognised for their efforts.
- Encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.
- Ensure fair treatment for all.
- Our Religious Education programme underpins our Behaviour Policy.

For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand that we should walk in them.

Ephesians 2:10

ROLES

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour and positive relationships.

The Role of Staff

Staff will promote positive and consistent behaviour standards within the school and will implement the school's Behaviour and Relationship Policy fairly.

- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules

The Role of SLT

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

The Role of the Children

Children have the right to an education which offers them the best opportunity to attain their potential.

Teachers are here to create the circumstance for this to happen. Support staff, governors and parents assist in this process.

It is the right of each individual to do these things without being hindered by others.

- Encourage children to manage their own behaviour and understand that there are right and wrong choices
- Encourage children to be effective and successful learners
- Children to take the opportunity to act as good role models
- To work and play cooperatively
- Compete fairly, and win and lose with dignity and respect for competitors
- Understand and value differences, respect the rights of others to have beliefs and values different from their own
- Manage strong feelings such as frustration, anger and anxiety

The Role of Parents

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents and carers, and children are invited to sign our Home School Agreement, which includes a statement about expectations of behaviour.

- Be supportive of the school's staff and policies
- Send children with the appropriate equipment
- Make sure their children arrive at school on time every morning
- Encourage their child to develop attitudes of self-respect, self discipline and honesty
- Encourage children to complete homework regularly
- Encourage children to take pride in their learning

A consistent approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion 'deliberate botheredness'

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Rules

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are;

1) Be Ready

Ready: Show a positive attitude towards our learning

2) Be Respectful

Respectful: Be kind and respectful to others

3) Be Safe

Safe: Look after the school and its environment

Our Values

At The Cathedral School of St Mary, we expect everybody to show love and respect to everyone and to treat each other as they wish to be treated themselves. We feel we should not live by whole school rules but by a set of overarching core values that govern our actions. These values are based on the qualities that we consider our pupils need in order to develop into good learners, citizens and members of living faith communities.

Humility - Seeing life as a gift

We envisage humility in our school to be seen through acts of:

- Love of learning
- Resilience to face and overcome obstacles
- Being willing to recognise and acknowledge our faults and mistakes

Compassion - Empathy

We envisage compassion in our school to be seen through acts of:

- Encouraging / Supporting others to surpass their own expectations
 - Inclusivity
- Understanding and being sensitive to the needs of others (Putting yourself in the shoes of others)

Kindness - Gentleness

We envisage kindness in our school to be seen through acts of:

- Using kind words
- Deeds / Actions

Justice - Working for a fairer world

We envisage justice in our school to be seen through acts of:

- Holistic acts for the benefit of all
- Fair play in the playground

Forgiveness - Reconciliation

We envisage forgiveness in our school to be seen through acts of:

- Overcoming a grudge and giving people another chance
- Seeing things from other people's point of view

Integrity - Do what you say

We envisage integrity in our school to be seen through acts of:

- Being open and honest
- Doing the right thing even when no-one is watching

Peace - Committed to peace making, non-violence

We envisage peace in our school to be seen through acts of:

- Caring for others

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- Being united with each other

Courage - Standing up for the truth

We envisage courage in our school to be seen through acts of:

- Admitting a mistake
- Taking on a challenge without fear

CLASS / SCHOOL BEHAVIOUR MANAGEMENT

It is widely recognised that if children have a clear and consistent approach to behaviour they are more likely to also behave in a more consistent manner.

We operate a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

Raise your hand and say the word	STOP	
Then say	EVERYTHING DOWN	(wait for all pupils)
Finally say	EYES ON ME	

As this system becomes more embedded in school we may simply raise our hand and children will know what we expect and react accordingly. It may be pertinent to thank those children who have stopped straight away. When everyone has stopped, thank the whole group for being ready. This system links well to our RWI rules of 1,2,3.

Coming into school

How the day starts sets the tone for the rest of the day. At St. Joseph's, we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on duty each morning to say hello / good morning to the children and the class teacher will be at the classroom door to welcome them into their class. When that class teacher is on duty, another adult in the class will do this.

Staff can decide if they want to do handshakes, first pumps, air high 5's etc as they do this. There will also be opportunities for parents and children to share with their teacher or Senior Leadership any concerns or worries they may have. Appendix 4

Movement in and around School

Fantastic Walking - All movement in and around school should be purposeful. All children should walk to the left hand side of corridors and stairs. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

At play time,

All children will be escorted to and from the playground by an adult. At the end of the break the bell is rang – all children line up in their allocated place ready to come in. The class teacher (or if PPA the staff

member covering) will go onto the playground and collect their class **ON TIME**, bringing them into school in an orderly manner.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground or into class during a wet play. A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support. ***When on duty, staff should circulate and take the opportunity to socialise with children from other classes***, whilst maintaining an overview of the play area and spotting potential problems before they escalate. ***Staff should avoid standing chatting to each other*** and consider their own positioning to maximise levels of visual supervision.

REWARDS

Issuing of Dojo points – see appendix 3

	Steps	Actions
1	Daily Positive praise	A quiet word, a smile, wink, thumbs up or nod Award of a positive dojo A quick word with a parent or carer at the end of the school day
2	Weekly	Any witnesses of the Gospel will be acknowledged in Friday's assembly A Heart of Gold award will be shared in Friday's assembly A Learner of the Week award will be shared in Friday's assembly
3	Bronze award	Once children get to 200 Dojo points, they will receive a bronze certificate in the celebration assembly held on Fridays. When the whole class has received their bronze award, a bronze party will be held for one hour on a chosen afternoon
4	Silver award	Once children get to 600 Dojo points, they will receive a silver certificate in the celebration assembly held on Fridays A silver party will be held for one afternoon once all class members have received their award

5	Gold award	Once children get to 1200 Dojo points, they will receive a gold certificate in the celebration assembly held on Fridays. A gold party takes place on a chosen day once all class members have received their award.
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Golden Tea Party

The two children who have earned the most Dojos in each year group during each term are invited to join the Golden Tea Party. This will be held in the final week of each term with the executive head teacher.

Headteacher's Golden Envelope

Children who are rewarded a 'Gold' or who have put in exceptional effort or achievement, may be sent to the Headteacher to be awarded a 'Headteacher's Golden Envelope'. This contains a letter home to parents congratulating the children with a copy of the exceptional piece of work.

Celebration Assembly

Celebration assembly will take place weekly. During this assembly, the following awards will be given out:

- Witness of the Week Award - this award is given to one child from each class who has actively demonstrated one of the Gospel Values. Each child that earns this award will put their photograph upon the Gospel Values Tree. It is envisaged that every child within the school should be given this award at some point over the academic year.
- 'Crew member of the Week' Award - this award is given in recognition of children who have demonstrated exceptional awareness and understanding of their learning behaviours.
- Attendance Award - this award is given to any class whose weekly attendance is 96% or above. They will receive a star that week. After achieving 10 stars, they will enjoy a 45 minute trip to Victoria Park as a treat/reward.
- Children are encouraged to bring in any 'out of school' certificates and awards which we can celebrate as a school family.
- School of Joy Award - This will be determined by members of the GIFT Chaplaincy Team in recognition of a child either witnessed or referred by a member of staff for displaying one of our Gospel Values or showing exemplary behaviour with regards to the Catholic Life of the school.

On the penultimate week of every term, a larger celebration assembly will take place. Parents are invited to this assembly. At this assembly, the following awards are given out:

- Attendance awards - The 99 club
- Golden Tea Party attendees are announced
- The team with the most ClassDojo will be rewarded with a 'House Coloured Mufti'.

During the final celebration assembly of the academic year, a range of rewards will be given out for outstanding achievement.

Responses to Misbehaviour

	<u>Steps</u>	<u>Actions</u>
<u>1</u>	Reminder	A reminder of the school rule (e.g.be ready, respectful, safe) or the requirement (I needed you to....) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. - APPENDIX 1
<u>2</u>	Caution	A clear verbal caution delivered privately wherever possible making the child aware of their behaviour and clearly outlining the consequences if they continue. Reminder of the requirement. Use the phrase 'Think carefully about your next step.'
<u>3</u>	Last chance *	Speak to the child privately and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use The 30 second scripted intervention (Microscript - APPENDIX 2). This will usually involve staying behind for two minutes at playtime. (That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted).
<u>4</u>	Time out *	Time out might be a short time out outside the room in the 'safe place', a space in the classroom for the child to 'think' or by the railings or wall in the playground. It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.
<u>5</u>	Repair *	This might be a quick chat at break time in the playground or a more formal meeting e.g. held at lunch time (Restorative conversation) The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future. A proforma is available for children to use to prepare for the meeting if required / felt appropriate.

6	Pastoral support programme	A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals
7	Exclusion *	<p>Parents are informed firstly by telephone and then confirmed by letter.</p> <p><u>Internal exclusion</u></p> <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • No access to playground, lunch taken with other key stage. <p><u>Fixed Short Term Exclusion (up to 5 days per term)</u></p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p><u>Fixed Long Term Exclusion (up to 45 days per year)</u></p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p><u>Permanent Exclusion</u></p> <ul style="list-style-type: none"> • Child is removed from the school roll

Managing incidents of unacceptable or inappropriate behaviour from playtimes

If the negative behaviour takes place during lunch time, they will then miss time the following day from that session and not the first playtime.

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our Gospel values, will not be ignored, but will be dealt with using a kind, but firm stance using Restorative Approaches. Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'make amends'.

Restorative conversations - see appendix 2

If pupils have had to have a restorative conversation, this means they will not receive 1 Dojo Point for that session as they have not been 'ready, respectful and safe'. The fact that they have had to have a 'Restorative Conversation' will be logged on CPOMS.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.

Responses to Repeated Incidents

If, despite being given a warning and having a restorative conversation, children still make an unwanted choice in their behaviour, they will be given a brain or movement break. This could include working in a quieter area of the school, working in another classroom, going to a 'safe space' within the classroom, to 'The Nest' (Our Thrive Room) or to the library. Where they go, will be a professional judgement call of the teacher who has a knowledge of the child. This action being taken, means they will not receive 1 Dojo Point for meeting expectations in that session and that it will be logged on CPOMS that they spent time in a 'Partner Class'.

Response to Repeated Disruptive Behaviour or Serious Misbehaviour

If, despite time in a partner class or elsewhere, the behaviour does not improve, or the child continues to misbehave when they re-enter their classroom, the child will be sent to a member of the Senior Leadership Team. This will either be immediately, or at break time, whichever the class teacher deems most appropriate. The decision to miss break time or not, will be at the discretion of the Senior Leader. Time with the Senior Leadership Team will involve a restorative conversation and a 'relevant consequence' e.g. a child completing the work they did not do in the lesson or making amends with another individual impacted. Sometimes therefore, this will require the involvement of others that were affected.

Alternatively, the Senior Leader may ask the child to complete a 'Behaviour Reflection Log' which includes restorative questioning. Wherever possible, misbehaviour will be addressed on the same day however, we will make reasonable adjustments for those children with identified needs. If repeated incidents occur after the intervention of a Senior Leader, or an incident is perceived as being very serious, the issue will be referred to the Senior Management Team. A more specific explanation of this process can be found in Appendix 3 (Levels of Behaviour Management)

Serious Incidents

Staff must recognise that young people can abuse other young people. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2022) There is no place in our school community for these behaviours. More serious incidents are therefore reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deals with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS. These are always reported to the Headteacher. The school's approach is clearly articulated in the Child Protection Policy under 'child on child' abuse. The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most

appropriate sanction, up to and including permanent exclusion. A more specific explanation of this can be found in Appendix 3 (Levels of Behaviour Management) Please see our Anti-Bullying for further information.

Specific Behaviour Needs

Reasonable adjustments should be made for those pupils with specific needs or certain conditions. It may be appropriate for some pupils to have their own Behaviour Support Plan (BSP) with their own rewards and consequences. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school. A Behaviour Support Plan is maintained to record and monitor challenging behaviour. Often reward charts or Positive Behaviour Trackers are used to track, motivate and record good behaviour.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Individual Behaviour Plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings. If continued poor behaviour places the pupil at risk of exclusion a 'Pastoral Support Plan' (PSP) may be deemed more appropriate to meet the pupil's needs. Further information on this can be found in Appendix 3 (Levels of Behaviour Management).

Power To Use Reasonable Force

Teachers (and other staff) have the right to physically separate pupils fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. Reasonable force will only be used to control or restrain a child to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Any physical contact is reasonable in line with our legal duty and our policy on safer handling of children. In all cases, the use of the voice is deemed a first defence before handling the pupil or pupils. Recording of any physical restraint should be in line with Plymouth CAST Pupil Welfare Policy.

Home / Parent Links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations ('Bronze Expectations') through parent information leaflets, the sharing of this 'Relationships' Policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment. Any behaviour incidents that need to be communicated with parents must be done face to face at the beginning or end of the school day or by telephone. If unsuccessful, a Dojo or text message can be sent to invite parents in for a conversation.

Parents/carers should contact the member of staff who logged the behaviour if they would like further information on incidents logged. A more detailed description of how parents will be included with supporting positive behaviour is detailed within Appendix 3 (Levels of Behaviour Management).

Incidents Outside of School Premises/School Hours

The school may take action against any child who is reported for bad, abusive, discriminatory or bullying

behaviour of the school if:

- a) The child is participating in a school-related activity (such as a school trip).
- b) Travelling to or from school.
- c) Wearing school uniform.
- d) The misbehaviour could pose a threat to another pupil's physical or mental health and well-being or adversely affect the school's reputation. This may also include the inappropriate use of social media sites (see Acceptable Use Policy and Anti-bullying Policy).
- e) Could have repercussions for the orderly running of the school
- f) Could adversely affect the reputation of the school

Any action taken will be proportionate to the behaviour and will be in line with our Relationship Policy.

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "jokes" or "growing up" and we understand that nonrecognition/downplaying its scale will lead to a culture in school of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that child on child abuse can manifest itself in many ways such as:

- Bullying
- Radicalisation
- Technology used for bullying and other abusive behaviour
- Sexting or inappropriate digital imagery
- Child sexual exploitation
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines).

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, child protection policy and online safety policy.

Pupils With SEND

Pupils with identified behavioural needs will have their own needs met with targets to work towards and specific strategies to use. Their needs are taken into consideration when applying this policy as they will be on an individual behaviour programme.

Complaints Procedure

Should a parent or carer have a concern about the way in which they believe their child has been treated, they should in the first instance discuss this with the class teacher. If the concern continues, then the SLT should be informed so a meeting can be set with the class teacher, or teacher who dealt with the incident, and the parents. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Executive Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Academy Trust. The policy can be found on our school website.

REVIEW

This document will be reviewed annually by the school governors and all teaching and support staff.

Prohibited Items

- Chewing gum
- Fizzy drinks including high energy drinks
- Glass bottles, including perfume and aftershave bottles
- Jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- Smart watches
- Aerosol cans including deodorants
- Correction fluid
- Permanent marker pens - including sharpies
- Unnecessary money
- Expensive items
- Cigarette matches and lighters
- Fireworks or snacks containing gunpowder
- E-cigarettes, shisha pens or liquids for these
- Any items that are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope and cable ties
- Needles (syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own drugs and medicines policy)
- Stink bombs
- Laser pens
- Weapons

Appendix 1

Where staff intervention is required, this is best done by avoiding immediate use of the Behaviour Consequences System. The Behaviour Consequences System can quickly escalate the problem because if the teacher rapidly 'raises the stakes', many pupils will respond accordingly. It is far better to employ a range of verbal and non-verbal cues such as:

- Tactical ignoring to be picked up later;
- Non-verbal signals (e.g. 'the look');
- Move closer;
- Say names;
- Use humour;
- Tell them what you want them to do (i.e. clear and simple statement of behaviour);
- Catch student behaving appropriately and praise;
- Praise appropriate behaviour of nearby student;
- Distract onto task/away from inappropriate behaviour;
- Re-explain and organise task for the student;
- Ask the student to undertake a specific task for you;
- Modify or change activity;
- Informally move or change group setting; Additional strategies to be used as required:
- Name – pause – direction;
- Give start up time (expectation of compliance);
- Keep the focus on the primary or original behaviour/issue (i.e. don't be deflected onto secondary behaviour/issue);
- Broken record technique (Different words but repeating same message);
- Use the language of choice, remind of consequences ('If you choose to....then...');
- Use 'I messages' ('I – your feeling – their behaviour – what they need to do instead').

To do this, staff use assertive communication skills such as:

- Non-verbal cues;
- Eye contact;
- Closing the space;
- Using gesture;
- Maintaining a quiet/ calm tone of voice;
- Verbal scripts;
- Learning and using names;
- Circulating the room;
- No hands up questioning; And assertive language such as:
- 'I need you to . . .'

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- 'I understand that you want to ...'
 - 'Concentrate on your work, thank you'
 - 'You are coming into the room quietly and getting your starter activity without me having to help you. Well done.'
 - 'Well done to Bilal, Mark and Simra for getting on with work quietly.'
 - 'If you choose to continue in that way you will be choosing to be sent to P2.'

Appendix 2

Additional details

Stage 3 - Last chance – Microscript / 30 second intervention

I notice that you are....poor behaviour

It was the rule about ...rulethat you broke.

You have chosen to.... sanction

Do you remember last week when you...did something good?

THAT is who I need to see today...Thank you for listening. (Then give the child some take up time)

Stage 4 - The time-out

A time out may be initiated by an adult or by a child when that has been worked on.

Child should only be positioned outside a classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

Once a child has calmed down, the child is asked to speak to the teacher away from others

- Boundaries are reset
- Child is asked to reflect on their next step. Again they are reminded of their previous good conduct / attitude/ learning.
- Child is given a final opportunity to reengage with the learning / follow instructions

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Stage 5 – The restorative meeting

The meeting can be formal or informal and will be held once events have settled and the child is calm.

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1. What happened? Staff will always speak to more than one individual.

Five further questions are enough. Choose from the suggestions below to try. As you address each question together remember that in between your truth and their truth is THE truth.

2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. **How have they been affected?**
7. What should we do to put things right?
8. How can we do things differently in the future?

Stage 7 – Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible

Appendix 3

Dojo Points

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so. Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given Dojo Points.

- Classes are divided into 4 Houses – St. Teresa, St. Peter, St. Paul and St. Bernadette (mixed ability and behaviour);
- Dojo Point awards are recorded using a common reward system throughout school
- Pupils are expected to display 'Bronze' behaviours at all times and are regularly awarded Dojo Points for meeting these expectations;
- Children will also be awarded extra Dojo points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours;
- Dojo points that have been awarded should not be taken away;

Children are to be awarded the following Dojo Points for demonstrating expected, beyond expected or exceptional behaviour.

Behaviour Expectations

These expectations will be shared with the pupils and displayed around the school. All staff are expected to consistently refer to these when managing behaviour, both in the classrooms and for those times that we are out of class.

Positive Behaviours

Bronze Behaviours (expected)

- Show a positive attitude towards our learning (Ready)
- Be kind and respectful to others (Respectful)
- Look after the school and its environment (Safe)

Silver (Beyond expected) or Gold (Exceptional)

- Contribution to the school and/or community
- Piece of work
- Attitude to learning
- Role model or school ambassador

Number/name	Description	Frequency
1 HP (Bronze)	Being Ready, Respectful and Safe: Basic and frequent rewards for meeting expectations	Teachers are to award a Bronze Award every session for children that have been 'ready, respectful and safe'. Extra house points can be awarded for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.
5 HP (Silver)	Beyond expected: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	As a very rough guide, teachers should look to award a Silver Award once a week per pupil. This would equate to 6 children a day, or one child per session.
25 HP (Gold)	Exceptional: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Reserved for exceptional circumstances! Very rare!

There are a total of 6 sessions in a school day. Children will be awarded Dojo Points for each session. These consist of: Lessons before break (session 1), break time (session 2), lessons after break (session 3), lunchtime (session 4), after lunch, including worship (session 5) and remaining lessons until the end of day (session 6).

Practicalities for communication at break and lunch

Break - any member of staff who sees a child not demonstrating 'bronze behaviour' will inform the class teacher verbally when the teacher comes to collect the class.

Lunch - One MTA will be given a communication book. Children who have not demonstrated 'bronze behaviour' will have their name noted. The MTA will then share verbally with each class teacher before they leave.

On entry to the classroom, at the door, children should be greeted by their class teacher or in their absence a familiar adult – ideally a teaching assistant who is consistent in their presence in the classroom. Greeting should follow the four at the door format.



Greet the child using their preferred **NAME**



Establish **EYE CONTACT** with the child, where it is comfortable for the child to do so



Offer the child some form of non-verbal, friendly, appropriate **HUMAN CONTACT**



CONNECT to the child on a personal level with a comment or question

For secondary aged children, it is important that each lesson begins this way. Transitions and movement around the school will increase both the alarm states and cortisol levels. Meet and greet will once again play a significant role in reducing this and re-establishing social engagement and psychological safety as well as promoting strong positive relationships.

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I WISH MY TEACHER KNEW

Each class will have a box placed in the room with slips next to it for children to complete. The slips will have titles called; I wish my teacher knew.....followed by a space for children to write to their teacher. There is a space for children to write their name or they can leave it blank and anonymised. Teachers will act on any worries regularly – professional judgement will be required.

There will also be a box at the school reception for children and/or parents to share their thoughts, worries or concerns with the Senior Leadership Team.

Appendix 4