



Autumn | 24-25

St Joseph's Catholic Primary School

Relationships and Positive Behaviour Policy

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Learn together and grow in God's love

Aspiration - Compassion - Community - Faith - Respect - Responsibility

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Section 1: Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour”

“Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom and the wider learning community. Underpinning this is the emotional health and wellbeing of staff. Building Curriculum for Excellence through positive relationships and behavior. Positive relationships are fundamental to all pupils achieving success at our school. At St Joseph’s Primary school we are committed to improving relationships and behaviour within school.

At St Joseph’s we aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued
- To celebrate all success
- To ensure that each individual realises their full potential
- All children can be the best versions of themselves
- To provide inclusive support systems which promote personal, social and emotional development through a clear focus on well being

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships. Approaches should be mirrored throughout the school
- To treat children fairly, but not the same, considering individual needs and challenges
- To communicate well as professionals to support the children in our school
- To build strong relationships between adults and pupils, pupils and pupils, adults and adults
- To have high and attainable expectations
- To ensure our approaches to behaviour and relationships are meaningful and positive

Our policy is also rooted in the British values of mutual respect, democracy, rule of law, liberty and tolerance of those with different faiths and beliefs.

Section 2: Rights, Responsibilities and Expectations

At St Joseph’s Primary School, we all have the right to feel safe, happy, and respected. This applies to every member of our school community – children, teachers, support staff, school management, parents, and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at St Joseph’s.

Responsibilities:

To demonstrate an understanding of the school’s values children should:

- Follow school rules and expectations
- Ask for help when unsure or they need it
- Show respect and consideration of others and their property
- Show good listening

- Wear school uniform
- Line up calmly and quietly
- Behave well when travelling to and from school and on school trips
- Recognise that the school is part of the wider community
- Show respect to all school staff and visitors
- Show respect for the school building and facilities
- Tell the truth
- Behave sensibly at lesson changes e.g. assembly, breaks and lunchtimes

Teachers should:

- Build relationships with all pupils in their class
- Use positive behaviour strategies
- Collect pupils promptly at times of lining up
- Treat pupils as individuals, get to know pupils and respect them
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all
- Model appropriate behaviour when dealing with incidents and discussing problems with children
- Be consistent in the use of rewards and sanctions
- Praise children's positive behaviour
- Ensure the curriculum is inclusive and try to make sure all needs are met within lesson
- Have well prepared lessons which are personalised, relevant and engaging
- Engage with all children, even if not in own class
- Keep specialist staff or any staff covering their class aware of any behavioural needs of pupils
- Show good active listening. Ensure all parties have the opportunity to express themselves, listen to what has been said
- Engage with parents/carers in order to share positive information about behaviour and to elicit support in improving behaviour
- Teach children how to develop resilience and have a growth mindset
- Be democratic and consultative, find out what works for your pupils and ensure they have ownership over classroom expectations e.g. creating class charter
- Be reflective; alter strategies if others are not working

The SLT should model and promote school values. Team members will:

- Visit classes to support behaviour
- Track behaviour and support those children who are consistently presenting challenging behaviour
- Ensure all staff are aware of any specific information relating to pupils and try to include staff in relevant meetings regarding pupils
- Show good listening
- Contact parents/carers in order to share positive information about behaviour and to envisage support in improving behaviour
- Praise children's behaviour

- Issue meaningful consequences when required
- Ensure positive behaviour is recognised through celebrating achievement e.g. assemblies
- Support restorative practice, through mediating and providing staff with support so they can carry out restorative interventions

Support staff / Playground supervisors should:

- Build relationships with all children they are working with
- Use positive behaviour strategies
- Ensure they circulate the playground within designated areas. Keep pupils with specific needs in view and supervise all areas
- Intervene quickly and calmly. Have restorative conversations with pupils prior to use of sanctions
- Be consistent in the use of rewards and sanctions
- Keep teachers aware of specific behavioural information; this could be from the playground.
- Engage with children and get to know them
- Show good active listening. Ensure all parties have the opportunity to express themselves, listen to what has been said
- Ensure you arrive for duties on time

Parents / Carers should:

- Ensure their child arrives to school on time
- Ensure that their child is wearing the correct school uniform every day
- Try to ensure your child has the necessary equipment for school-P.E. kit and appropriate outdoor wear
- Ensure that their child has something to eat and drink before school.
- Use praise to encourage positive behaviours
- Attend any scheduled meetings regarding their child e.g. Parent/carer consultations, individual meetings
- Work with the school to resolve issues
- Model positive interactions
- Contact the school whenever there is a problem, so that it can be sorted quickly
- Contact the school if there is anything we need to know which could affect the child's learning/behaviour

Expectations – School Rules

At St Joseph's we expect all children and members of the school community to follow our School rules:

- We make right choices
- We treat everyone and everything with respect
- We always try our best

Following these school rules helps us to always try to be the best version of ourselves.

Section 3: Our Approach to Relationships and Behaviour

At St Joseph's Primary School, we believe in building positive relationships with pupils and value the efforts pupils demonstrate on a daily basis. Our calm and positive approach to learning is the best learning environment for the children of our school.

Teachers will:

- Use positive praise for effort or right choices within the classroom and around the school
- Give Dojo points to children for demonstrating our school values or following the rules
- Use growth mindset strategies to encourage children with their learning
- Have conversations with children to help encourage them or help them with a problem
- Give stickers or certificates to children for personal achievements
- Encourage children to use the Zones of regulation table if they need to regulate their feelings or need some quiet time

Well Being Curriculum – Zones of regulation

At St Joseph's we follow a well-being curriculum to support pupils regulate their emotions as well as support their mental health and well-being. We use the Zones of regulation to support this curriculum. We believe that if pupils are happy, feel safe and are able to regulate their own emotions they are then able to learn, participate better in class as well as giving them key life skills. As part of our well-being curriculum, children participate in regular lessons and activities, participate in conversations, have opportunities to talk to adults as well as have Zones of regulation tables in classrooms and around the school. This helps the pupils to have quiet spaces to think about their feelings, understand them and then learn the tools they need to move forward to be ready for learning, playing with their friends or the next steps of the day.

Restorative Approach and Consequences

On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways. Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved and to learn and endeavour to prevent further incidences. Secondly, if this approach is unsuccessful, we have agreed consequences which can be used to support the child in learning about good behaviour.

Each aspect of our behaviour/relationships approach is detailed as follows:

Restorative Approach Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well- rounded individual

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm used. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound, seals the infection, punitive approaches to conflict seal in the harm within the relationship which will reoccur in subsequent behaviour.

Shifting responsibility to the pupil

By placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into

schools cannot only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in ‘relationships’ and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong-doing. First of all, students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Traditional	Restorative
What’s happened?	<i>What’s happened?</i>
Who’s to blame?	<i>Becomes</i> Who has been harmed and in what way?
How should we punish them?	<i>Becomes</i> What needs to happen in order to put things right and ensure that this never happens again?

Restorative approaches range from: a quick ‘restorative chat’ in a corridor right up to a full classroom conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrong-doing into a learning opportunity
- Supports the needs of the ‘harmed’
- Creates obligations and support for ‘wrong doers’
- Encourages a school-wide culture of mutual respect and care

Restorative Interventions at St Joseph’s Primary:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

For most of the above interventions the following script (Five Gateway Questions) will be used: The Five Gateway Questions

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need /need to do to fix this / move on

Additionally, where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate

- Thank all parties for participating

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality - explain that this is between the people involved (plus parents if required)
- Be aware of any matters re Child Protection
- If young people do not follow rules or are still becoming angry, stop mediation!

Interventions

The following detail each of the interventions and how they should take place: Restorative Conversations:

This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. The 'Gateway questions' can be used to guide the dialogue, however sometimes a less formal approach can have success. In this type of conversation, as with others e.g. mediation, it is important for the adults to demonstrate good listening and body language.

Peer and Adult Mediation:

This intervention is used when 2 or more people believe the other person (s) maybe the cause of the problem or has caused harm. The mediator should remain impartial; help both sides to consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators. 'The Five Gateway Questions' will be used as a script to guide the process.

Classroom Restorative Conferences:

These occur in response to issues in a whole class. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT / another teacher) to resolve conflict, repair relationships and move forward. The conference follows 'The Five Gateway Questions'. Teachers should make SLT aware that they want to have a class conference and they will either facilitate the conference or provide cover to enable another teacher to facilitate the conference.

Problem Solving Circles

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident

Section 4: Supporting Outstanding Behaviour for Learning at St Joseph's

Most children will at some point require support to ensure that good behaviour is habitual and valued as a vital skill that supports learning and leads to successful outcomes for all. The vast majority of children will operate within stage 1. It is important that all adults deal with behaviour concerns at the time that they occur. By addressing these concerns, you reaffirm class and school expectations ensuring a consistent approach across the school. The outcome will be that children feel secure; they know that everybody expects the same and by consistently modeling and expecting good behaviour we show that this is important to everyone.

Stage 1: Low level disturbance in class sessions

E.g. talking, off task, careless behaviour, calling out, Consequence: A reminder and positive reinforcement, stating action required. Option to use the well-being table to self-regulate if required.

Stage 2: Continuation of above and or level that prevents others from concentrating

This may lead to a consequence carried out by the teacher in charge at the time: moving seats, missing some play in class/reference to class expectations/restorative approach/ finishing work in own time. Option to use the well-being table to self-regulate if required.

Monitoring of Stage 1-2 Levels of behaviour – Class teachers to have a class list and to note stage 1 &2 behaviours and regular need to self-regulate. Deputy head to collect class list each half term to monitor.

Stage 3: Continuation/escalation of disruption despite prior stages

Directed to class next door class or an appropriate class with a note saying when they are to return (10 minutes max). Children to take work to do whilst in the other class. Children to complete reflection and have restorative discussion with Phase lead or SLT where required at lunch time/reference to behavioural expectations/values.

Stage 4: Escalation of behaviour

Class teacher to monitor and inform SLT and a personal behaviour plan is made if stage 3 is not addressing behaviour concerns. Meeting with parents, contact book, missing lunch time play and possible further escalation. Mentoring Referrals made to outside professionals.

Stage 5: Consistent behaviour concerns

If child repeatedly reaches stage 4, Headteacher to consider next step action including: internal suspension in school or a referral to the borough as a fixed term exclusion. Alongside this, support will be given, we will consult with RBG and outside professionals (dependent of need/intersection of needs). Agencies worked alongside include: RBG inclusion team, Waterside outreach (RBG), ASD outreach, SALT and EP service.

Monitoring of Stage 3-5 Levels of behaviour – Class teachers to record on CPOMs and to liaise with Phase leads and SLT.

All Safeguarding concerns to be referred to the Safeguarding team.

Section 5: Summary

It is essential that every member of our school community feels safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

We expect all staff to consistently and fairly apply the positive relationships and behaviour policy proportionately; we acknowledge that individual cases need to be dealt with in consideration of needs/intersection of needs.

Positive relationships are fundamental to all pupils achieving success at our school.

Appendix 1: Classroom Sanctions

Whole School Values Aspiration - Community - Faith - Compassion - Respect 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) 	Zones of Regulation Offered if child needs time to regulate feelings	Low key response *Teacher responsibility to be sensitive to difference Rule reminder / quiet reminder / praise those making right choices Reminder that the behaviour is unacceptable If repeated, see other sanctions.	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.
Level Two Behaviour	Warning/Reminder expectations & School Values		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 	Zones of Regulation Offered if child needs to regulate feelings	Child to be moved seats, be given a consequence teacher sees as reasonable *Teacher/Lead adult to be clear with instructions and encourage child to make right choices and to move on but that positive behaviour choices need to be made	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 move seats/ 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 If behaviour continues: I noticed you . . . You now need to go to this seat... We can then speak in 5 minutes. Thank you
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 	Zones of Regulation Offered if child needs to regulate feelings	Sent to another class with note (5, 10 mins). TA to accompany (If TA not available, another pupil) to sit on a quiet table. Work to be taken so learning time not lost. (If necessary, children can take a reading book if work hasn't been started) *It is the class teacher/lead adults' responsibility to recall a child after allocated time. Lunchtime reflection and restorative discussion (that day if before lunch or following day if afternoon)	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. What happened? What were you feeling/thinking at the time? 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? If this happened again, how could you do things differently?
Teacher and Phase Leader to meet with parents after 3x level three behaviours within one week to discuss concerns/strategies Involve SENDCo or SLT, if concerns continue. Record on CPOMs if parents met or additional concerns. Teacher and SLT to meet with parents if there is not a decrease in Level three behaviour following initial meeting to discuss continued concerns/strategies. Personal behaviour plan to be written following second parent meeting.			
Level Four Behaviour (SLT in charge informed)	SLT decision Lunchtime Reflection/Further consequence		
<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 	Zones of Regulation Offered if child needs to regulate feelings	Record on CPOMs RBG/Outside agency support referral, if deemed necessary	
Level Five Behaviour (SLT in charge informed)	Sanction - HT decision Internal/fixed-term Suspension - decision of HT		
Level Five Behaviour The 5 non-negotiables 1. Deliberately hurting others 2. Putting self or others in danger 3. Inappropriate and discriminatory language, including racial and homophobic language 4. Self-exiting 5. Persistent disruptive behaviour	Zones of Regulation Offered if child needs to regulate feelings	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). Internal Suspension at linked school Perpetrator and victim offered support. Recorded on CPOMs Letter to parents/carers HT to authorise External Suspension.	

Appendix 2: Playground Sanctions

Whole School Values Aspiration - Community - Faith - Compassion - Respect 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	Rule Reminder Script
Behaviours do not interfere with children's right to be safe. <ul style="list-style-type: none"> Inappropriate / unkind language aimed at others (but not discriminatory). Treating the playground environment / equipment without respect. Rudeness to an adult. Bickering and squabbling. 	Zones of Regulation Offered if child needs to regulate feelings	Low key response Rule reminder / quiet reminder of the school values. Reminder that the behaviour is unacceptable
Level Two Behaviour	Restorative Conversation	Restorative Script
Behaviours do not interfere with children's right to be safe. <ul style="list-style-type: none"> Continuation of L1 behaviours Inappropriate / unkind language aimed at others (but not discriminatory). Beginning to challenge authority. Treating the playground environment / equipment without respect Rudeness to an adult. Bickering and squabbling. 	Zones of Regulation Offered if child needs to regulate feelings	MMS use lanyards to hold a restorative conversation with child(ren). What happened? What were you feeling/thinking at the time? 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? If this happened again, how could you do things differently?
Level Three Behaviour	Time-Out on fence 5 minutes	Restorative Script
Behaviours do not interfere with children's right to be safe. <ul style="list-style-type: none"> Continuation of L1/2 behaviours Inappropriate / unkind language aimed at others (but not discriminatory). Beginning to challenge authority. Treating the playground environment / equipment without respect. Rudeness to an adult. Bickering and squabbling 	Zones of Regulation Offered if child needs to regulate feelings	MMS use lanyards to hold a restorative conversation with child(ren). What happened? What were you feeling/thinking at the time? 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? If this happened again, how could you do things differently?
Teacher and phase leader to meet with parents after 3x level three incidents within a week to discuss concerns/strategies. Involve SENDCo or SLT if concerns continue. Record on CPOMs if parents met or additional concerns. Teacher and SLT to meet with parents if there is not a decrease in incidents following the initial meeting to discuss continued concerns/strategies.		
Level Four Behaviour (SLT in charge informed)	SLT decision & Lunchtime Reflection/Further Consequence	
These are behaviours which impinge on an adult or child's right to feel safe. <ul style="list-style-type: none"> Behaviour continues once the child has had time-out on the fence. Persistent rudeness to an adult. Persistent refusal to follow adult instruction. Offensive / abusive language. Intentionally breaking playground equipment. Refusal to engage in a restorative conversation. Deliberately excluding another child. Play-fighting 	Zones of Regulation Offered if child needs to regulate feelings	Record on CPOMs Immediately removed from the playground if dysregulated. A behaviour contract may be considered if the child is receiving lots of yellow cards.
Level Five Behaviour (SLT in charge informed)	HT decision Internal/fixed-term (HT) suspension	
These are behaviours which impinge on an adult or child's right to feel safe. The 5 non-negotiables <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 playground Persistent disruptive behaviour 	Zones of Regulation Offered if child needs to regulate feelings	Immediately removed from the playground if dysregulated. Off the playground the following day. The child would remain inside at playtimes with a member of school staff, allocated by SLT. HT may use discretion to adjust the period of time that a child is off the playground, depending on the severity and persistence of behaviour. Perpetrator and victim offered support. Recorded on CPOMs Letter to parents/carers HT decision on Internal Suspension, internal suspension at a linked school and notify/meet with parents (Senior Leader in charge to notify HT if not in school). HT may authorise external suspension.

