

St. Mary's Catholic Primary School



'Our community, growing and learning together with Christ'

'Love one another as I have loved you.' John 15:12

Behaviour Policy 2023-25

Approved by: LGB

Date:

Last reviewed on: September 2023

Next review due by: December 2025

Behaviour Policy Principles

St Mary's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

Aims of the behaviour policy

- to provide a safe, comfortable and caring environment where good relationships are nurtured and optimum learning takes place;
- to provide a clear guide for pupils, staff and parents of expected levels of behaviour;
- to provide a consistent and calm approach;
- all adults take responsibility for behaviour and follow-up personally;
- all adults use consistent language to promote positive behaviour; and
- to use restorative approaches instead of punishments.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- foster the belief that there are no 'bad' pupils, just 'bad choices';
- encourage pupils to recognise that they can and should make 'good' choices;
- recognise behavioural norms;
- promote self-esteem and self-control;
- teach appropriate behaviour through positive intervention.

All staff MUST:

- take time to welcome pupils **individually** at the start of the day either on the playground or at the classroom door;
- never walk past or ignore pupils who are failing to meet expectations;
- always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'.

The Senior Leadership Team MUST:

- be a visible presence around the school;
- regularly celebrate staff and pupils whose efforts go above and beyond expectations;
- encourage use of positive praise, Dojo points, certificates, positive postcards.
- ensure staff training needs are identified and targeted;
- use behaviour data to track and intervene when appropriate;
- support staff in managing pupils with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- deliberately and persistently catch pupils doing the right thing and praise them in front of others;
- know their class(es) well and develop positive relationships with all pupils;
- relentlessly work to build mutual respect;
- do not shout or show frustration;
- remain calm and keep their emotion for when it is most appreciated by pupils;
- demonstrate unconditional care and compassion.

Pupils want staff to:

- give them a 'fresh start' every **day**;
- help them learn and feel confident;
- be just and fair;
- have a sense of humour.

Behaviour for Learning

St. Mary's principles:

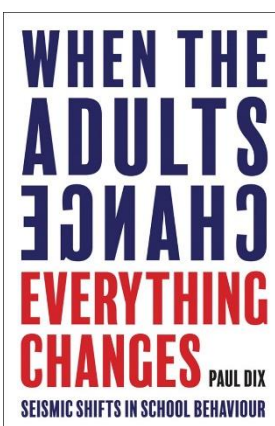
Ready Respectful Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.




"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix

St. Mary's has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.



We also understand that for some children following our behaviour expectations are difficult due to their additional needs/developmental level. In these cases, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

<p>Our Rules</p> <ol style="list-style-type: none"> 1. Be ready 2. Be respectful 3. Be safe 	<p>Over & Above Recognition</p> <ol style="list-style-type: none"> 1. Stars of the Week 2. Virtue & Value award 3. Positive Postcard 4. Positive notes home via Class Dojo 5. Dojo points
<p>Visible Consistencies</p> <ol style="list-style-type: none"> 1. Daily meet and greet 2. Legendary lines 3. Wonderful walking 	  

Pupil Expectations:

We expect all our pupils to...

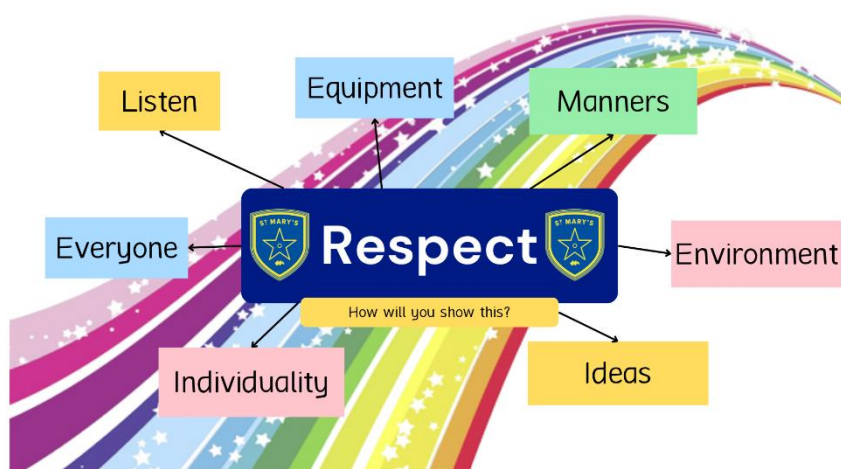
Know our school rules.

Be able to verbalise.

Be able to model.

Be able to explain.

Be able to demonstrate.



Focus: Relentless Routines

- Praise in Public (PIP)
- Remind in Private (RIP)
- Wonderful walking around school
- Consistent Language
- TIME IN not TIME OUT

Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message.

1. REMINDER:

I noticed you chose to ... (noticed behaviour)

This is a REMINDER that we need to Be (Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening.

Example: 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:

I noticed you chose to ... (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you go to the quiet area /thinking mat (learner's name).

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully. I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation.

Example: 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME:

I noticed you chose to ... (noticed behaviour)

You need to:

(INDOORS) Have some thinking time (teacher to decide an appropriate space IN CLASS)

(OUTDOORS) Have some thinking time (walking around with an adult)

I will (come to) speak to you in two minutes.

Example: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

***TIME IN not TIME OUT that counts.**

***DO NOT describe child's behaviour to another adult in front of the child.**

***At this point, parents informed verbally, either in person at the end of the school day or over the phone. Messages should not be relayed through other relatives/childminders or left as a voicemail message, other than to ask the parents to contact school at the earliest opportunity.**

4. FOLLOW UP, REPAIR AND RESTORE

What happened? (Neutral, dispassionate language)

What were you feeling at the time?

What have you felt since?
How did this make people feel?
Who has been affected? What should we do to put things right? How can we do things differently?

***This is to be done verbally, not in written form.**

“Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.” Paul Dix

Sanctions should:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- not apply to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure;
- need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.

Adult strategies to develop excellent behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At St. Mary’s, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

BEHAVIOUR PATHWAY

Reminder



Warning

Time In/Calming Time



Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation, then follow the guidelines below:

Send to a member of SLT ➡ Parents Phoned ➡ School Seclusion ➡ Exclusion

Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences and family circumstances. At St. Mary's, we recognise that their behaviour is their way of communicating their emotions. "Every behaviour is a communication." We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

When dealing with an episode of extreme behaviour where the child's safety or the safety of others is at risk, the child may need to be 'held' if they or another person is unsafe. This will only be used as an absolute last resort. If an individual member of staff feels unable to deal with this on their own, then they should seek assistance from another colleague (best practice, from someone who is CPI (Crisis Prevention Institute) trained).

Trained staff are:

Rachael Bray-1:1 SEND

Sarah Bissell -1:1 SEND

Kelly Slater -1:1 SEND

Abby-Mai Edwards -1:1 SEND

Recording of Behaviour Incidents:

The school will record all serious behaviour incidents of a **safeguarding** nature on **CPOMS**, including those where physical intervention has been used.



All other behaviour incidents, which are not of a safeguarding nature, will be recorded on **Abor Online System** (see appendix 3). See appendices of when an incident needs to be recorded.

Exclusions will occur following extreme incidents at the discretion of the Principal.

A fixed-term exclusion will be applied under these conditions:

- Staff need respite after an extreme incident;
- the child needs time to reflect on their behaviour;

- to give the school time to create a plan which will support the child better;
- the child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion supervised by members of staff (on a rota basis).

We understand that throughout this process, it is imperative that we explain to parents what is happening and why it is happening and arrange meetings to discuss.

Dealing with behaviour incidents AFTER the incident:

At St Mary's we strive to ensure that both the child responsible for the incident and the child/ren affected by the incident are carefully monitored and supported.

Extreme behaviour incidents including but not limited to a racist, homophobic, bullying, sexual or a violent nature must be clearly communicated to the parent(s) of both the child responsible for and the child affected by the incident.

Follow up conversations and support to the child affected by the incident aim to create an understanding and support system of the child's mental health and general well-being. This will occur on the same day of the incident and after for as long as is needed.

Supporting Pupils

Pupils who have been affected by behaviour incidents will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or other services.

Physical attacks on adults

At St Mary's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Best practice is that only staff who have been trained in MAPA should attempt to physically intervene with a child.

All staff should report incidents directly to the Principal/Assistant Principal/Inclusion Manager and they should be recorded on CPOMS and/or Abor. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for

us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Bullying and our approach to an anti-bullying culture

At St Mary's our approach is based on DfE guidance "[*Preventing and Tackling Bullying*](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[*Keeping Children Safe in Education*](#)" and "[*Sexual violence and sexual harassment between children in schools and colleges*](#)" guidance. Also considering: Childnet's "[*Cyberbullying: Understand, Prevent and Respond: Guidance for Schools*](#)".

See our Anti-bullying policy for more.

Permanent Exclusion, Out of school transfer or Respite

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to arrange a period of respite (e.g. at a pupil referral unit) or manage a transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

Links to other policies

This Behaviour Policy needs to be read in conjunction with: (found on school website)

- Safeguarding Policy
- Anti-bullying Policy
- Online Safety Policy

Date: September 2023

Appendix 1: School rules



**“Our community, growing
and learning together with Christ”**

Appendix 2: Dojo Points / House Points

Staff award
point(s)

- For good work/behaviour/conduct etc.
- Award quantities of 1 unless there is an exemplary behaviour that deserves more.

Pupil puts
token in pot

- 4 pots labelled with house colours in classroom.
- Pupil physically puts in token themselves at convenient time for class teacher.

On Fridays:

- Happens before Friday Praise assembly.
- House Captains go around each class, count and empty pots.
- House Captains add to quantity total posters in hall.

Winning house at the end of each half term gets an additional non-uniform day during the last week.

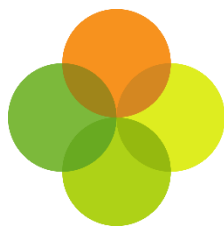
Misc.:

- No negative points.
- Reset points each week.
- When awarding a house point/dojo point, describe to the class WHY it has been awarded linking to the school rules.
- E.g. “Well done X for showing respect during our prayer service. Well done Y for being safe by following the classroom rules. Well done Z for reminding your partner to be ready for our learning.”



Appendix 3:

Behaviour logging on Abor Online System (MIS):



Arbor



Logging process: Students > Behaviour > LOG NEW INCIDENT

Examples of incident categories to log:

1. Physical assault against an adult (PA)
2. Physical assault against a pupil (PP)
3. Verbal abuse/threatening behaviour against an adult (VA)
4. Verbal abuse/threatening behaviour against a pupil (VP)
5. Persistent disruptive behaviour (DB)
6. Bullying (BU)
7. Racial Incidents (RA)
8. Sexual misconduct (SM)
9. Drug and alcohol related (DA)
10. Theft (TH)
11. Other (OT)
12. Disability Abuse (DA)
13. Homophobic Abuse (HA)
14. Use of Derogatory Language (DL)
15. Possession of any prohibited items (PPI)

Examples of what should be recorded on Abor Online System (MIS).

- When an adult is physically harmed.
- A fight that involves a child who is injured and needs medical treatment.
- A child who is threatening to harm an adult.
- A child who is threatening to harm another child to the level that you think the other child is at risk.
- A child who is continually stopping the activities of other pupils.
- A child who is repeatedly targeting the same child.
- A child who is using racist language towards another child or adult.
- A child who is demonstrating sexual misconduct.
- A child who is in an activity involved with drugs or alcohol.
- A child who steals items not belonging to them.
- Any other serious concern not listed.
- A child who verbally uses any type of disability language/actions in an offensive way.
- A child who verbally uses any type of homophobia language/actions in an offensive way.
- A child who verbally uses any type of derogatory language/actions in an offensive way