

Introduction

This policy is to be read in conjunction with CAST 'Pupil Welfare Policy' and KCSiE (2022).

Principles of Our Relationship Shaping

- Pupils have the right to learn and to be taught in a safe environment.
- Expectations are modelled with a clear and consistent response to unacceptable behaviour whilst good behaviour is rewarded and celebrated.
- Rewards and sanctions are consistent, effective and timely.
- Routines are consistent.
- Pupils are responsible for their choices.

Gospel Values and Positive Choices

At St Mary's we are an inclusive learning community, which is founded on positive relationships. Our expectations follow the Gospel Values suggested, lived and championed by Christ. At school we call these our 8Bs. Be humble, be compassionate, be kind, be fair, be forgiving, be true to yourself, be a peace-maker, be brave!

Humility 'I am among you as one who serves' Luke 22:26

We respect each other's feelings, views, cultures and property; We understand that each of us has rights and responsibilities.

Compassion 'Whatever you did for one of the least of these brothers of mine, you did for me' Matthew 25: 39

We are motivated to focus on each other's needs.

Kindness 'Love your neighbour as yourself' Matthew 22:39

We are caring and thoughtful towards others; We are ready to help each other.

Justice 'Blessed are those who always do what is right' Psalm 106: 3

We are motivated to make the right choices; We understand why positive choices are required.

Forgiveness 'Be merciful, just as your father is merciful' Luke 6:36

We show mercy and forgiveness towards others; We take ownership of our choices, are helped to consider consequences and learn from our mistakes.

Integrity 'the Lord delights in people who are trustworthy' Proverbs 12:22

We are honest and truthful and take responsibility for our choices; We are polite and demonstrate good manners.

Peace 'I leave you, my peace I give you' John 14:27

We are always ready to discuss disagreements openly; We treat everyone with dignity and respect and are non-violent.

Courage 'Take courage! It is I. Do not be afraid' Mark 6:49

We experience success and meet challenges positively; We are responsible and responsive.

Rewards

Teachers use a combination of rewards (house points, certificates and dojo) and targeted praise to encourage and celebrate positive choices. This is scaffolded by consistent class expectations and routines. See Appendix A for our rewards in school.

Consequences

We are all human and make mistakes. When a child makes poor choices staff will follow the consequences flow chart (Appendix B). The focus is on logical consequences so that children work to repair the damage they have caused in the community of our school or lose a privilege, making amends for their poor choice. All staff are trained in using restorative language to enable pupils to reflect on their behavior and identify a logical consequence. Appendix C outlines this in more detail.

Restorative Questions

1. What happened from your perspective?
2. Who was affected by it?
3. What were you thinking and feeling at the time?
4. What can be done to make it right?
5. What do you need to move forward?

In Foundation and KS1 teachers focus on questions 1, 3 and 4.

Recording of Incidents Behaviours

Level 1 behaviours are recorded in a class behavior log book. Level 2 and Level 3 behaviours are recorded electronically on the schools recording system. Each behavior is logged as Low, Medium or High level behavior. Level 1 and level 2 behaviours are 'Amber' behaviours and level 3 behaviours are 'red' behaviours (CAST Positive Welfare Policy)

Pupils with SEN

It is important to note that pupils with Special Educational Needs may need extra support with making positive choices in school. They will be supported by the class teacher and Pastoral Support Worker if difficulties persist.

Date Ratified by Governing Body: March 2023

Review Date: March 2025

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Appendix A: Rewards in School

Praise

Teachers will reward pupils with verbal praise – teachers proactively 'catch' pupils behaving well. Classes may have Praise Walls for Praise displays to celebrate pupil positive behavior.

House points

Pupils may receive a sticker (usually in KS1) or a House Point to reward their positive choices.

All children can gain House points which are counted weekly by teaching staff. The 'house' which have earned the most points have play time on the Astro on a Friday. Pupils can gain House Points from any member of staff, governors or visitors to the school. The house which wins the most weeks in a half-term will receive a special reward such as non-school uniform day.

Class DoJo

Pupils may receive a class DoJo or a group DoJo points as a reward for learning or for demonstrating one of our 8 Values. Each DoJo point represents one House Point.

Star of the week certificates

Teaching staff will issue star of the week certificates, students are selected due to their promotion of School Values, academic excellence or positive choices in school.

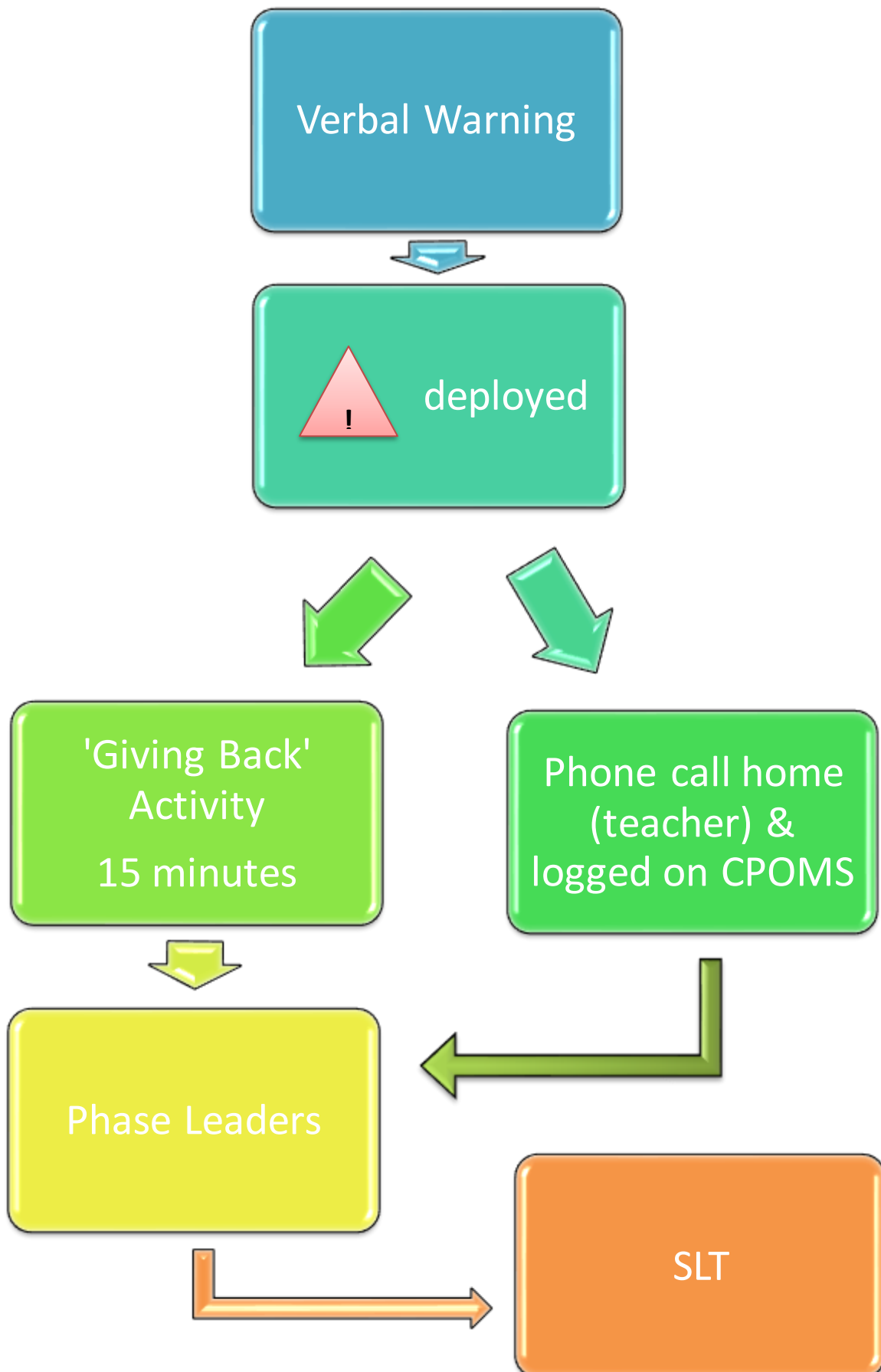
Golden Time

15 minutes of Golden time on a chosen afternoon during the week. Children are eligible to attend providing they have had to complete no 'giving back' activities this week.

Other Rewards

Pupils may earn rewards for learning activities, including reading, handwriting and maths. Rewards motivate the pupils and ensure high expectations are maintained. Rewards are inclusive and accessible to pupils of all abilities.

Appendix B: Consequences Flow Diagram



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Appendix C: Example behaviours and support for relationship repairs

	Examples of behaviour	Response, Consequence and Support Strategies
Level one Low	<ul style="list-style-type: none"> • Talking in class when teacher talking/ or working. • Ignoring instructions, refusal of command. • Lack of learning within a reasonable differentiated period of time. • Low-level classroom disruption (e.g. tapping). • Calling out. • Work avoidance. • Inappropriate and disrespectful response to staff/ peer (e.g. yeah) • Inappropriate invasion of personal space. • Low level acts of unkindness to peers (one off name calling, mocking, knocking) • Taking people's property without consent. • Low-level damage to equipment/ furniture. • Not moving around the school safely, i.e. running, etc 	<p>Response strategies:</p> <ul style="list-style-type: none"> • Class behaviour strategies – look from adult or non-verbal warning (hand signals/eyes) • Praise pupils who are on task thus reinforcing good behaviours. • Reminder of the rule /expectation. • Adult move closer to the pupil. • Verbal warning (quiet word) • Move seating arrangement - move children to a different peer/ quiet seat. • Time out from activity to regulate – class calm down area, book area. • Give a Hub or sensory room pass – children know that if this is during learning time they have to owe the time back during break times. • Reflection time: couple of minutes missed of break time to complete logical consequence. • Log Behaviours if notable or concern of frequency is rising in class behavior log. • Inform Phase leader of initial concerns. <p>Logical Consequences may include:</p> <ul style="list-style-type: none"> • If work not complete – finish work in own time. • If damaged property – sort class resources/ tidy, sharpen pencils, etc • If unkind – agree an act of kindness to be performed • If shouting out – learn signing for 3 key words. • If moving around room – colour classroom / area zone map and make poster to emphasize expectation. <p>Support Strategies:</p> <ul style="list-style-type: none"> • Normal classroom management including catching the pupil doing the right thing, praise wall, etc.
Level two Medium	<ul style="list-style-type: none"> • Repeated/ deliberate level one behaviour • Inappropriate use of language. • Deliberate ignoring/refusal of instruction/adult requests. • Refusal to do any learning. • Refusal to comply. • Choosing to leave classroom, playground & hall without permission. • Persistent throwing and or flicking objects. • Defacing workspace, school equipment & walls. • Damage to property. • Misuse of toilets. • Verbal threats and acts of unkindness to others. 	<p>Response Strategies:</p> <ul style="list-style-type: none"> • Try level 1 behaviour management strategies. • Time out (in parallel class or safe space) must be supervised. • Reflection time: restorative conversation with key adult identifying what happened, how they were feeling, how they can make it right (KS2: how the other(s) were feeling) • Adult agrees logical consequence with the child (as immediate as possible) • The ABC log completed in class behaviour log. • Incident form completed and CPOMs. • Inform Phase Leader and SLT. <p>Logical Consequences may include:</p> <ul style="list-style-type: none"> • Spend 10 minutes of break/lunch repairing e.g. completing work, creating kindness /sorry card, doing jobs e.g. litter picking or cleaning away mess, loss of privilege, e.g. miss football session, a stro session etc • Golden Time in school is earned so they would be aware they haven't earned their full quota of Golden Time – only effective if on a Thurs/Fri and they use that time to complete a logical consequence. <p>Support Strategies:</p> <ul style="list-style-type: none"> • Parents notified by class teacher once low level behavior shifts to persistent at level 2.

