



Saint Joseph's Catholic Voluntary Academy Positive Relationships Policy (including Anti Bullying)

Saint Joseph's is a place of learning, where we grow in faith and feel safe, loved and encouraged each day.

We value everyone, knowing that we are stronger when we work together.

Through the virtues, we show care and respect for our families, friends, neighbours and our Common Home.

At Saint Joseph's we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing emotions.

Our *Positive Relationship Policy* ensures that within a framework of expectations, rights, routines and responsibilities, we guide, encourage and teach pupils to form positive relationships, which in turn, allows teachers to teach and pupils to learn.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the choices we make and the consequences of these choices
- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Honesty and fairness

Rules: Ready, Respectful and Safe

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. Be Ready, Be Respectful and Be Safe are the three rules which underpin our behaviour policy.

Ready - Ready to learn, ready to listen, ready to participate etc.

Respectful - Respect for themselves. Showing respect to their peers, to adults, to our environment.

Safe - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready	Respectful	Safe
School uniform Full equipment Listening Be on time	Listen to others and expect to be listened to Appropriate language and tone Look after the building, displays and equipment Represent St Joseph's at its best, both in and out of school	Be in the right place at the right time No physical contact Stay safe online both in and out of school Report any problems to an adult

Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

At Saint Joseph's, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community.
We Always Refer to the Behaviour and Not the Child	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
We Do Not Shout	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
Behaviour Outside of School	Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community. If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately.

Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded. At Saint Joseph's Catholic Academy we use a range of rewards:

Reward System	Who for?	Why?
ClassDojo points House points	Individual Nursery to Year 6	<p>Catch them getting it right. Points also include our values: concentrate, don't give up, imagine, improve, push yourself, try new things, understand others, work hard.</p> <p>We use ClassDojo points to promote positive behaviour in the classroom.</p> <p>House Points are awarded for positive behaviour seen around school when working as a team, such as excellent lining up, good movement around the school and supporting each other. When the House jars are full, the children decide on an enrichment activity they would like to do.</p> <p>Once awarded, points are never taken away.</p>
Social Excellence	Individual Nursery to Year 6	<p>Staff award children with raffle tickets, for following the Social Excellence focus skill.</p> <p>The children who win the raffle choose a friend/family member to invite to a lunchtime pizza party.</p>

Celebration Assembly	Individual Nursery to Year 6	A weekly assembly celebrating the achievements of all our children. Staff nominate children to sit on the Best Seats in the House with popcorn, for living out our Mission Statement, being a Friendship Ambassador, sports star and champion of homework initiatives. Staff also award certificates to children who have shown effort/progress or who have demonstrated our school values, for example resilience to complete a piece of work.
Always Club	Individual Nursery to Year 6	As a way of acknowledging children who go over and above the expectations, our staff nominate children to have 'hot chocolate' in the staffroom. Children also replace their school tie with a golden tie for the week.
Praise phone-calls home	Individual Nursery to Year 6	Recognising children who have shown effort in a variety of aspects of school life, centred around our school values (Character Education).

Support

Self-regulating space: The Zen Den

Initial contact with a member of SLT to determine whether there needs to be some time in this area.

Opportunity to talk, access support and reset. This is a quiet space using sensory aids and well-being resources, until the pupil is ready to talk and access support to help regulate their emotions.

Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder / Redirection

Gentle encouragement, a 'nudge' in the right direction, small act of kindness.

A reminder of the expectations **Ready, Respectful, Safe** delivered privately wherever possible. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

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Caution (5 minutes)

A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

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Time out (15 minutes)

Give the learner a chance to reflect away from others. Speak to the learner privately, reset expectations, allow time for tempers to calm down and give them a final opportunity to engage.

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Internal separation

At this point the learner will be referred internally to another space for the remainder of the lesson.

Removal from lesson is a sanction.

All internal referrals must be recorded on Teams.

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Reparation (following Time out / Internal separation)

A restorative meeting should take place before the next lesson.

Teacher's choice: catch up, restorative conversation, imposition, detention, or natural consequence.

If the learner does not engage or the reconciliation is unsuccessful the teacher should call on support from the Headteacher who will support the reparation process.

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Formal Meeting

A meeting with the learner, teacher, Headteacher and parents recorded on IBP with agreed targets that will be monitored over the course of two weeks.

Serious Breaches

Pupils who commit a serious breach will be internally separated immediately without support steps. This might include physical violence towards another child/staff, upturning furniture, climbing on school property, refusal to come in from playtime/lunchtime, leaving the school grounds, racist incidents, sexual violence/sexual harassment, behaviour incidents online: *Appendix i*

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not engage with attention seeking behaviour. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and caution** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

Timeout through a clear, verbal, final last chance warning should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:

"I've noticed that... You know the school rules ready, respectful, safe. I expect you to... Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a pupil being referred to triage may need no more consequences. However, it is very important, to catch up with the pupil before the next lesson, acknowledge that the previous lesson wasn't good for anyone, and that next lesson is a fresh start.

2. Restorative Conversation

Walk and talk, sort books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get pupils to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the pupils, sometimes for everyone.

3. Imposition

Work that was not done in the lesson taken home, signed by a parent/carer and returned by the start of the next day. Impositions are ideal for pupils who have not completed work due to their poor behaviour.

4. Detention

5 minutes at breaktime or 10 minutes to think about what happened at lunch or the end of the day can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'.

At Saint Joseph's, we use a variety of consequences. They are tailored to suit the needs for each child within our school. These may include:

- Visual cues
- Verbal reminders
- A non-verbal reminder
- Discussions with an adult

- Spending time out in another classroom. This must be agreed by a member of SLT and the receiving class teacher
- Time Out – 5/10 minutes, either in the classroom or in the playground dependant on location of incident
- Restorative conversation
- SLT involvement
- Involvement from home
- In-school separation (please see below for further guidance)
- Suspension (please see below for further guidance)
- Permanent Exclusion (please see below for further guidance)

We record all behaviour incidents on an online system which enables us to have a clear picture of the choices our children are making and how we can best support them.

Support will be tailored to suit the needs of each child. This support may include:

- Verbal praise
- Circle times and/or PSHE sessions
- Open communication with parents and carers
- Support from SLT
- Behaviour / Well-Being Support Plan – formulated with the child and family

Where appropriate, referrals may be made to School Early Help, Social Care, CAMHS in conjunction with our SENCO

Internal separation/Fixed term suspension

The separation or suspension may be used for incidents of:

- Physical violence towards another child/staff
- Leaving the school grounds
- Racist incidents
- Sexual violence/sexual harassment
- Bullying
- Behaviour incidents online
- Dangerous behaviour that may endanger the safety of others

The following can be applied:

1. Internal separation in which a child is removed from her/his class and placed with another teacher for a given period of time.
2. Suspension where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Saint Joseph's Catholic Academy.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an internal or suspension will be used.

What happens in internal separation?

This would be the area where pupils would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed.

For most pupils the aim is for the repair/ restore to take place straight away, if necessary, with the pupil staying in the area for only one lesson and returning to their next lesson ready for learning. In

some instances, there may be a need to unpick an underlying issue, and this may take longer to allow the pupil the time to regulate their emotions.

SLT would be responsible for the restorative actions and following up with class teacher. Also, arranging any further support and/or assessment.

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about his/her choices and take responsibility for changing their behaviour(s).

Reintegration of suspended pupils

A meeting with the learner, teacher, Headteacher and parents. All pupils being reintegrated following suspension will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include clear systems of rewards and sanctions, communication procedures and liaison with parents: recorded on IBP with agreed targets that will be monitored over the course of two weeks. All reintegration meetings are to have minutes taken.

Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable. We will not tolerate actions where there are deliberate hurtful physical actions or words made against an individual or group.

Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously. Every allegation of bullying will be investigated and followed up. Every victim of bullying will receive support and protection immediately and in the future.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Warnings

Detentions

Use of the Reflection Room

Fixed-term Exclusion/Suspension

Permanent Exclusion/Expulsion

Sanctions will be issues proportionately, dependent upon the severity of the incident

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children's social care

Report to the police

Please refer to our Child Protection and Safeguarding Policy and our Child-on-Child Abuse Policy for more information.

Pupils conduct outside the school gates

What the law allows:

At Saint Joseph's we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches.

Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Recognising the impact of SEND on behaviour

As a school we are conscious that children's' behaviour may be impacted by a diagnosed or undiagnosed special educational need or disability. Whilst never condoning poor behaviour we will take account of a child's personal circumstances and act accordingly to balance enforcement of this policy and our wider legal duties.

Where a child has an education, health and care (EHC) plan or where the child is Looked After then the school will liaise with relevant partners including the Local Authority when sanctioning a child.

Use of reasonable force

In exceptional cases, for the safety of the pupil, other pupils, staff or adults', intervention that includes physical contact with a pupil may be necessary. The minimum amount of force will be used as a last resort where to allow the behaviour to continue would be a clear risk to the child, others or to school property. In taking such actions consideration will be given to any specific vulnerabilities of the child such as medical or SEND needs.

Malicious allegations

Where an allegation is made against a member of staff by a pupil which, following investigation, proves to be untrue and malicious then the school will consider whether to impose an appropriate sanction in accordance with the policy.

Monitoring arrangements

The behaviour policy will be reviewed by the Headteacher and Local Governing Body. Data such as the number of behaviour incidents, suspensions, permanent exclusions and pupil and staff voice surveys may be used to inform the review of the policy. As part of any such review consideration will be given as to whether any group is being disproportionately affected by the policy.

The training and support in place for staff to manage behaviour consistently will also be reviewed.

Appendix i

<u>Behaviour</u>	<u>Sanction</u>
Step 1 Talking, distracting others, slow to complete work, arguing with peers, calling out.	Verbal warning Offer regulation time in the Zen Den (for up to 10 minutes) to key pupils and pupils in the Yellow Zone of Regulation <i>I have noticed...are you ok?</i>
Step 2 Rudeness to adult, rudeness to peers, continual talking, refusal to follow instructions.	Purple card (as little interaction as possible) 5 minutes (at breaktime/lunchtime/end of the day – dependent upon timing of sanction) EYFS * minutes time out instantly (* 1 minute = 1 year) <i>Use their name...</i> <i>Your behaviour is...</i> <i>You know the school rules are to be ready/respectful/safe...</i> <i>If your behaviour continues there will be a further consequence...</i>
Step 3 Extreme rudeness to adult, extreme rudeness to peers, throwing equipment, continual talking, leaving the classroom, refusal to follow instructions. (Disruption to learning)	Pink card (as little interaction as possible) 15 minutes (at breaktime/lunchtime/end of the day – dependent upon timing of sanction) Meeting with Headteacher. Parents carers informed (via Dojo message) A behaviour record of the child will be made Restorative sheets completed <i>Use their name...</i> <i>I've noticed that...</i> <i>Your behaviour is...</i> <i>You know the school rules are to be ready/respectful/safe...</i> <i>If your behaviour continues there will be a further consequence...</i> <i>Thank you for listening...</i>
Step 4 Continuation of Step 2/3 offences. Threatening violence towards adult/peers, deliberate physical violence towards peers, bullying behaviour, racist behaviour, ableism, upturning furniture, theft, vandalism/damage to property, climbing on school property, swearing, refusal to follow Step 2/3.	Internal separation within the classroom for a full day (loss of breaktime and lunchtime) Meeting with Headteacher and parents/carers A behaviour record of the child will be made Restorative sheets completed <i>Use their name...</i>

	<p>I can see you're angry...</p> <p>You could make this right by...</p> <p>My expectations are that you ...</p> <p>Give 2 options</p>
<p>Step 5</p> <p>Five internal separations (half-termly).</p> <p>Physical violence towards adult, leaving the school grounds, dangerous behaviour that may endanger the safety of others, sexual harassment, sexual violence, continued bullying behaviour.</p>	<p><u>Issued by Headteacher</u></p> <p>Fixed term suspension</p> <p>Permanent exclusion</p> <p>Meeting with Headteacher and parents/carers</p> <p>A behaviour record of the child will be made</p>

Reviewed and agreed by Governors: January 2023
To be reviewed January 2024