

St. John Bosco RC Primary School



Positive Behaviour Policy

*Caring for each other as we live, learn
and grow in God's love*

Positive Behaviour and Discipline Policy

Our Mission Statement

At St John Bosco our school family prides itself in 'Caring for each other as we live, learn and grow in God's love'.

Our Ethos

At St John Bosco RC Primary School the staff and governors feel that every member of our school community should feel welcomed and valued for the unique contribution they bring to our school. Inspired by the life and teachings of Jesus Christ, we believe that both children and staff are entitled to opportunities to achieve their potential and experience success. We recognise our responsibility to support children in fostering a positive attitude to learning, a sense of responsibility and in developing the resilience they need when things do not go as expected.

We are a caring community whose values are built on mutual trust and respect for all; recognising that each person must be treated fairly and well. We are committed to maintaining high expectations of behaviour as an essential contribution to the educational experience of our pupils and to the happiness and wellbeing of our whole school community.

Aims

In partnership with parents, we aim to promote a calm, caring, safe learning environment where everyone feels important, happy and secure. The school behaviour policy is designed to uphold the way in which all members of our school can establish positive relationships, based on kindness, so that we can live and work together in a supportive way. The aims of the policy are to:

- Provide a consistent approach to behaviour management and discipline throughout the school
- Define what we consider unacceptable behaviour, including bullying
- Outline how children are expected to behave; guiding them to be able to understand, manage and self-regulate their own behaviour
- Summarise the roles and responsibilities of different members of our school community with regard to behaviour management
- Outline our system of rewards and sanctions.

Rights, Rules and Responsibilities

At St John Bosco RC Primary we believe that there are four basic rights for our pupils, which underpin our positive behaviour and discipline policy, these are:

1. To feel and be safe
2. To be able to learn
3. To be treated with respect
4. To be included

The Role of Governors

Comment [HM1]: Version 1

The Governing Body's responsibilities are:

- ★ To review and approve the written statement of behaviour principles.
- ★ To support the Headteacher in carrying out these guidelines.
- ★ To review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, offering support and holding the Headteacher to account for its implementation.
- ★ To make the ultimate decision on permanent exclusion.
- ★ To monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently

The Role of the Headteacher

Comment [HM2]: Version 1

The Headteacher's responsibilities are:

- ★ To ensure the health, safety and welfare of all children in the school.
- ★ To review this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's four basic rights for pupils.
- ★ To ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- ★ To keep records of all reported serious incidents of misbehaviour.
- ★ To manage fixed-term suspensions for individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The Role of School Staff

Comment [HM3]: Version 1

Staff responsibilities are:

- ★ To help in developing positive attitudes by recognising good behaviour and work.
- ★ To do all that they can to celebrate pupils gifts and talents
- ★ To actively teach desired behaviour
- ★ To "set the tone" and be positive role models for our pupils
- ★ To make every effort to provide a well organised, well displayed and attractive classroom for the children to learn in.
- ★ To devise learning activities which will motivate pupils, encourage them to talk, share, debate and cooperate.
- ★ To treat each child fairly; using the Codes of Conduct and sanctions consistently in relation to children's needs.
- ★ To use the RIP (reprimand in private) and PIP (praise in public) principles.
- ★ To work as a team, sharing responsibility for behaviour management across the school.

| |
|--|
| ★ To acknowledge that we all make mistakes and that forgiveness is the key to moving on. |
| ★ To listen to children carefully and avoid jumping to conclusions. |
| ★ To record incidents of poor behaviour on CPOMS, at the nearest opportunity, also verbally reporting incidents to the SENDCo, Deputy Headteacher or Headteacher if necessary. |
| ★ To liaise with external agencies as necessary |
| ★ To use positive language when talking about children's learning and behaviour, both in front of and away from the child |
| ★ To form good relationships with parents so that all children can see that the key adults in their lives share a common aim |

The school works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The Role of Parents and Carers

Comment [HM4]: Version 1

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|--|
| Parent and Carer responsibilities are: |
| ★ To support their children in following the Code of Conduct as set out in this Behaviour Policy. |
| ★ To help celebrate all that is positive and good in school and to reward good behaviour at home. |
| ★ To inform the school of any changes in circumstances that may affect their child's behaviour. |
| ★ To contact school with any concerns or worries they have regarding their child as soon as possible. |
| ★ To play an active role in discussions when children are finding school difficult and to work with the school in finding solutions. |
| ★ To set a good example for their children. |
| ★ To form good relationships with the school so that all children can see that the key adults in their lives share a common aim |
| ★ To support their child's learning and to cooperate with school as set out in the Home School Agreement |
| ★ To support the actions of the school should the need arise to implement sanctions. |

If parents or carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Pupils

Comment [HM5]: Version 1

Children's responsibilities are:

- ★ To work to the best of their abilities and allow others to do the same
- ★ To treat everyone with respect
- ★ To obey the instructions of the school staff
- ★ To take care of property and the environment of the school
- ★ To cooperate with other children and adults
- ★ To walk quietly and calmly around school

Monitoring

The Headteacher reports to the governing body on the effectiveness of this policy and, if necessary, makes recommendations for improvements. Monitoring is carried out constantly through a range of means both informally and formally. As we recognise positive behaviour is the responsibility of everybody we deploy additional measures that involve our whole school community, these include:

- Senior Leadership 'drop ins' around the school including playground and Dining Hall
- SLT observations and behaviour walks.
- Staff members- half-termly behaviour walks (see Appendix 1a)
- Staff Self-evaluation (See Appendix 1b)
- Pupil Questionnaire (see Appendix 1c)
- Parent Questionnaire (See Appendix 1d)

Records of incidents of unacceptable behaviour are kept across school, these include:

- Incidents and follow up actions recorded on CPOMS
- Classroom Behaviour Logs kept in conjunction with 'Good To Be Green' reward system.
- The log, kept by the Headteacher, of any child who is excluded for a fixed-term, or who is permanently excluded.

Our Values



At the heart of St John Bosco are our core values and learning behaviours that underpin everything we do. These form the foundation of the behavioural expectations for our whole school community and are the basis for our whole school rules. These keywords are given a high profile around school both on display and in discussions with children.

Whole School Rules

Our behaviour policy is underpinned by the following basic school rules:

| We are kind and helpful | We are always ready to learn |
|--|---|
| This means we will... | This means we will... |
| <ul style="list-style-type: none">• Keep hands and feet to ourselves• Work, play and move calmly and safely around school• Be kind and respectful in our words and actions• Ensure others are included | <ul style="list-style-type: none">• Listen when others are speaking• Follow instructions quickly and sensibly• Raise our hand for permission to speak• Allow others to learn |
| We show that we care | We always do our best |
| This means we will... | This means we will... |
| <ul style="list-style-type: none">• Tell the truth• Look after property• Speak politely; saying please, thank you and excuse me• Treat others as we would wish to be treated• Tidy up after ourselves• Forgive the mistakes of others | <ul style="list-style-type: none">• Not waste our time• Learn from our mistakes• Encourage others• Try new things• Believe in ourselves• Work hard |

These rules are shared with pupils, parents and carers and are clearly displayed in each classroom and around the school building. The rules, rights and responsibilities are discussed with all children throughout the school in order that they appreciate how this will support us all to achieve a happy, safe and secure school for everyone. During these discussions children are taught how to consider the feelings of others and how to resolve conflicts in a positive way.

Class Rules

At the start of the academic year, each class draws up their own 'Class Charter' based upon the whole school rules and our core values. Class work during the first week of the academic year ensures that all children understand the rules and deems them to be fair. These rules, along with the whole school rules, are the basis for the 'Good to be Green' behaviour system. Additionally from the very start of their journey in our school children become familiar with two other codes. These are:

| Our Listening Code | Our Lining Up Code |
|--|--------------------------------------|
| When I am asked for my attention I: | When I am asked to line up I: |
| Stop what I am doing | Walk to the end of the line |
| Empty hands/show me five | Leave a person space |
| Look at the teacher | Keep my hands and my feet to myself |
| Keep quiet and still | Keep quiet and still |
| Listen to instructions | Listen to instructions |

In addition to our whole school rules and class charters, we recognise the need for an agreed Code of Conduct during non-curriculum time. Behaviour outside of the classroom can have a huge impact on behaviour in the classroom and in turn affect the learning environment. We believe that an essential part of high standards of learning can be achieved when behaviour at these crucial points in the day are managed well. The following expectation and procedures have been put in place to ensure these standards of behaviour are maintained:

Playground expectations

- ★ We play together and we look after one another
- ★ We respect the grown-ups
- ★ We let other children get on with their own games
- ★ We sit peacefully in the quiet area
- ★ We stand still and quietly when we hear the first whistle
- ★ We walk calmly and sensibly to our line when we hear the second whistle
- ★ We enter school calmly

Dining Hall expectations

- ★ I will sit in my seat sensibly
- ★ I will use my knife and fork and not my fingers
- ★ I will not talk when my mouth is full
- ★ I will chew with my mouth closed
- ★ I will not put my elbows on the table
- ★ I will ask politely for things and say thank you
- ★ I will have quiet conversations
- ★ I will pick up anything that I drop on the floor, when I have finished

Transition Times

Arriving at School

- One member of staff from each Key Stage will greet children at the front of school. A member of staff will be positioned on each entrance door to welcome children into the building and supervise hand sanitisation.
- An additional member of KS2 staff will be positioned on the yard to support children with additional needs, receive messages and usher children towards the building.

Toilets

- During curriculum time KS1/2 children will use the toilets one at a time.
- At lunch time/break times/ returning into school children will line up outside of the toilet area and a member of staff will monitor from the corridor.

Going out for Playtimes

- All classes will be led out onto the yard by a member of staff who will then remain on duty and lead children back into the building at the end of playtime. Supply teachers should cover the duty of absent teachers but should never be without support.
- Classes, identified as needing additional support, will be accompanied by an extra member of staff who will be positioned at the end of the line both when going onto the yard and when returning to the building.
- The main door will be closed behind each class and children will not be permitted to return to the building unless accompanied by an adult.
- Staff will indicate the end of play with three short blows of the whistle.
- Children will join the line to be led back into class when they hear a longer fourth whistle. To reduce the length of the line, KS1 pupils will line up with a named partner.
- All classes will be led back into the building by a member of staff

Home Time

- All classes will be led out and around the building by the class teacher, who will then dismiss children from the front of school. A member of support staff will be positioned at the end of the line.

Positive Reinforcement

At St John Bosco we recognise that the vast majority of pupils behave well and that positive reinforcement proves much more effective than imposing sanctions. We deploy a wide range of strategies that acknowledge, recognise, celebrate, encourage and reward good behaviour. These range from verbal praise to certificates and lunch with the Headteacher (see Appendix 2).

As part of our consistent, whole school approach we also use the accumulative 'Good to be Green' system (see Appendix 3) from Nursery to Year 6. This is a simple, child-friendly visual classroom display which focusses on positive behaviour management and being ready to learn. The ethos is to notice good behaviour and give attention to pupils making the right choices. Each day, all children are expected to be ready to learn and begin on a green card, depending on their behaviour they can move through a sequence of colours resulting in either a reward or a consequence. The premise is that every child starts each day with a 'clean slate' and that sanctions from the previous day are not to be carried over.

Consequences for when the positive approach doesn't work.

At St John Bosco we believe that everyone is accountable for their own behaviour. We recognise that:

- Consequences need to be in proportion to the misbehaviour and that consistency is crucial.
- The knowledge that the behaviour will be followed up is far more important than the gravity of the consequence.
- Consequences can be either immediate or deferred until later.
- We need to give children opportunities to accept accountability for their actions, resolve conflict in a positive way and develop self-discipline.

Deferred consequences.

We understand that it is important to apply the right type of consequence; this may mean deferring it, as seen appropriate, e.g. saying to a child 'I will see you at the end of the lesson' if they refuse to follow your direction. Unless it cannot be avoided consequences will not be held over to the following day. All children will start with a 'clean slate' (back on the green/ready to learn stage) each day.

Equal Opportunities

- Whilst we aim to ensure a whole school approach and strive for consistency, we acknowledge that 'one size fits all' is not always an appropriate approach to positive behaviour management.
- We recognise that children can have different needs and that we should know what they are. We know that we need to treat some children differently to others to get the same result and this is what we mean by equal opportunities.
- Those children with additional needs will have an Individual Behaviour Plan that is appropriate for their needs. These plans will be shared with all staff that work with these individuals including all Middle Leaders who may be called upon for support.

Unacceptable Behaviour

We know that what is considered unacceptable behaviour can differ according to individual perspective. In order to avoid confusion and ensure whole school consistency we have documented what constitutes unacceptable behaviour at St John Bosco and what the subsequent sanction/consequence, for this behaviour, is.

Unacceptable Behaviour Stages & Actions

| | Possible Behaviour | Action | Managed by |
|----------|--|--|---|
| Stage 1 | <p>Minimal low level disruption e.g.</p> <ul style="list-style-type: none"> ▪ Not listening ▪ Not on task ▪ Out of seat ▪ Disrupting other children, chatting in class ▪ Distraction, interruption ▪ Answering back ▪ Not taking instructions ▪ Running inside | <p>Strategies that can be used:</p> <ul style="list-style-type: none"> ▪ Name/pause technique ▪ Eye contact (stern stare, raised eye brow) ▪ Praise of other children ▪ Assertive body language (crossed arms, frowns etc.) ▪ Direct back to seat ▪ Whispering a firm reminder ▪ Reminder of the Code of Conduct ▪ Quiet unobtrusive 'What should you be doing?' or 'Are you okay?' | Class Teacher |
| Stage 2 | <p>Persistent low level disruption, following 2 Stage 1 warnings, or other minor incidents e.g.</p> <ul style="list-style-type: none"> ▪ Complains/mutters disruptively/persistently ▪ Unsafe movement around classroom/school ▪ Inappropriate physical contact e.g. poking, flicking, ▪ Telling lies/getting others into trouble ▪ Careless damage | <p>Child issued with 'Stop n Think' card</p> <ul style="list-style-type: none"> ▪ Verbal warning ▪ Reposition child, if necessary ▪ Set a time limit for improved behaviour ▪ Reminded of expected behaviour required to get back to 'Good to be Green' | Class Teacher |
| Stage 3: | <p>Beginning to challenge e.g. continued low level disruption following Stage 2 warning,</p> <ul style="list-style-type: none"> ▪ Verbal abuse/minor bad language ▪ Encourages other to misbehave ▪ Answering back or constantly questioning adult's decision or request ▪ Not completing a reasonable amount of work, in a set time due to behaviour ▪ Deliberate disruption e.g. trying to distract other children from their work, ▪ Destruction of property (first time) ▪ Persistent rough play ▪ Playtime incident (first occurrence) ▪ Threatens violence | <p>Child is issued with 'Warning' Card</p> <ul style="list-style-type: none"> ▪ Reposition child if necessary ▪ Set a time limit for improved behaviour ▪ Reminded of expected behaviour required to get back to 'Good to be Green' ▪ 'Time out' in another class if above already tried ▪ Child to repeat task/ complete work in own time ▪ Parents informed at home time ▪ Child to apologise verbally <p>N.B. 2 warnings in the same week = sent to Deputy Headteacher</p> | Parallel Teacher/ Key Stage Leader |
| Stage 4: | <p>Serious incident e.g.</p> <ul style="list-style-type: none"> ▪ Causes hurt intentionally ▪ Uses obscene language ▪ Verbal abuse including racial/homophobic language ▪ intentional damage to property ▪ refusal to follow instruction ▪ persistent rudeness ▪ theft, ▪ repeatedly leaving class without permission ▪ Bullying (As defined by Anti-bullying Policy) | <p>Child is issued with 'Consequence' Card</p> <ul style="list-style-type: none"> ▪ Playtime/ lunch time detention-complete Behaviour Reflection form ▪ Apologise in writing <p>N.B. 3 consequences in same half term = HT / DH to contact parents</p> <ul style="list-style-type: none"> - possible letter home from DHT or HT - possible internal exclusion (to be decided by DHT or HT) – - meeting with parents DHT/HT and class teacher | Key Stage Leader / Deputy Headteacher |

| | | | |
|---|---|---|-----------------------------------|
| Stage 5: | <p>Very serious incident e.g.</p> <ul style="list-style-type: none"> ▪ Behaviour is creating a health and safety risk ▪ Running out of school ▪ Repeated fighting and intentional physical harm to other children ▪ Repeated verbal abuse to any staff or child serious theft e.g. taking money or valuable property ▪ Intentional acts of vandalism ▪ Serious challenge to authority – persistent and dangerous ▪ persistent bullying (As defined by Anti-bullying Policy) | <ul style="list-style-type: none"> ▪ Parents informed ▪ Class Teacher/DHT/HT meeting with parents (Behaviour Contract) ▪ Internal exclusion ▪ Lunchtime / playtime detention - complete Behaviour Reflection form ▪ Apologise in writing ▪ Withdrawal from an event that is imminent pastoral support programme ▪ Possible fixed term exclusion ▪ Involvement of other agencies (CYPS, CAMHS, Behavioural Support Team) | Deputy Headteacher / Head teacher |
| Stage 6: | <p>Extremely Serious incident e.g.</p> <ul style="list-style-type: none"> ▪ Extreme danger or violence ▪ Physical abuse to staff ▪ Possession of weapons or drugs ▪ Cumulative serious disruptive behaviour | <ul style="list-style-type: none"> ▪ Parents informed immediately ▪ Possible exclusion | Headteacher |
| <p>Progress through the list of sanctions on a regular basis will result in a review of the child's behaviour and on being placed on a daily report with parents informed and involved.</p> | | | |

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear

Challenging Unacceptable Behaviour

In managing day to day behaviour positively staff make a determined and conscious effort to:

- ♣ Greet and be greeted by name — staff take the initiative
- ♣ Initiate conversation — make time to chat with children
- ♣ Smile, build empathy — try to understand the child's point of view, how they might be feeling
- ♣ Use humour — it builds bridges
- ♣ Keep calm — it reduces tension
- ♣ Listen - it earns respect
- ♣ Say thank you - we all appreciate it
- ♣ Say sorry when we get it wrong — we are all human
- ♣ Bring up topics which may not be academic but which interest children
- ♣ Find something to like about all pupils
- ♣ Look out for pupil resourcefulness - we all need to feel good about ourselves
- ♣ Value pupil efforts as much as their achievements; often we do not experience big changes but small steps in the right direction and we need to notice these.

When managing unwanted behaviour staff are expected to conduct themselves in a positive way by following the school guidance for correcting unwanted behaviour (Appendix 3). Likewise, children are expected to take responsibility for their behaviour and finding a resolution to any conflict, with staff support (see Appendix 4 Restorative Practice)

Hierarchy of Involvement

To ensure that unacceptable behaviour has the least impact across the school we have implemented a hierarchy of involvement to show how incidents should be handled. In the first instance class teachers should deal with any unwanted behaviour following the guidance in the 'Behaviour Stages & Actions' chart (p.8-9)

If this does not prove effective then the class teacher can request support from more senior members of staff in line with the procedures above.

Fixed-Term and Permanent Exclusions

Temporary exclusions are one of the last resorts and may take the form of withdrawal at lunch times, short term suspensions or exclusions for longer periods. In exceptional circumstances it may become necessary for a child to be permanently excluded from the school, staff in school will do all that they possibly can to avoid this situation arising.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Signed: _____

Designation: _____

Date: _____

Review Date: November 2022

**Appendix 1a -Monitoring
Behaviour Walk Proforma**

|  St John Bosco Behaviour Monitoring Walk | | | | |
|--|-----------|-------|-------------------|-------------------|
| Date: | Observer: | Role: | | |
| Time | EYFS | KS1 | Lower Key Stage 2 | Upper Key Stage 2 |
| | | | | |
| | | | | |
| | | | | |
| Development Points / Actions: | | | | |

Appendix 1b-Monitoring Staff Self-evaluation/Audit

|  St John Bosco RC Primary School Staff Behaviour Questionnaire | | Strongly Agree | Mostly Agree | Disagree |
|---|--|----------------|--------------|----------|
| Name | | | | |
| Role | | | | |
| Date | | | | |
| 1. | I have read and understand the most recent Positive Behaviour Policy. | | | |
| 2. | I understand my role and responsibility in relation to managing behaviour positively. | | | |
| 3. | I believe the vast majority of children are well behaved in our school. | | | |
| 4. | I have a clear idea of rewards that can be used for positive behaviour | | | |
| 5. | I have a clear idea of the range of sanctions that can be used for unacceptable behaviour | | | |
| 6. | I am aware of the variety of strategies that can be used in this school to address behaviour which impedes teaching and learning | | | |
| 7. | I am aware of the social and emotional needs of children in the class. | | | |
| 8. | I act as a role model for positive behaviour. | | | |
| 9. | I recognise academic and behavioural achievements in class, no matter how small. | | | |
| 10. | Classroom rules are negotiated with and understood by the students. | | | |
| 11. | Classroom rules are few in number, clearly worded and regularly referred to in class | | | |
| 12. | Classroom rules are positively reinforced | | | |
| 13. | Classroom rules are clearly displayed in the classroom | | | |
| 14. | I explicitly teach the rules and routines of positive behaviour | | | |
| 15. | I have high expectations for my students | | | |
| 16. | Rewards are small and readily achievable | | | |
| 17. | Classroom rewards are linked to the school's reward system | | | |
| 18. | Rewards are awarded fairly and consistently | | | |
| 19. | There are clearly established routines for gaining students' attention | | | |

| | | | | |
|-----|---|--|--|--|
| 20. | There are established, clear routines for students entering and exiting the room | | | |
| 21. | There are established, clear routines for: – gaining quiet and silence – distributing and collecting materials/equipment and changing activities – clearing up and ending a class | | | |
| 22. | In my class sanctions are clear to students and appropriate to the unacceptable behaviour | | | |
| 23. | I apply sanctions in a consistent and fair manner | | | |
| 24. | I rapidly rebuild working relationships after an incident of unwanted behaviour | | | |

What I Think Works Well...

It Would be Even Better If...

Please include any Continual Professional Development opportunities that you feel you might benefit from.

Thank you for your continued support

Appendix 1c - Monitoring

|  St John Bosco RC Primary School Pupil Behaviour Questionnaire | | | | | |
|--|---|------------------|-----------|-------|--|
| Please circle or tick the smiley face that shows how you feel about each statement. | | | | | |
| Date: | Always | Most of the time | Sometimes | Never | |
| 1 | I enjoy school. | | | | |
| 2 | I feel safe at school. | | | | |
| 3 | I have a clear understanding of the behaviour expected from me. | | | | |
| 4 | I am well behaved at school. | | | | |
| 5 | The behaviour of other pupils is good. | | | | |
| 6 | I feel safe in the playground. | | | | |
| 7 | I am encouraged to treat everyone with respect. | | | | |
| 8 | Staff treat us fairly. | | | | |
| 9 | Staff listen to what I have to say. | | | | |
| 10 | There is an adult I can go to if I feel worried. | | | | |
| What I like most about my school... | | | | | |
| | | | | | |
| This school would be better if... | | | | | |
| | | | | | |

Thank you for sharing your opinions with us. This is an anonymous survey but if you would like the chance to discuss your feedback please include your name and class here:

Name: _____ Class: _____

Appendix 1d



St John Bosco RC Primary School Parent/Carer Behaviour Questionnaire

| Date: | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-------------------------|--|----------------|-------|----------|-------------------|
| 1 | My child likes school. | | | | |
| 2 | My child feels safe and happy at school. | | | | |
| 3 | My child knows they can turn to an adult for help should they need it | | | | |
| 4 | All children are treated fairly | | | | |
| 5 | I feel welcome in school. | | | | |
| 6 | The staff are friendly and approachable. | | | | |
| 7 | I know about the 'Good to be Green' behaviour scheme | | | | |
| 8 | I think this reward scheme works well | | | | |
| 9 | I know the school rules | | | | |
| 10 | I have seen the school rules clearly displayed around the school environment | | | | |
| 11 | The school has high expectations of pupil behaviour | | | | |
| 12 | The children are well behaved in school | | | | |
| 13 | The school recognises and rewards positive behaviour | | | | |
| 14 | I know who to speak to if I have a concern | | | | |
| Comments or Suggestions | | | | | |
| | | | | | |

Child's Year Group: **Nursery/ Reception/ Y1/ Y2/ Y3/ Y4/ Y5/ Y6**

Thank you for sharing your opinions with us. This is an anonymous survey but if you would like the opportunity to discuss your feedback please include name here:

Child's Name: _____

Parent/ Carer Name: _____

Appendix 2

| Behaviour Management in Practice | |
|---|--|
| | Short term (Sessional/daily) |
| Whole School | Diddy Dots/ Stamp cards Class prize box Direct praise (smile/thumbs up) in front of peers Celebration Stickers Core Value Stickers Taking good work to another teacher Star of the Day Head Teacher stickers 'Good to Be Green' behaviour management chart |
| | Medium term (weekly) |
| Whole School | 'Good to Be Green' stickers Head Teacher's Certificate Class Attendance Award – additional 5 minutes play time |
| | Long term (Cumulative) |
| Whole School | Diddy Dot Prizes Super Silver Award stickers Sharing achievements with parents via postcard Mrs Peart's Prize box 'Come Dine With Me' – Dinner with the Headteacher Opportunity to apply to School Council (Specific to Year 6) |

**Appendix 3-
Good To Be Green Behaviour Scheme**

‘Good To Be Green!’ Positive Behaviour Scheme

Good To Be Green Principles

- Each day is a new day.
- Each class has a behaviour chart and each day **all** children begin on green to demonstrate the expectation that each day will be a positive one.
- Children can earn **silver** and **gold** cards for good behaviour and manners.
- Children know that there are consequences when making inappropriate behaviour choices.
- Children know that they have the opportunity to get back to green within the day.

Good to Be Green Rewards

- All children that have not received a warning during the week will have earned a ‘**Good to Be Green**’ sticker/note home.
- When a child shows that they are consistently demonstrating good behaviour choices, are living by our shared values and keeping the school and class rules, they can be awarded a ‘**Super Silver**’ reward card by a member of staff, at least one child will be chosen each week. As these accumulate they can be exchanged for a ‘**Great to be Gold**’ card, which is a ticket to the Headteacher’s ‘**Golden Table**’. The rewards for these are as follows:

| | EYFS | KS1 | KS2 |
|------------------------------------|---|-----|-----|
| Sticker/ Note home | Stayed on Green All Week (No Stop n Think) | | |
| Headteacher’s Prize Box | 3 consecutive ‘ Super Silver ’ reward cards | | |
| ‘Great to be Gold’ Card | 5 consecutive ‘ Super Silver ’ reward cards | | |

Good to Be Green Sanctions

Appropriate actions and sanctions will be imposed in line with the ‘Unacceptable Behaviour and Actions’ chart, which ranges from Stage 1 – 6. ‘Good to be Green’ cards are used up to Stage 4:

- **Stage 1**- When a child makes an inappropriate behaviour choice, they will be given a quiet and private reminder by the teacher, reinforcing positive expectations.
- **Stage 2** - If the child continues to demonstrate unacceptable behaviour, they will be given a ‘**Stop and Think**’ reminder card and may be asked to move places or move closer to a member of staff.
- **Stage 3** - If, despite these reminders, the child continues to behave in an unacceptable manner, they will be given a **Warning** card.
- **Stage 4** -Should the child refuse to modify their behaviour and continue to make bad choices a ‘**Consequence**’ card will be issued and a sanction will be imposed.
- Where a child receives 2 warnings in the same week they will be sent to discuss the matter with the Deputy Headteacher
- Where a child receives 3 consequence cards in half a term, a parent will be contacted by the Deputy Headteacher or Headteacher.

Appendix 4

| Correcting Behaviour in a Positive Way | |
|---|--|
| Considerations Before you Begin | |
| <ul style="list-style-type: none"> → Ensure you can give a controlled response. → Focus on the initial behaviour you want to correct → Make sure have the child's full attention | |
| Correcting the Behaviour | |
| <p>Instruction - What would you like the child to do? Ask the child in a friendly, positive and polite way.</p> <p>⇓</p> <p>Choice – Offer a choice Take this choice or I will act e.g. You can either get on with your work here or you will have to go to time out.</p> <p>⇓</p> <p>Warning -If you don't there will be a consequence If you continue to choose to behave this way then there will be a consequence.</p> <p>⇓</p> <p>Consequence – unless the child can be encouraged to modify their behaviour</p> | |
| Reactions to Avoid | Responses to Try |
| Getting drawn into an argument | Repeat your request calmly |
| Making threats | Stick to your guns and follow through with what you have said |
| Getting angry – this is counterproductive (think about body language too) | Express your anger at certain behaviour e.g. I am angry with the way you behaved and I want you to in order to put it right. |
| Making assumptions | Listen to what the child is saying |
| Blaming/shaming the individual | Separate the behaviour from the person -it is not the person we dislike but the behaviour |
| Asking “Why?” – it rarely gets a satisfactory response | How should we? What should we? |
| Following on from an Incident | |
| <ul style="list-style-type: none"> → Build respect by offering the encouragement to move on. → Re-establishing a working relationship with the child, no matter the severity of the incident. → Continue to reinforce the message that the classroom is a place for learning. | |

Appendix 5
Restorative Practice

Positive Behaviour - Restorative Practice

Even in a positive environment problems can arise. One of the main reasons for these problems is that some children find it difficult to resolve conflict. Restorative approaches look at the harm caused after a negative incident rather than the punishment needed. At St John Bosco we employ the following Restorative Practice strategies to support children in developing empathy, building resilience and managing minor conflicts/disagreements:

| What We Do | How We Do It |
|-------------------------|---|
| Group Meetings | <ul style="list-style-type: none"> → We identify the problem → We give individuals a chance to express their issue → We collectively look for a solution. → We speak one at a time, listening to others. |
| Peer Negotiation | <ul style="list-style-type: none"> → Allow cooling off time after an argument over property etc. → The adult describes the situation as they see it and reminds the children that if no solution is found then the property will be retained. → Time is given for the two parties to negotiate with each other for a solution. → The parties report back to a member of staff. |
| Self Talk | <ul style="list-style-type: none"> → Correcting negative self talk. → Encouraging children to check what they say to themselves and instead of beating themselves up about a mistake say instead "Next time I will . . .!" <p>N.B. Some children's behaviour is due to a poor self image or low self esteem. Using strategies to highlight what children are good at can be useful especially if we 'catch' children doing things well and tell them. Encourage children to see all the positives instead of homing in on the one negative point.</p> |

Questions We Use to Support Resolution

- What happened?
- What were you thinking when it happened?
- What did you feel inside when it happened?
- How are you now?
- Who else has been affected?
- What do you need to feel better?
- What needs to happen to put things right?