



St Joseph's Catholic Primary School

Relationships and Positive Behaviour Policy Appendix A – Classroom Sanctions

Date ratified by Governors:	November 2022
Date of next review of the policy:	Autumn 2023
This policy is reviewed:	Annually

Learn together and grow in God's love

Aspiration - Compassion - Community - Faith - Respect – Responsibility

Whole School Values

Aspiration - Compassion - Community - Responsibility - Respect - Faith

All adults use the language of Whole School Values to reinforce positive playground behaviour.

This is underpinned by an approach which encourages positive playground interactions between children through the use of playground zones and Sports Leaders.

Level One Behaviour	Warning/Reminder expectations & School Values	Supportive Dialogue
<ul style="list-style-type: none"> Out of seat Calling out First interruption to teacher/pupils during whole class learning Loud noises Inappropriate giggling/laughing Chewing gum Inappropriate language (not aimed at others) 	<p>Low key response</p> <p>*Teacher responsibility to be sensitive to difference</p> <p>Rule reminder / quiet reminder / praise those making right choices</p> <p>Reminder that the behaviour is unacceptable</p> <p>If repeated, see other sanctions.</p>	<p>I noticed you chose to . . . This is a reminder that we need to ... (refer to class rule or value). At St. Joseph's School, we ... (describe the positive behaviour choice). Do you remember when you (give an example of previous positive behaviour), that is the behaviour I expect from you. I know that you can make the right choice – thank you.</p>
Level Two Behaviour	Reflection table in class	Supportive Dialogue
<ul style="list-style-type: none"> Out of seat more than once Distracting another pupils' learning Repeated (x1) interruption to teacher during whole class learning Not focusing on work Inappropriate language aimed at others Beginning to challenge authority Treating class environment without respect Late/delay coming back to class 	<p>Reflection table in classroom</p> <p>*Teacher/Lead adult to welcome back to learning when child is re-engaged with learning and is making right choices explaining that they are now ready to move on but that positive behaviour choices need to be made.</p>	<p>I noticed you chose to . . . (describe behaviour). At St. Joseph's School, we (describe positive behaviour choice). If you choose to continue (describe the behaviour) then you will need to go to the reflection table / complete the learning at another time / move to another table (refer to action to support behaviour). Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you</p> <p>If behaviour continues: I noticed you . . . You now need to go to the reflection table. We can then speak in 5 minutes. Thank you</p>
Level Three Behaviour	Time in Phase Class & Lunchtime Reflection	Supportive Dialogue
<ul style="list-style-type: none"> Continued interruption to input Continued disruption to class and others learning despite Level 1 and Level 2 sanctions. Obstructive behaviour in refusing to participate in learning Refusing to work Refusal to complete set task Upsetting name calling Throwing objects 	<p>Sent to another class with Blue card (5, 10, 15 mins).</p> <p>TA to accompany (If TA not available, another pupil) to sit at their reflection table.</p> <p>Work to be taken so learning time not lost. (If necessary, children can take a reading book if work hasn't been started)</p> <p>*It is the class teacher/lead adults' responsibility to recall a child after allocated time.</p> <p>Lunchtime restorative discussion (that day if before lunch or following day if afternoon)</p>	<p>You have chosen not to follow our rules/values..(describe). At St. Joseph's School, we... (describe positive behaviour) As a consequence, you will need to now learn away from our classroom. I will speak to you about this when you come back.</p> <p>What happened? What were you feeling/thinking at the time?</p> <p>How do you feel now? How did this make other people feel? Who has been affected and how? What should we do to put things right?</p> <p>If this happened again, how could you do things differently?</p>
<p>Teacher and Phase Leader to meet with parents after 3x Blue cards within a week to discuss concerns/strategies.</p> <p>Involve SENDCo, if concerns continue.</p> <p>Record on CPOMs if parents met or additional concerns.</p> <p>Teacher and SLT to meet with parents if there is not a decrease in Blue cards following initial meeting to discuss continued concerns/strategies.</p> <p>Personal behaviour plan to be written following second parent meeting.</p>		
Level Four Behaviour (SLT in charge informed)	HT/SLT decision Lunchtime Reflection	
<ul style="list-style-type: none"> Rudeness to an adult Highly disruptive behaviour Continued refusal to complete set tasks Offensive / abusive language Throwing objects Physically hurting others Intentionally breaking / destroying class equipment or property 	<p>Record on CPOMs</p> <p>RBG/Outside agency support referral, if deemed necessary</p>	
Level Five Behaviour (SLT in charge informed)	Sanction - HT decision Internal/fixed-term suspension - decision of HT	
<p>Level Five Behaviour</p> <p>The 5 non-negotiables</p> <ol style="list-style-type: none"> Deliberately hurting others Putting self or others in danger Inappropriate and discriminatory language, including racial and homophobic language Self-exiting Persistent disruptive behaviour 	<p>HT to make a decision on Internal Suspension in first instance and notify/meet with parents (Senior Leader in charge to notify HT, if not in school).</p> <p>Perpetrator and victim offered support.</p> <p>Recorded on CPOMs</p> <p>Letter to parents/carers</p> <p>HT to authorise External Suspension.</p>	

All Safeguarding concerns to be referred to a member of the Safeguarding team immediately.

If they are not the Designated Safeguarding Lead,
the team member will notify Judith Harvey (DSL) or Suzanne Long (HT)

- The Relationships and Positive Behaviour Policy should always be followed, and incidents recorded in all cases.
- Where possible the restorative approach will be used to deal with behavioural incidents even though a sanction/consequence may also be needed.
- The class teacher is responsible for ensuring that behaviour is appropriate within the classroom and communal areas. TAs are expected to follow the teachers lead and support them, working as a team.
- ONLY a teacher or the lead adult (L3) may send a child out of class or send a child to reflection time. This needs to be written on a Blue card. A TA can fill out the card but the teacher or lead adult (L3) has to sign it.
- All children who receive a Level 3 or 4 Blue card need to be taken to the adult leading Lunchtime Reflection that day if it is given in the morning, or the following day if it is given in the afternoon.
- Blue cards need to be given to the adult leading Lunchtime Reflection on the day the child has received it. This will enable the situation to be dealt with during the next Lunchtime Reflection. SLT to deal with any incidents where this box is ticked on the same day.
- Although the sanction/consequence list covers the majority of incidents, we acknowledge that the management of individual cases may vary from the above.
- Professional judgement needs to be used based on prior knowledge and individual circumstances (taking into account special educational needs).
- If the incident involves behaviour outside of school or travelling to or from school, it needs to be referred to SLT.
- If the incident concerns social media/mobile phones; bullying or cyberbullying it needs to be referred to SLT.
- Blue cards will be collated weekly to provide behaviour records/tracking to inform the behaviour/pastoral team and teachers. This will also enable positive action and pre-emptive solutions.

PLEASE NOTE THAT THIS IS ONLY A GUIDE: CLASS TEACHERS - AS THE PROFESSIONALS - NEED TO MAKE INFORMED, CONSIDERED DECISIONS BASED ON CONTEXT.

St. Joseph's Governing Body will review this policy every years.

Date: November 2022

Review Date: Autumn 2023

Chair of Governors: Mr Paul Drake

Signature: _____