

OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

ST JOHN RIGBY PRIMARY SCHOOL

God's will be done through work and play, as we follow Jesus day by day



Positive Behaviour and Relationships Policy

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RATIONALE

At St John Rigby, we believe the development of positive behaviour and relationships are central to all that we do. Our school's culture and mission are based on teaching principles which promote positive behaviour, empathy, respect, self-esteem, self-discipline, and awareness of appropriate behaviours that support healthy relationships for later life.

Our school's ethos and values are manifested through the behaviour of all our members. We believe a calm, safe and supportive environment engages our children and young people to attend, fully participate, learn and thrive.

Inspired by Hebrews 10:24, "Let us consider how we may spur one another on toward love and good deeds", **we believe that strong relationships between the child, home and school are integral to our children's success and supporting our core aims.** This policy communicates how we can achieve this in partnership, as members of one community, committed to a shared purpose.

WHAT ARE OUR KEY PRINCIPLES AND AIMS?

John Rigby is a community based upon the strong Catholic virtues of Faith, Hope, Forgiveness, Love and Trust. The ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect.

Our mission statement lies at the heart of all we do and underpins our overarching core aims:



- To ensure **God's will** is achieved by empowering our children to develop as happy, safe and respectful individuals who through faith formation are able to make informed choices that are in their own and others best interests.
- To enable children **to work** with a joy and love for learning, acquiring the knowledge, skills and behaviours needed to be successful in their own lives and understand how they can make a positive contribution to society.
- To enable children **to play** with an inquisitive and exploratory mind as they imagine, collaborate and create. They will take ownership of their learning journey and know that limitations are also opportunities for growth, showing courage to sometimes be wrong.
- To inspire children to grow, **day by day**, in their knowledge and understanding of the virtues to live by, developing traits of excellence through our core school virtues of: Faith, Hope, Forgiveness, Love, and Trust, and continuing to flourish and discover their unique God given potential.

Current studies show that children's behaviour is associated with how they feel and their emotions are associated with how they learn. Teaching children to notice and identify these emotions and feelings can help with child development and learning. Our key aim is to support children's social and emotional growth by creating positive relationships and supporting children to understand and analyse their feelings so that we can enable our children to thrive in a secure environment in which everybody belongs. We recognise that the best education for our children is an inclusive education; one that encourages Excellence for All.

St John Rigby's whole school strategy is based around current studies of child development and effective learning. We are invested and committed to developing honest, meaningful and respectful relationships within the school community in order to secure our understanding of children's needs as shown by their behaviours.

Our approach to school life considers how a child's environment directly impacts on optimal child development; including achievement, wellbeing and behaviours (*Urie Bronfenbrenner c1979*) and we actively seek to ensure our children's main two microsystems, home and school, work closely together to build relationships and establish an environment (mesosystem) that:

- i) supports our Catholic Character Education,
Follow Jesus day by day, and
- ii) ensures we are **Ready, Respectful** and **Safe** at all times

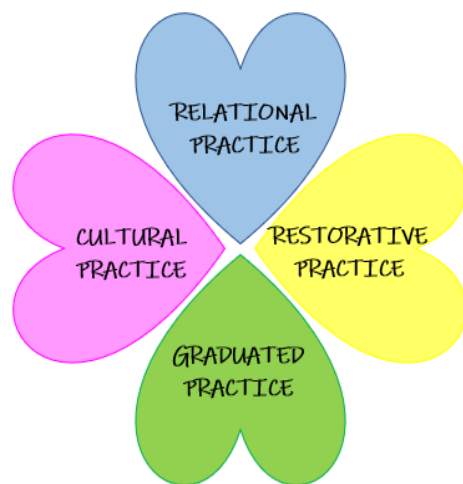
Through strong relationships with our children, staff are a positive role model who take the time to know each individual, listen to their voice and commit to ensuring each child is valued and respected. There is a focus on ensuring that children are coached and supported in self-regulation and developing positive relationships with themselves and others. This, in turn, supports our children in knowing how they should act towards one another.

We also recognise that the majority of our children generally behave very well and that 'all behaviour is communication', so when things are not going so well, we will endeavour to support children through these issues. Every effort is made to ensure children are not isolated or separated. This also involves staff and parents/carers working closely together, collaborating and supporting each other for the benefit of the child who is at the centre of all we do.

As such, we expect high standards of behaviour, politeness, courtesy and co-operation from all members of the school community. This policy aims to ensure that our community is valued, where all members should be able to work, learn and achieve their full potential in a calm and orderly environment where everyone is treated with compassion and mutual respect.



Our Positive Relationship & Behaviour Policy & Practice has the following 4 underpinning principles:



Relational Practice:

- **Building relationships** by providing a secure, safe and nurturing environment with mutual respect and understanding.
- **Emotional Coaching and Modelling** to teach pupils how to recognise and appropriately manage their emotions, building healthy relationships and behaving in socially acceptable ways.
- **Supporting Inclusion** by facilitating access to learning, ensuring social inclusion and developing individual skills.
- **Setting Boundaries**, reaching agreement and shared understanding of expectations, and establishing clear and consistent processes for resolving difficulties.
- **Responding & Calming**, using a supportive approach and key relational skills to help pupils regulate strong emotions and calm behaviour, and implementing Responsive Coregulation Plans with agreed response for de-escalation and self-regulation.

Cultural Practice:

- **Quality First Teaching & High Expectations** is recognised as vital in ensuring an inclusive and supportive learning environment for all pupils.
- **Consistent Relational Approaches** allow for managing low-level disruption, supporting change, preventing rather reacting to challenge and securing clear understanding by all.
- **Powerful Praise**, through genuine recognition and specific feedback, ensures affirmation of the expected behaviours and effort promoting intrinsic gratification and growth mindset, rather than external control systems of rewards which is unlikely to impact positively on pupils who have experienced attachment insecurity or trauma.
- **Parent Partnership** is understood as vital to child development and successful learning in school.
- **Wellbeing and Personal Development** ensures all staff are able to make a valuable contribution to provision and to have ownership of their work through opportunities to share and develop ideas and good practice.

Restorative Practice:

- **Reflection & Responsibility**, through honest and open discussion and promoting respect for everyone by learning to listen and value other opinions.
- **Resolving Conflict**, using restorative interactions to resolve minor conflict and disagreement in order to create a shared understanding.
- **Repairing and Restoring**, using restorative conversations to help pupils learn about the impact (consequences) of their behaviour on themselves and others, and repair and reconcile relationships.
- **Reintegration and Supporting Change** through a structured, supportive process that aims for inclusivity and addressing unmet needs, allowing pupils to be more resilient, feel self-assured and ready to engage with learning.

Graduated Practice:

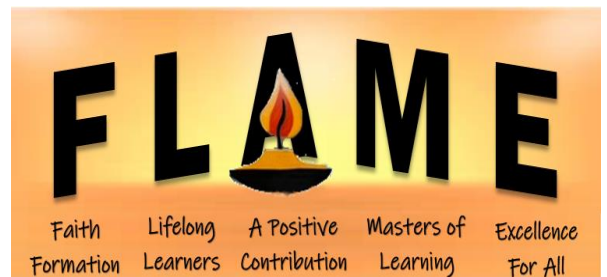
- **Whole School Behaviour Curriculum** supports pupil understanding of school rules, expectations and behaviour system; how emotions and behaviour are connected, and why some pupils' additional needs mean they need different support to others. All pupils know about good mental health strategies and how behaviour impacts on mental health.
- **Universal Approach (T1)** develops a positive school ethos, improving behaviour across the whole school, aiming to support greater engagement in learning; positive behaviour and relationships are promoted in the first instance by teaching staff, who expressly teach the core aims, social skills and positive reinforcement of the behaviour policy.
- **Targeted Support (T2)** addresses the needs of the individual pupil through Pastoral or Inclusion Support (Assess, Plan, Do, Review) to ensure inclusion and access to learning.
- **High Level Intervention (T3)** is the next level of intervention if all other provision has not enabled the pupil to access learning on a consistent basis, or they pose a serious risk through their behaviour.

HOW DO WE PUT OUR PRINCIPLES INTO PRACTICE?

Our Positive Behaviour and Relationships policy recognises the right of every individual in our community to teach, to learn, to work and to grow without disruption, and to be given every opportunity to fulfil his/her potential and develop his/her talents in a caring, respectful and supportive environment. Positive behaviours and relationships are encouraged through a mixture of high expectations, a clear and consistent policy, and an ethos which fosters moral and social responsibility, compassion and mutual respect between children, staff and parents/carers.

Our behaviour principles are the fundamental cornerstone to living and breathing the ethos and virtues of our school.

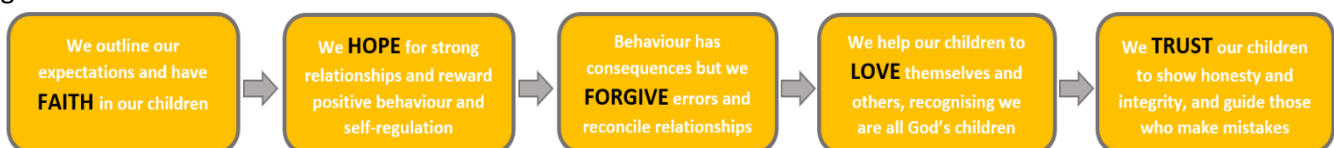
Through our behaviour curriculum, **high expectations** for positive behaviours permeate through our curriculum driver 'FLAME', and our '**Rigby Rules**'; **routines** and **encouragement** establish a sense of belonging for children, staff and parent/carers, which we believe creates strong and enduring **relationships** within our community.



WHAT IS OUR PROCESS TO SUPPORT THE DEVELOPMENT OF POSITIVE BEHAVIOUR & RELATIONSHIPS?

Faith Formation is a key element within our 'FLAME' and underpins our Catholic character education, which seeks to foster the development of the whole child, by engaging them in a shared vision of life based on virtues that lead to the human flourishing in the pursuit of Christ.

In line with our core values, and virtues to live by, we strive to enable our children to develop good sense, or practical wisdom, allowing them to understand what is important in different situations and how to act for the right reasons. We guide and support our children through the experience of making choices and provide opportunities for practical and ethical insight as they become more autonomous and reflective in the practice of virtue and emotional regulation.



Within our Faith Formation, we remind children how their positive behaviours, readiness to learn and respect for others, reflect the core virtues of the school. This is taught to all children, so that they understand what behaviours are expected and encouraged and what is unhelpful and unacceptable. Our Faith Formation is centred on what successful behaviour looks like in developing our Catholic Character, and our pupils are engaged in defining this through agreed expectations, and class charters, for a positive learning and school environment in which they feel safe, respected and valued.

WHAT ARE OUR BEHAVIOUR EXPECTATIONS?

At St John Rigby, our behaviour expectations support children's knowledge and understanding of good character development. This is explored through our mission statement, school values and curriculum, recognising that we should:

'Follow Jesus Day by Day', and Be Ready, Be Respectful, Be Safe

Our **'Rigby Rules'** (Appendix 1) are expected to be followed by everyone in our school community; staff, children and families.

In order to **Follow Jesus Day by Day**, we learn how to apply the teachings of Jesus in our daily lives, we explore virtues to live by and consider how to treat others the way we wish to be treated, strengthening character and relationships in order to flourish and be fulfilled.

In order to **Be Ready**, we show that we are ready to teach, learn and listen, being positive in our attitude and willingness to try.

In order to **Be Respectful**, we show love, honesty and gratitude, being respectful to ourselves and others, as well as school property.

In order to **Be Safe**, we consider how our behaviours affect us and others, we work together to keep ourselves safe (physically and mentally) both in school and out, and seek support when it is needed.

High expectations are explored with the children at the beginning of, and periodically through the school year, and the Rigby Rules are displayed in the classrooms and in the hall, as well as being reinforced through our collective worship and celebration assemblies.

HOW DO WE ENSURE WE ARE INCLUSIVE?

Our school's culture consistently promotes inclusion through high standards of behaviour and providing the necessary support to ensure all children can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all children in the school, including children with SEND, so that everyone feels they belong in our school community and high expectations are maintained for all.

At St John Rigby, we recognise that behaviour will often need to be considered in relation to pupil's with SEND, and that some behaviours are more likely be associated with particular types of need, such as a pupil with speech, language and communication needs who may need extra support to understand a verbal instruction. Although it does not follow that every incident of poor behaviour will be connected to a child's SEND, ownership of behaviour will be effectively supported, whether or not the child has underlying needs. Children who have been identified as having SEND will be guided through the graduated approach, in liaison with our SENDCO, to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties, which will have a bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, our staff will, as far as possible, anticipate likely triggers of poor behaviour and put in place support to prevent these. Preventative measures include (but are not limited to):

- adapting the curriculum to ensure accessibility and full participation;
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

WHAT IS OUR COLLECTIVE ROLE & RESPONSIBILITY? (Appendix 2)

The Local Academy Committee (Governors) of the School will ensure that:

- Policies designed to promote good behaviour and positive relationships are fair, equitable and adhered to.
- The policy is kept under review, considering any new guidance issued by the L.A, Trust and Secretary of State.
- The impact of the policy is monitored and reviewed, consulting with the Headteacher and children at the school.

The Headteacher and Leadership Team (incl Pastoral leads) will:

- Set high standards for what is acceptable behaviour.
- Ensure all staff, parents/carers are responsible for regulating the conduct of the children.
- Provide regular training and support for positive behaviour and relationship development for all staff to ensure consistency in approach across school.
- Work with subject leads to develop a curriculum that promotes behavioural, social and emotional wellbeing as well as academic elements.
- Ensure there is a well-organised, calm and visually appealing/motivating school environment.
- Ensure there are clear communication systems between home and school so that parents/carers are kept fully informed of their children's behaviour and celebrations of success.

All Staff (see Appendix 2a) within the school will:

- Model the school expectations of 'Follow Jesus day by', Be Ready, Be Respectful & Be Safe' at all times
- Establish clear rules and expectations, in line with school policy, and ensure these are understood by all.
- Ensure they follow the school approach consistently and fairly.
- Support and guide children to respect themselves, their peers and adults.
- Support children to develop a sense of self-esteem and belonging, supporting positive relationships and connectivity.
- Help the children develop their social skills and moral understanding in order to behave in an appropriate way.
- Celebrate and practise positive behaviour reinforcement more frequently.
- Use positive statements to promote expected behaviour eg 'walk in school' (rather than 'don't run').
- Apply preventative measures that consider the specific circumstances/requirements of children.

All Teachers will:

- Be ambitious and have high expectations for their children.
- Ensure positive establishment of the classroom environment and routines, as well as the classes rights and responsibilities, in order to secure expectations and promote security and ownership of children's own behaviours
- Build relationships with children, recognising every interaction/every day is an opportunity to build authentic connections with and between the children in their care.
- Adopt a range of appropriate strategies to promote positive behaviour for learning and relationship development in and out of class.
- Support children with emotional literacy and understanding of their feelings
- Maintain communication between home and school, regarding their children's learning and curriculum expectations.
- Regularly share and celebrate children's positive behaviours, achievements and successes with parents/carers.
- Ensure parents/carers are kept updated regarding their child's behaviour, working in partnership to address any concerns and implement support where needed.

All Children (see Appendix 2b) will:

- Follow the school expectations of 'Follow Jesus day by day', Be Ready, Be Respectful & Be Safe' at all times
- Have high aspiration for themselves and challenge their learning ability by aiming high
- Co-operate with staff and other children both in and out of the classroom.
- Think through any actions and develop an awareness of their own feelings and the feelings of others.
- Develop understanding of the consequences of their actions on other people and environment.
- Have secure values and beliefs to be able to distinguish right from wrong, with the confidence to challenge injustice respectfully.
- Recognise that they are part of a diverse and multicultural community and understand that they are made unique in God's love.

All Parents/Carers (see Appendix 2c) will:

- Model the school expectations of 'Follow Jesus day by day', Be Ready, Be Respectful & Be Safe'.
- Ensure they have read the school policy and are familiar with its aims and principles.
- Work in partnership with the school to reinforce our collective approach to the development of Positive Behaviour & Relationships both in school and at home.

HOW DO WE REINFORCE POSITIVE BEHAVIOURS & RELATIONSHIPS?

At St John Rigby, we firmly believe that children learn best when they feel valued and praised for their efforts and achievements. This is supported by our aim that all staff connect and form positive relationships with the children in their care, showing genuine interest and fostering partnerships built on trust and understanding.

Our approach to positive reinforcement is rooted in the research of B.F. Skinner who stated that *"the likelihood of a child's behaviour reoccurring can be increased by following it with a wide variety of reinforcers"* (c1974). With this in mind, we strive to ensure that our children experience consistent positive reinforcement for all aspects of good behaviour, work ethic and forging positive relationships, in order to promote achievement, boost motivation and develop a sound moral grounding of right and wrong. Developing a Recognition Culture through 'Powerful Praise' and 'Positive Noticing' holds emotional value and supports development of self-worth, affirming the desired behaviour or outcome so that children not only feel valued but understand why they are receiving the recognition and what behaviour or skill to repeat, e.g. *"You have shown good listening skills today. Well done!"*

"I've noticed you trying really hard. You are showing resilience and a determination to learn."

Living out our Core aims is, recognised and celebrated within each class and across the school community.

Encouragement, praise and rewards are used to motivate including:

- Verbal praise, words of encouragement, public (or private) acknowledgement
- Different phase group reward programmes e.g. stickers, privileges, free-time
- ClassDojo (see below & Appendix 3), Praise Points, rewards and notifications home
- Award Board – celebration of all school achievements including behaviour and attendance.
- Being given special roles or responsibilities within the class or across the school
- Friday Celebration Assemblies (Star Pupil and recognition of achievements outside of school).
- School Shout-Out, such as a Post-card or phone-call home to acknowledge positive behaviour, attitude or achievement, including improved attendance or punctuality
- Headteacher Award in recognition of exceptional behaviour, attitude, effort and resilience or work produced
- Tea with the Headteacher
- St John Rigby FLAME Awards – Medal and Certificates (termly) with parents/carers invited to celebrate

ClassDojo

ClassDojo is a digital classroom engagement tool designed to promote behaviour and communicate more effectively with parents/carers. It supports our positive approach to behaviour reinforcement by awarding the children's Avatar characters with reward points for positive behaviour and achievements linked to our School Expectations: Follow Jesus day by day (Virtues), Be Ready, Be Respectful, Be Safe.

Praise Points can be awarded by any member of staff, including at lunchtimes and in the lunch hall. Class teachers will trigger a message, via the App, to parents/carers at the time each point is rewarded. Class teachers are also able to celebrate children's behaviours and achievements through private messaging and/or sharing excellence through the Class Story

Tea with the Head

The children at St John Rigby value time being spent together as a community and in a recent review, stated that they valued time with the headteacher, and of course cakes and juice, to celebrate what they liked about school and how well they are doing. Each term, class teachers and LSAs put forward a child to join the Headteacher for 'Afternoon Tea' in recognition of their outstanding efforts in learning, a significant achievement (personally or academically), or for showing good character/behaviour for learning.

St John Rigby FLAME Awards

In line with our curriculum drivers, children are recognised termly through a special awards presentation. To strengthen our partnership in achieving this, Parents/Carers are invited to join in with the celebration and certificates and medals are presented for:

Faith formation: Living out school values, showing commitment to the Catholic ethos or service to the school

Lifelong Learning: Showing good progress or attainment in a particular subject (knowledge and skills)

A positive contribution: Being aspirational or aiming to make a difference and contribution to modern Britain

Master of learning: Showing a positive attitude to learning or modelling learning behaviours e.g. resilience,

Excellence for all: Overcoming barriers to learning, recognising the importance of being ready, respectful and safe, both physically and mentally.

HOW DO WE SUPPORT A CHILD WHO FINDS IT DIFFICULT TO REGULATE THEIR BEHAVIOUR?

At SJR we understand that behaviour is also communication and that children, particularly those with mental health concerns, or who experience trauma or difficult experiences in their childhood, often struggle the most to self-regulate their emotions.

SJR is committed to understanding and meeting the needs that are being communicated by children and to provide both in-school support as well as seeking additional specialist support from external partners (e.g. Children Social Care/Family Support/Early Help/CAMHS/Community Organisations).

At St John Rigby, a 3-tier system is used to support our main aim of establishing a secure inter-relational environment integral to our children's success, as well as to promote inclusion and a sense of belonging across the school community:

- Tier 1 – Universal support through High Quality Teaching, Classroom Management and Positive Relationships
- Tier 2 – Targeted support through Pastoral & Inclusion Support
- Tier 3 – High level intervention: School Leaders & Headteacher

Tier 1 – Universal Support: High Quality Teaching, Classroom Management and Positive Relationships

- Teachers support children's emotional literacy through the delivery of KIPSY (Knowledge is Power Strengthening You), understanding and reflecting on different emotions each week. The core aim being to develop understanding and practical skills that children can use to proactively navigate their mental and emotional journey through childhood into adulthood. Teachers provide a platform of learning which enables children to embrace their mental and emotional wellbeing, recognise and communicate their feelings and make informed choices about the person they want to become.
- Positive behaviour and relationships are promoted in the first instance by class teachers and teaching staff, who expressly teach the core aims, social skills and positive reinforcement of the behaviour policy.
- Teachers and LSAs work with a full understanding of behaviour theories and a focus on inclusion and community, adopting an ethos of inclusion, support, adaptation and relationship building with children.
- Core aims and expectations of behaviour are consistently reinforced by all staff.
- Teachers, LSAs and Lunch staff are trained in de-escalation and behaviour management for low-level disruption.
- Preventative strategies are applied, using positive practice and adaptation, to pre-empt rather than react.
- There is a clear escalation procedure in place using 1,2,3 Rigby Rule. Clear identification of the step and required behaviour is given at each stage:
 - “That is a 1. Be Ready. Thank you.”
 - “That's 2. Show me you are ready to learn by looking this way. Thank you”
 - “That is Level 3. We will meet at break/lunch to talk about how to be ready in class.”
- School-wide agreed consequences will be understood by all and applied fairly, discreetly and consistently and the child must be given the time to reflect on their behaviour with the adult who issued the Level '3'
- Consequence arising from reaching Level 3 (L3) = reflection on behaviour and/or implement strategies to support.
 - **For Reception**, this is immediate and forms part of the characteristics of learning within the curriculum. Parents/carers are spoken to at the end of the day regarding the behaviours that triggered escalation.
 - **For Years 1 – 6**, 'reflection time' will be at an appropriate point during the day (e.g. break time / lunch time) to enable discussion around the behaviour and emotions at the time. Children will be supported by the adult using the restorative approach. Parents/carers will be informed via a Dojo Message home. A copy of the reflection should be sent home for discussion. Tier 1: L3 behaviour/outcomes are recorded on BROMCOM
- Children are given a fresh start in each session. However, staff should use their professional judgement if they find a child is continually reaching Step 2 in every session or every day (Persistent Low-Level Disruption)
- Reaching a Tier 1: L3 on **three occasions over a half-term** will trigger a Tier 1 meeting with class teacher and parent/carer to discuss the behaviour that has resulted in a third escalation. A Positive Behaviour Plan between the child & class teacher is agreed going forward.
Tier 1 meetings & outcomes must be recorded on BROMCOM
- In incidences where a child is struggling to adhere to expectations, despite all adaptations/support, the class teacher may decide 'Reset/Calm-Time' may be an option (5/10 mins to allow for self-regulation in a Reset Space/Calm Corner) or to escalate the incident to Tier 2, particularly if the behaviour is disruptive or unsafe.
- Escalation to Tier 2 will also be triggered if a child reaches L3 again following a Tier 1 meeting with parents/carers
- All escalations in behaviour must be recorded on BROMCOM for the purposes of behaviour analysis.
- There is a clear link with the SENDCO/Inclusion team/External agencies to ensure that teachers are equipped to remove barriers and enable access to learning for children who may need adaptation.

Tier 2 – Targeted Support: Pastoral & Inclusion Support

- As practitioners we are aware that ‘all behaviour is communication’ and must consider what the child is trying to communicate. We realise that sometimes this can be different for every child, so support may look different in each individual case.
- Following challenging behaviour or ongoing low-level behaviour, school staff are to liaise with their Phase Lead/SLT. A decision can then be made to complete a Tier 2 referral to the Pastoral & Inclusion Team (PIT), for a Tier2 parent meeting and/or referral for extra support.
- Tier 2 will also come into force if, despite all strategies and interventions, behaviour continues to be disruptive to learning and/or ‘time-out’ of the classroom is required.
- A child whose behaviour is a danger to others will be removed from the classroom or the other children will be moved from the classroom, whichever is deemed the safest course of action.
- Pastoral & Inclusion support are knowledgeable and equipped to help children to return to class when they are finding self-regulation and inclusion a challenge. They will work with children to reflect on their behaviour and seek to offer support, and establish more beneficial ways of working – they may consider referral for external support or work with families as required.
- Positive Behaviour Support plans are completed by The Pastoral & Inclusion Team in conjunction with the child, their parents and their teacher, and are shared with all staff around the child. A behaviour support plan accounts for the specific needs of the child and details the rationale and specific strategies for use. In emergency situations, it is important to consider the factors impacting that child.
- CPD for staff is identified in order to maintain the plan and quality first teaching and classroom management.
- The Positive Behaviour Plan is designed to be a short-term measure and once reviewed there is an opportunity to come off the planned support. Plans will be reviewed half-termly in order to establish the impact on behaviour and establishing next steps.
- There are specific programmes established for children for whom inclusion is a consistent challenge such as nurture groups, 1:1 LSA support, Sensory Circuits etc.
- Pastoral & Inclusion will include the SENCO who will work with specialist support agencies for provision when necessary including CAMHS, LA and Speech and Language support.
- Following analysis of behaviour data, the Pastoral & Inclusion Team will offer support to parents and families and work closely with teachers and support staff to ensure a joined-up approach to provision.
- The Head Teacher may be approached for informal support and advice if deemed appropriate.
- The Pastoral & Inclusion Team will have regular updates and discussions of progress following a half termly report featuring children in Tiers 1-3.

Tier 3 – High Level Intervention: Senior Leadership & Headteacher

- So far as possible, staff adopt preventative strategies to prevent behaviour escalating. When specific behavioural risk has been identified, evidence-based, positive, proactive and preventive strategies are used.
- If the range of provision from the class teacher, Pastoral & Inclusion Team or any specialist support has failed to enable the child to access the classroom on a consistent basis, or the child is posing a risk to themselves or others through their behaviour, then the Senior Leadership or Head Teacher will consider a range of interventions including, but not limited to, a learning contract, internal exclusion, 1:1 teaching, a reduction of timetable, and fixed term (suspension) or permanent exclusion with support from the local authority.
- Decisions regarding intervention will be made following analysis of behaviour patterns, strategies employed and their effectiveness and feedback from the Pastoral & Inclusion Team.
- Decisions regarding intervention will be made in full and open consultation with parents/carers and the Pastoral & Inclusion Team, with the welfare of the child at the heart of any decision made.
- Overall, the final decision regarding consequence and time scales rests with the Headteacher.

Exceptional & Serious Behaviours

There may be occasions when a child demonstrates a behaviour that is considered to be dangerous, severe and completely unacceptable in accordance with the mission and aims of the school. In these circumstances, and dependant on context, it is considered acceptable to bypass Tier 2 and report directly to the Phase Lead or Tier 3 for Senior Leadership Team, in the first instance, or the Headteacher depending on the severity.

These behaviours may include, but are not limited to, the following:

- Intentional swearing or derogatory language used as verbal aggression towards others
- Violent conduct towards other children
- Child-on-child abuse, including Sexual harassment towards other children
- Violent conduct towards staff
- Deliberately causing damage to property or stealing
- Leaving school premises without permission
- Bringing dangerous items into school (for which a search can be made).
- Abuse of any kind related to, but not limited to, gender, disability, race or faith.

Under these circumstances, parents will be called in to school to discuss the issue as it arises and Senior Leadership Team will be involved in formulating a positive behaviour plan around the child in order to prevent further episodes. The child will have the opportunity to reflect on that behaviour and its causes, and next steps will be discussed and agreed with the child's involvement.

There are 3 levels of consequence available to impose depending on the severity and nature of the incident and its context, as well as the child and their need:

Level 1 – missing break(s), loss of privileges (e.g. a prized responsibility), school-based community service, being placed on a Behaviour Contract for behaviour monitoring

Level 2 – removal from the classroom (internal isolation)

Level 3 – external exclusion (Suspension or Permanent)

HOW DO WE MANAGE BULLYING, DISCRIMINATION AND CHILD-ON-CHILD ABUSE?

We recognise bullying, discrimination and child-on-child abuse as extreme and harmful behaviours, which will not be tolerated at St John Rigby. As such, they have their own policies to outline our key principles and approach to managing this type of behaviour – please refer to the list of policies at the end of this document.

Any suspected incident of bullying, discrimination and child-on-child abuse will be fully investigated and appropriate action taken as required. All cases are treated seriously and are followed up in order to eliminate this behaviour. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively and appropriate consequences will be put in place where this behaviour has occurred.

We recognise the need to support both those being affected and those who are displaying the behaviour - this may be to understand each other's feelings so that a resolution can be found; to identify needs and put support in place; to support with the development of empathy and education of social and moral growth.

All incidents are formally recorded on BROMCOM so that this level of behaviour can be monitored and formally reported. Persistent incidents will be deemed as severe behaviour and escalated to the Headteacher.

HOW DO WE ENCOURAGE POSITIVE BEHAVIOUR & RELATIONSHIPS OUTSIDE OF THE CLASSROOM?

The Key Principles and Core Aims applied in the classroom are expected to be continued during collective worship, at playtimes, lunchtimes and any other unstructured time of the school day. Children are expected to demonstrate exemplary behaviour at all times. If unhelpful choices are made, the escalation of the behavior is managed in accordance with the Tier system, including the use of 1,2,3 Rigby Rules to prompt positive behaviours. This professional consistency will also ensure that all staff, including lunchtime staff, are regarded with equal respect by all children.

Playground

Several strategies have been put in place to ensure that the playground is a safe and happy place for our children to play purposefully and have fun without any need to resort to negative behaviours. These include:

- Buddy Bench – a bench is located on each playground and children are aware that if someone is sitting on the Buddy Bench then they are feeling excluded in some way and need to feel part of group during that play session.
- Sports Crew (trained to run lunchtime clubs).
- Wellbeing Prefects and Faith Ambassadors to talk to.
- Outdoor Play leaders to support co-operative play across each key stage.
- Training for lunchtime supervisors in leading play at playtimes – play is creative, collaborative and non-resource based (links into the school Outdoor Play & Learning Project).
- The Den – opportunity for children to see a member of the Pastoral Team if they are having any difficulties.

Lunch time

Each week children who have modelled good behaviour at lunch time will be recognised by Lunch Time Staff, receiving a special invitation to sit at the Top Table along with a friend. Lunch time staff can also award Dojos Points and can request Shout-Outs (In-class or Post card home) for good behaviour and good manners by informing the class teacher at the end of lunchtime.

At break and lunchtimes, children will understand the types of behaviour which are acceptable: 'Follow Jesus day by day', 'Be Ready, Be Respectful, Be Safe'. Rewards and consequences will match those used in the classroom to ensure a consistent approach. There is a clear escalation procedure in place using 1,2,3 Rigby Rules. Clear identification of the step and required behaviour is given at each stage:

"That is a 1. Be Respectful. Thank you."

"2. Show Respect by taking turns in your game. Thank you"

"You have reached a 3. You will need to stay with me so we can talk about how you can be respectful."

If the unhelpful behaviour reaches Level 3, the person on duty will need to initiate a restorative conversation to discuss the behaviour. At the end of break/lunch the adult must inform the class teacher so that parents/carers are informed via Dojo (EYFS – at pick-up).

If the child continues beyond the Tier1: L3, or a more serious incident has occurred, they will be asked to sit away from area and the person on duty will report it to the class teacher. Depending on individual circumstances, this may then be escalated to a Tier 2.

If urgent support is required because the behaviour is dangerous, severe or completely unacceptable in accordance with the mission and aims of the school, the person on duty will call on the Phase Lead or Senior Leadership Team

Off-site

Interventions, including consequences, may be applied where a child has made poor behaviour choices off-site, when representing the school or any other time, by:

- Inappropriate behaviour when taking part in any school-organised or school-related activity (e.g., school trips).
- Inappropriate or unsafe behaviour when travelling to or from school.
- Their behaviour poses a threat to another pupil, member of staff or member of the school community.
- Their behaviour could adversely affect the reputation of the school.

WHEN WOULD POSITIVE HANDLING OR PHYSICAL INTERVENTION BE NEEDED?

At St John Rigby, we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and within our context of a respectful, supportive relationship with the child in order to maintain dignity and respect, as well as ensure minimal risk of injury to children and staff. With this in mind St John Rigby has adopted the term '**Positive Handling**' to describe such interventions, promoting de-escalation techniques and a graduated approach to the control of extreme behaviours by adopting the least intrusive intervention, for the shortest period of time

In the event of a child being at high risk of causing serious harm to themselves or others, all staff may use reasonable force to intervene to keep the child, themselves and others safe. Any Physical Interventions should always be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern

The decision to use a physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention compared with the risks of not employing physical intervention

Physical intervention can take a number of forms:

- Physically interposing between children.
- Standing in the way of a child.
- Leading a child away from an incident using a friendly hold.
- In extreme cases, more restrictive holds may be used.

It is clear to all staff that this is not a regular intervention and should only be used as a very last resort. Should this be used as an ongoing strategy for managing the behaviour of a particular child, it should be included as part of an individual behaviour plan, that has been shared with a parent/carer, and full training provided to the staff involved.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm (see below)

The school follow detailed advice within the DfE [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#). Please refer to the school's **Positive Handling Policy**

WHY WOULD A CHILD BE SEARCHED, SCREENED OR HAVE ITEMS CONFISCATED?

Ensuring school staff and children feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure everyone's welfare is protected and helps schools establish an environment where everyone is safe.

The DfE guidance on [Searching, Screening and Confiscation](#) outlines the power of staff to conduct a search if they have reasonable grounds to suspect that a child is in possession of prohibited items, or items which contravene school regulations, and/or could potentially cause harm to the child themselves, others or school property.

The list of prohibited items includes:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

School Policy also states that a request to search and/or confiscation can be made for items that are detrimental to maintaining high standards of behaviour and/or a safe environment. This includes, but is not limited to:

- any item that does not comply with the school's uniform policy e.g. jewellery
- any item that does not support the school's Stay Healthy Guidelines e.g. sweets, fizzy drinks, chewing gum
- mobile phones where a Mobile Phone Agreement has not been signed by parents/carers
- any item that can cause distraction to learning in class
- any item that may cause social disagreement and fall outs
- any items that are deemed unsafe or could affect in-school safety procedures e.g. aerosols, lighters

St John Rigby does not endorse and will not undertake a physical search of any child's person unless there are reasonable grounds to suspect that a child is in possession of prohibited items.

Where possible, searches will be conducted by two authorised member of staff who should always seek the co-operation of the pupil before conducting a search and explain the reasons why. Where necessary, a child will be asked to remove their coat and/or jumper, empty all pockets, open or empty their bags and, in some circumstances, remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present.

If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately.

Only the Headteacher and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

WHY WOULD A CHILD BE EXCLUDED?

Inclusion of all children is at the heart of our foundation. We recognise that exclusion is often not effective in correcting behaviour, particularly if it doesn't address underlying problems. Research is also clear that if a child or young person is excluded before they are offered help, it can represent a critical turning point increasing the likelihood of that child developing poorer mental health and other multiple poor outcomes (Anna Freud).

As a school, we will ensure alternatives to exclusion are explored, wherever possible, including Interventions to address persistent poor behaviour before it becomes entrenched. We are committed to a preventive and early intervention approach to exclusion, and partnership with parents/carers will occur at each level through regular communication. However, we do accept that on occasion it can be necessary, because of the severity of the behaviour, to resort to exclusion, strictly following LA advice and guidelines. Exclusion is a very extreme measure and every step is taken to avoid fixed-term suspensions and permanent exclusions.

Only the headteacher can exclude a child from school and this must be on disciplinary grounds – this can be for incidents that occur on or off the school site. Decisions regarding exclusion and whether it will be temporary or permanent will be made according to the details of the incident following the ['DFE Guidance on the suspension and permanent exclusion of pupils \(Sep22\)'](#) (Refer to the **Suspension & Permanent Exclusion Addendum** for further details)

Fixed-term Suspension: Children risk receiving a fixed-term suspension for either:

- Continued defiance of the school's behaviour expectation (within this policy) or
- A serious one-off breach of the school's behaviour policy

Fixed-term suspension should be for a minimum period to ensure maximum access to the curriculum. During this time, the school will provide work and every effort will be made to get appropriate support for the child and the family.

On return from a fixed-term suspension, the child and parent/carer will be required to attend a Reintegration meeting to review the incident and discuss the re-integration of the child. Should this meeting be successful the child will return to lessons on a two-week report. Depending on the reasons for the suspension other support may be offered to the child and parent/carer. Further defiance or disruptive behaviour may lead to Permanent Exclusion.

Permanent Exclusion: A decision to exclude a child permanently from school is only taken in response to a serious breach of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education and welfare of the child or others in the school.

Reasons for suspension or exclusion may include, but are not limited to, the following:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

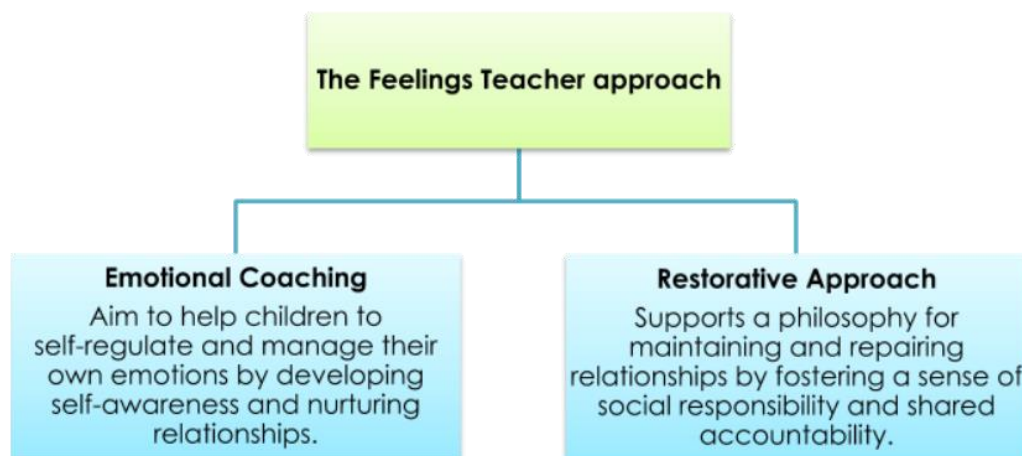
HOW DO WE REDUILD POSITIVE BEHAVIOUR & RELATIONSHIPS?

At St John Rigby, we recognise that it is the behaviour, not the child, that is unacceptable. We believe that children should be supported to reflect on their behaviour and develop self-regulation strategies so that they are better equipped to maintain positive behaviour and relationships going forward, as well as respond positively to future challenge.

We aim to do this through a Restorative Approach. A Restorative Approach (sometimes referred to as restorative practice) is a mindset, providing the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge and high support, and aims to work with our children, rather than doing things 'to them' or 'for them'; most importantly, it allows the child to have a voice.

Through this practice, the adults can support children in reflecting on their behaviour, and subsequent consequences of their actions, by exploring feelings and emotions and how best to manage them, as well as ensuring relationships are reconciled and high expectations reconfirmed.

“There are no wrong feelings, how we react to the feeling may or may not be wrong” (Ines Gomes)



Our approach to emotional coaching and restorative practice is based on five key features:

REFLECT – on what has happened through opening questioning and honest discussion

RESPECT – for everyone, by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills so that you are able to identify how your actions impacted others, consider solutions that repair harm and reconcile, and ensure behaviours are not repeated

RE-INTEGRATION – working through a structured, supportive process that aims for inclusivity, allowing children to be more resilient, feel self-assured and ready to engage with learning.

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff will apply the approach when resolving situations in the school.

This approach will also start with a restorative enquiry, if conflict arrives, over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative enquiry, the following questions will always be asked in a quiet and appropriate area of the learning space or school environment. Questions will be first asked to the person who has been affected/harmed and then to the person whose has caused the impact/harm.

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is a respectful, considered approach to conflict resolution that includes all of the parties involved and, depending on need, may take place in different ways.



The levels of restorative practice include:

- Adult-led Restorative conversations (with adult involved or supporting children in conversation)
- Peer mediators (children in class who can lead a restorative conversation)
- Peer Restorative conversations (self-led conversations between children involved)
- Classroom restorative conferences
- Restorative conferences (identified groups e.g. across a key stage, teacher led)
- Re-Integration Restorative Conferences (conversation with child and family, school staff led)

HOW WILL WE MONITOR IF THIS POLICY IS WORKING?

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to positive behaviour and relationship development. Consistent implementation helps to create a predictable environment.

To ensure we achieve our school's mission and Core Aims, the impact of this policy will be constantly evaluated against our Behaviour Blueprint - The Rigby Way: Every Behaviour, Every Day (Appendix 5).

The Headteacher and Senior Leadership Team will monitor the effectiveness of the school's blueprint, policy and behaviour tracking system on a regular basis, considering:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where children are taking responsibility for their own behaviour?
- Are children developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, children and parents thus developing a safe and emotionally literate environment?

This will be achieved by:

- Reviewing the use of praise through Dojo Points to ensure consistent use throughout the school
- Reviewing the number of restorative conversations taking place.
- Reviewing reports on BROMCOM to identify patterns of behaviour
- Checking referrals to the inclusion team have followed the intervention and escalation process.
- Regular learning walks to monitor the correct implementation of this policy with feedback to staff.
- Pupil conferencing to gain children's voice and feedback on policy implementation and impact.
- Regular meetings with the Pastoral & Inclusion Team to discuss behaviour concerns and effectiveness of the policy.

The Headteacher will report to governors and Trust Inclusion Lead on request about its effectiveness. This policy will be also be reviewed in accordance with the school's review cycle, or earlier if necessary.

HOW DO WE MONITOR RACE, GENDER AND DISABILITY EQUALITY?

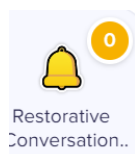
This policy will ensure that there are implications for race, gender and disability equality in so far as the school will need to ensure that all children of whatever ethnic background or gender or disability feel safe. It will not disadvantage any particular group - all students, regardless of background or ability will be treated equally. Good relations will be promoted by celebrating diversity, recognising that we are all made in God's image, and by improving self-esteem of all students. Implications of this policy will be monitored by the Pastoral Team/Inclusion Lead. For any incident of discrimination/racism, SJR is committed to taking anti-discriminatory/anti-racist action.

HOW DO WE REPORT TO PARENTS/CARERS?

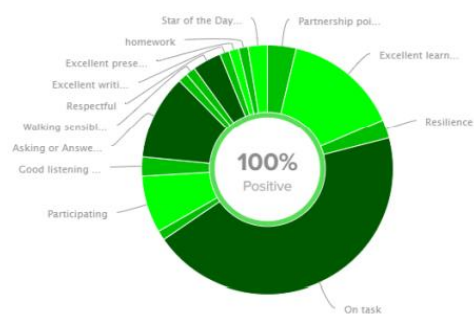
As a school, we are committed to working in partnership with parents/carers and feel that they play a vital role in ensuring we meet our collective aim – ensuring children develop in character and fulfil their full potential. As such, we will ensure regular communication is maintained regarding your child's behaviour.

ClassDojo is designed to inform parents/carers of their child's Praise Points at the point of which they are being awarded. At the beginning of the school year, parents are encouraged to download the ClassDojo app (free of charge), which allows them access to their child's behaviour platform. Within the app, parents are able to view their child's behaviour report, which gives a visual representation of the points awarded.

Class Dojo is not used as a consequence and praise points will not be lost for unhelpful behaviours or poor choices. However, following our 1,2,3, Rigby Rules, should a child reach Tier1: Level 3, an instant message will be triggered directly to parents/carers to inform them of the escalation of behaviour and, if a restorative conversation has taken place, to expect a reflection sheet to discuss, or complete, at home.



Not being Respectful: Behaviour has escalated to Step 3
A reflection sheet is coming home for discussion



Staff will take the time to support pupils whose behaviour has escalated to a L3 through a restorative conversation. A reflection sheet will be completed and sent home that day, providing an opportunity for parents/carers to discuss the behaviour with their child. These reflection sheets will also provide an opportunity for parents/carers to feedback on this discussion and return to school the next day. Signed slips should be returned to school.

Occasionally, a reflection sheet will need to be completed at home due to the time of the escalation, e.g. last lesson of the afternoon. In these circumstances, the reflection sheet may be sent home for completion and return, and be followed up with a restorative conversation the next day.

Face-to-face or telephone conversations will also be a vital way to communicate concerns to parents/carers and will be used to support partnership with school when school strategies are not having the desired impact. Parents/Carers may also be invited into school to discuss Behaviour Support Plans as needed, or if a serious incident has occurred. If an incident has occurred, class teachers will attempt to meet with parents/carers (KS1 at pick up) or ensure a telephone conversation on the same day.

Formal Correspondence such as letters and key documentation will be shared with parents/carers as each stage of escalation to allow clarity around our Positive Behaviour process. This will include (but is not limited to):

- Tier 1 Letter – Persistent Behaviour Concern and Personalised Behaviour Contract
- Tier 2 Letters – Positive Behaviour Plan: Escalation of persistent behaviour and/or serious behaviour and/or removal from class
- Tier 3 Letters – Escalation of behaviours or extreme behaviours resulting in higher level consequences.

HOW DO WE WORK WITH OTHER AGENCIES?

The school always co-operates with outside agencies, such as the police and social care. The school will always share information pertinent to any on-going investigations and information requests in line with GDPR, particularly if it involves the safeguarding of children and/or staff.

Any incidents or activity of a criminal nature will involve informing the police and possibly other services such as social care. The school is also legally obliged to report Racist or Discriminatory behaviour to the local authority.

WHAT KEY INFORMATION SUPPORTS THIS POLICY?

This policy has been written in line with the [Department of Education Behaviour in Schools Guidance \(Sept22\)](#). All staff are aware of the key principles along with the Positive Behaviours & Relationships, Safeguarding and Anti-Bullying policies, and are active in their implementation. The policies reflect also the values and principles that we consider to be important for our school aims and success of every child.

This policy is also supported within the following:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy & Procedures
- Equalities Policy
- E-Safety & Acceptable Use Policy
- Uniform Policy
- Attendance Policy
- Communication Policy (Family & Staff)
- Staff Code of Conduct
- Leading Positive Behaviour & Relationships the Rigby Way (Staff Blueprint)

Our policy is underpinned by research and evidence-based practice, using information from the Education Endowment Foundation (EEF: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>), Urie Bronfenbrenner (c1979), B.F Skinner (c1974) and the key texts: 'A school without sanctions: a new approach to behaviour management' (Steven Baker & Mick Simpson) and 'When the adults change, everything changes: seismic shifts in school behaviour' (Paul Dix) as well as Guidance for Developing Relational Practice and Policy (Babcock Learning & Development Foundation, 2020) and Relational Behaviour Policy Framework, (NYCC April 2021).

Appendix

Appendix 1: RIGBY RULES

Appendix 2: COLLECTIVE ROLE IN PROMOTING POSITIVE BEHAVIOUR & RELATIONSHIPS

Appendix 3: PRAISE POINTS & REWARDS

Appendix 4: ESCALATION FLOWCHART

Appendix 5: BEHAVIOUR BLUEPRINT - THE RIGBY WAY: EVERY BEHAVIOUR, EVERY DAY



*Gods will be done through work and play,
as we follow Jesus day by day*

RIGBY RULES

To FOLLOW JESUS DAY BY DAY, we learn how to apply the teachings of Jesus in our daily lives, we explore virtues to live by and how to treat others the way we wish to be treated, strengthening character and relationships in order to flourish and be fulfilled.

1. BE READY



To BE READY, we show that we are ready to teach, learn and listen, being positive in our attitude and willingness to try.

2. BE RESPECTFUL



To BE RESPECTFUL we, show love, honesty and gratitude, being respectful to ourselves and others, as well as school property.

3. BE SAFE



To BE SAFE, we consider how our behaviours affect us and others, we work together to keep ourselves safe (physically and mentally) both in school and out, and seek support when it is needed

APPENDIX 2a: OUR COLLECTIVE ROLE IN PROMOTING POSITIVE BEHAVIOURS & RELATIONSHIPS

ALL ADULTS IN OUR SCHOOL WILL:		
FOLLOW JESUS DAY BY DAY		
Uphold the Catholic character and ethos of the school, living & modelling the virtues of Faith, Hope, Forgiveness, Love & Trust		
BE READY	BE RESPECTFUL	BE SAFE
<ul style="list-style-type: none"> • Arrive promptly ready to begin your role. • Ensure the environment is clearly set and established to allow children to be ready e.g. greeted at the door with expectation and learning activity on entry to the classroom • Use the school procedures to notify if you are unable to attend in a timely manner so that appropriate cover can be arranged. • Ensure lessons and resources are well prepared to engage and meet the needs of all children. • Teach learning behaviours and relationship development alongside correcting behaviours. • Always follow school policy and know what our agreed consistent approach and processes are. (Refer to staff guidance policy). • Always be ready to notice and celebrate the behaviours that we want to see, supporting respect for others and learning within our community. • Always use positive statements to promote the kind of behaviour expected eg 'Be safe, walk thank you' rather than 'don't run'. • Be ready to consider what is being communicated through a child's behaviour and what need can be addressed through your support. • Be prepared to change your approach, using a range of strategies, if it is not de-escalating a situation or supporting a child to change their approach as required. 	<ul style="list-style-type: none"> • Build relationships and connectivity through positive interactions e.g. greeting at the door, and showing personal interest, getting to know the children and families. • Create a positive start to every day/session/lesson by establishing clear expectations and routines that are clearly communicated to the children. • Ensure the highest standards of behaviour by reminding children of the expectations in a respectful and calm manner. • Practice positive reinforcement by giving recognition to the skill, attitude, achievement or behaviour, supporting children to develop a sense of self-esteem and self-worth. • Listen to our children and allow them to explain their perspective. • Avoid removing previous rewards but do outline future consequences if unsuitable behaviour persists. • Use our virtues to live by to support the children to love and respect themselves and others. • Use respectful voices, tone and volume. • Model the behaviour you want to see with the children and their families. 	<ul style="list-style-type: none"> • Ensure that you are familiar with all aspects of health and safety that pertain to your own welfare and that of the children, both in and out of class. • Notify our Designated Safeguarding Lead if any behaviour suggests that a child is in danger of harm. • Liaise with the Phase Leads, or SLT if any behaviour is acute or persistent. • Ensure that you record any incident that breaches our Code of Conduct, using CPOMs, and follow up incidents to find a resolution in all cases. • Self-regulate to manage any challenges that you may encounter and ask for help for support when necessary. • Refer any on-going concerns to Pastoral Phase Leads and/or Inclusion Team so that a support plan can be put in place. • Notify our Family Support worker if parents/carers have requested support or Early Help. • Maintain your own level of wellbeing and mental health, seeking support, advice or listening ear, including Chaplaincy for prayer and reflection.

APPENDIX 2b: OUR COLLECTIVE ROLE IN PROMOTING POSITIVE BEHAVIOURS & RELATIONSHIPS

ALL CHILDREN IN OUR SCHOOL WILL		
FOLLOW JESUS DAY BY DAY		
Grow as God's children, showing knowledge, understanding & living the virtues of Faith, Hope, Forgiveness, Love & Trust		
BE READY	BE RESPECTFUL	BE SAFE
<ul style="list-style-type: none"> • Be responsible for your own behaviour, including avoiding distractions and encouraging others to misbehave • Enter the learning environment, ready to focus on learning and make every lesson count. • Use a positive approach to learning, being prepared to make mistakes and overcome challenges with a growth mind-set. • Do your best in each task and activity, including class discussions and answering questions. • Know the routines in class, assembly, break times and in the lunch hall, and follow them. • Be on time for school and each lesson. • Listen carefully to instruction to ensure you and others know what needs to be done. • Arrive to school with the correct uniform and equipment, homework, reading books. • Always think through any actions and develop an awareness of your own feelings and the feelings of others. • Be willing to accept mistakes and work with staff to find solutions for future challenges. 	<ul style="list-style-type: none"> • Treat each other fairly, giving everyone an opportunity to contribute, and with respect and care. • Be well-mannered and polite at all times. • Treat all adults fairly and listen to their instruction or explanation with respect and understanding. • Show love, kindness, patience and consideration in your words and actions towards others, ensuring that your behaviour does not humiliate or hurt. • Show tolerance to others, recognising and celebrating individual differences and accepting that others ideas, beliefs and opinions can be different to your own. • Tell the truth at all times, remembering to ask and give forgiveness and not bear grudges. • Value the importance of learning and the learning environment, ensuring you do the best for yourself and your community. • Value the importance of our school, its virtues and rules, showing respect for our school community and the family we belong to. • Co-operate with all staff and other children, as well as visitors in school. • Be reflective and respectful during collective worship, taking an active role and engaging, and ensuring you walk in and out silently and calmly. 	<ul style="list-style-type: none"> • Move around the school calmly, thinking about the safety of yourself and others. • Allow others to have personal space and to keep hands and feet to yourself. • Ensure behaviour is not threatening, both physically and verbally, towards others. • Regulate your thoughts and feelings in order to consider how your actions and words can cause harm, both physically and mentally, towards yourself and others, or the school environment. • Report concerns for safety, both physical and mental, for yourself and/or others, seeking adult support to gain trust in and promote justice. • Always use school equipment safely and responsibly. • Always follow school advice on how to keep yourself safe outside of school (both physically & mentally safe).

APPENDIX 2c: OUR COLLECTIVE ROLE IN PROMOTING POSITIVE BEHAVIOURS & RELATIONSHIPS

ALL PARENTS/CARERS OF OUR SCHOOL WILL		
Follow Jesus day by day		
Uphold the Catholic character and ethos of the school, living & modelling the virtues of Faith, Hope, Forgiveness, Love & Trust		
BE READY	BE RESPECTFUL	BE SAFE
<ul style="list-style-type: none"> • Ensure that your child regularly attends school, avoiding planned absence in term time. • Ensure that your child arrives to school on time every day. • Ensure that your child brings their equipment and resources to school as needed i.e. reading book/pencil case (for older year groups)/homework etc. • Ensure that your child comes to school in the correct uniform, including PE Kit. • Be prepared to listen to the school in those moments when things do not go so well for your child and work with us to get them back on track. • Be ready to support your child's learning, attending workshops, information evening and/or asking for advice where needed. • Where possible, be ready to give time to school events and building a school community – we are here to work in partnership with you. 	<ul style="list-style-type: none"> • Be respectful to school policies and procedures, which have been implemented for the benefit of all our school community. • Provide timely notice/explanation for any absences. • Demonstrate an interest in your child's progress by attending relevant school events and information sessions. • Support the school by ensuring that your child completes home learning activities. • Work in partnership with the school to promote positive learning behaviours and character development. • Always remain respectful towards school staff and other parents, in person and on-line and address any disagreements or concerns politely. • Discuss any concerns with the school directly and avoid negative communications via social media or parent groups, in order to allow the opportunity for school to resolve issues or clarify any misconceptions. • Model the behaviour you want to see from the children and others, treating each other respectfully as members of one community committed to a shared purpose. 	<ul style="list-style-type: none"> • Let us know if there is anything that is having an adverse impact on your child's physical, social, emotional, cognitive or mental health. • Reinforce school rules and routines. • Drive and park with caution in the vicinity of the school. • Avoid any on-line behaviour that reflects negatively on the school or any people associated with it. Please ask to speak to the Headteacher to discuss any concerns. • Let us know about anything that you feel compromises the safety of your child.

APPENDIX 3: PRAISE POINTS & REWARDS

Please read in conjunction with St John Rigby 'Family Communication Policy' and the use of Class Dojo for communication.



Class Dojo is part of our school's reward system. School staff use ClassDojo to give children encouragement (Praise Points) for showing various behaviours and attitudes, e.g. independence, positivity, teamwork and resilience, as well as attendance. Praise Points are linked to our school's core aims and Rigby Rules:

Follow Jesus day by day (Virtues) and **Be Ready, Be Respectful, Be Safe**.

As school staff award Praise Points, our children are aware of their progress (number of points earned) as their individual total grows. In turn, parents/carers are immediately notified of their child's achievements via the ClassDojo app.

We believe that a home-school partnership is fundamental to every child realising their full potential as it provides parents/carers with a platform to monitor and connect with their child's classroom experiences.

There are four guiding principles of our **Praise Points** system:

1. Creating a positive culture

- School staff use regular, positive feedback, linked to our school rules and values, to encourage children and to Give positive recognition for their efforts and achievements.

2. Foster a pupil-driven classroom

- The Children, in collaboration with their class teacher, suggest and decide upon Praise Points for their class. This allows the children to have greater ownership over the Praise Points, which they feel are most important and relevant to their age and class. At the beginning and at various stages during the school year, children are encouraged to discuss the points, which they believe are the most pertinent to their classroom community. Subsequently, those Praise Points are woven into the fabric of the classroom reward system and expectations.

3. Promoting a home-school partnership

- Parents/carers are connected to their child's learning experiences and achievements as they receive notifications at the time of the Praise Point being awarded.
- School staff and parents are on the same team, collaborating on how they can support their child to thrive both in and out of the classroom.

4. Collaborating with others

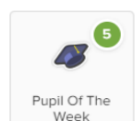
- Classrooms work together as part of the whole school community to encourage and promote shared school rules and values.
- Teaching staff and School Leaders collaborate with one another, helping colleagues in school to share and celebrate the progress and achievement made by the children through assemblies.

Agreed Praise Points (per cohort):

To establish a 'pupil-driven classroom', points are discussed in class and agreed upon, in relation to our Rigby Rules, at the beginning of a school year. Many teachers will decide to include additional Praise Points as the children progress up the school and become more familiar with the *skills and behaviours* that develop their learning.

As children attain Praise Points throughout each week they are able to receive rewards, which are consistent across the Phase Groups (KS1, LKS2, UKS2). These rewards may include: raffle tickets for points, target rewards (linked to the number of points gained), whole class reward, e.g. extra play, for a set number of points reached, certificates etc.

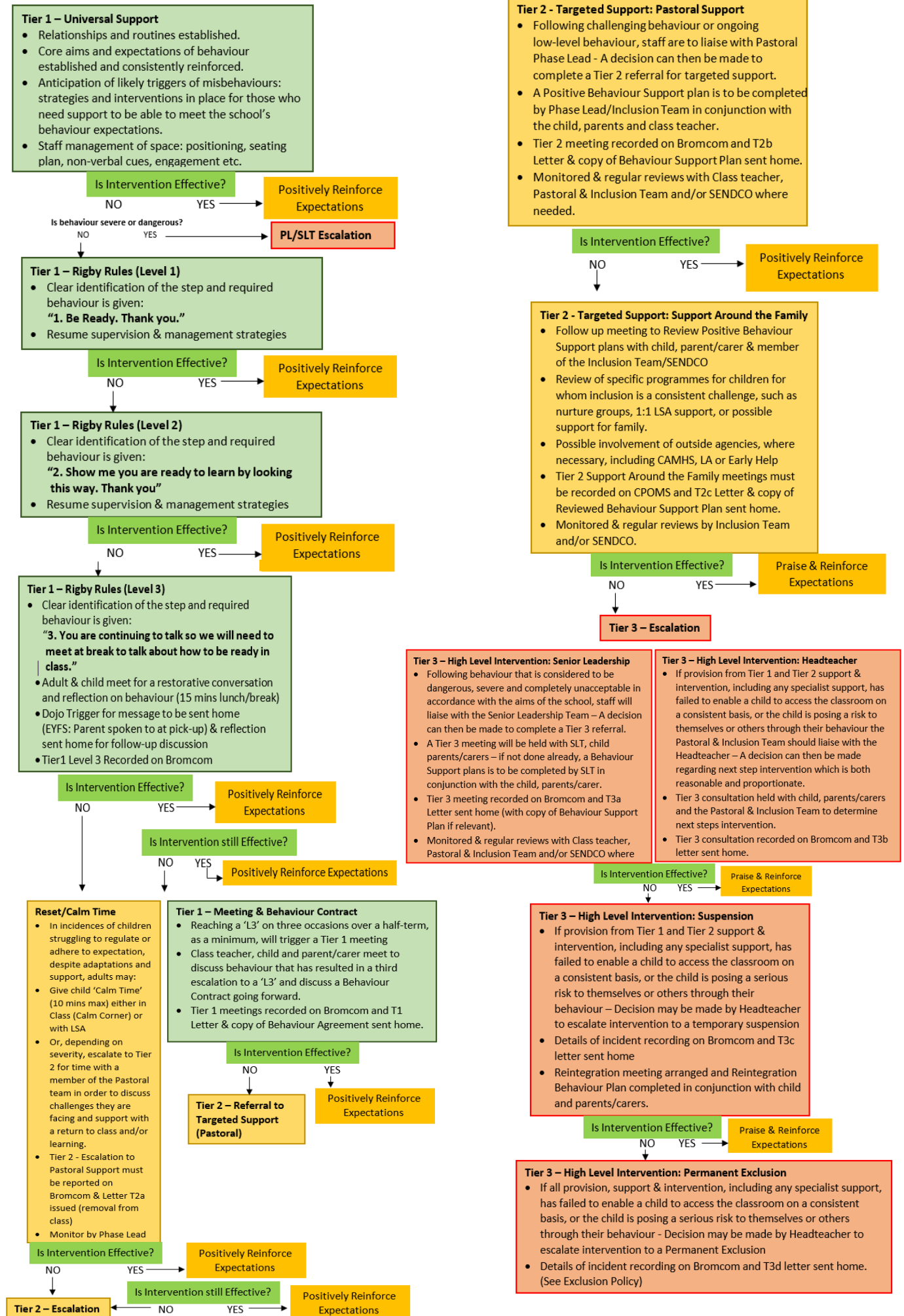
'Star/ Golden Pupil': A child awarded 'Start Pupil of the week' earns 5 praise points for their consistent effort over the course of a full week. Parents are informed by a notification on ClassDojo and the child receives recognition in Celebration Assembly and a Star Lanyard to be worn for the week.



Class Rewards: At the end of each term, the class with the most Praise Points, collectively, will be awarded £25 to spend on resources of their choice.

Beat the clock: At the end of each term, the class with the most 'Beat the Clock' points, collectively, will be awarded a prize from the Headteacher e.g. Hot chocolate & cookies.

APPENDIX 4: ESCALATION FLOW CHART



THE SJR PROMOTING POSITIVE BEHAVIOUR BLUEPRINT



The Rigby Way: Every Interaction, Every Day

Visible Consistencies:

Adults will always:

- Model positive behaviour & reinforce the Rigby Rules
- Remain calm, consistent & fair, giving take-up time & using Prevention rather than sanction
- Be relentlessly bothered & have High Expectations for all
- Notice, encourage and give first attent to the positive
- Recognise the over & above
- Build trusting relationship and establish clear routines to ensure everyone feels safe:
 - Meet & greet at the door
 - Prepared learning environment
 - Attention Grabbers
 - Expectations for transitions, lining up or moving around school
- Time in – not Time Out

Gods will be done through work and play,
as we follow Jesus day by day



RIGBY RULES

1. BE READY



To FOLLOW JESUS DAY BY DAY, we learn how to apply the teachings of Jesus in our daily lives, we explore virtues to live by and how to treat others the way we wish to be treated, strengthening character and relationships in order to flourish and be fulfilled.

To BE READY, we show that we are ready to teach, learn and listen, being positive in our attitude and willingness to try.

2. BE RESPECTFUL



To BE RESPECTFUL we, show love, honesty and gratitude, being respectful to ourselves and others, as well as school property.

3. BE SAFE



To BE SAFE, we consider how our behaviours affect us and others, we work together to keep ourselves safe (physically and mentally) both in school and out, and seek support when it is needed.

Relentless Routines:

- Consistent language & reference to Faith Formation and Virtues to Live by
- Powerful Praise & Positive Noticing visible recognition in each lesson
- Calm conduct – Wonderful walking, Legendary line-up, Reflective in prayer
- Politeness, respect & remind in private
- Punctuality
- The Rigby Way in our approach to Teaching & Learning: Every Lesson, Every Day:
 - Activating Learning (Do Now)
 - New Learning (LQ, SC, Learning behaviours, Vocabulary)
 - Oracy (Talk Task)
 - Develop Learning (Model, Adapt, Practice together, Stretch /Challenge)
 - Independent Learning & Feedback
 - Reflection & Evaluation

Above & Beyond Recognition

If you reward minimal behaviour, you will only get minimal behaviour

★ Faith Formation ★ Lifelong Learning ★ A Positive Contribution ★ Master of Learning ★ Excellence

★ Virtues ★ Effort ★ Service ★ Initiative ★ Learning Behaviour ★ Inclusion

- Recognition Award Board
- Praise Points
- Class Reward
- Home Contact (call, text)

FLAME AWARDS



Self-Learning - Initiative - Service - Inclusion - Excellence

- Praise Postcard
- Celebration Assembly
- Headteacher Award
- Tea with the Head

Don't forget to take time to notice the positives

Remember to be kind

Remember to be fair

Remember to be honest

Remember to be respectful

Remember to be safe

Remember to be happy

Remember to be kind

Remember to be fair

Remember to be honest

Remember to be respectful

Remember to be safe

Remember to be happy

Calm & Safe
End & Send

Meet & Greet

- High Expectations
- Roleplayings
- Enriched Learning Environment
- Entry Lines, Entry Time
- Adapted, Stretch & Challenge

- Remember to be kind
- Remember to be fair
- Remember to be honest
- Remember to be respectful
- Remember to be safe
- Remember to be happy

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Repair & Rebuild

Teachers Toolkit

1st Tier Response

2nd Tier Response

- Give Teacher & Targeted Response following (SJR T1/S)
- Referral to Tier 2 for Targeted Support
- Behaviour Support Plan
- Monitor & Review