

St. Mary's R.C Primary School



Behaviour Policy

Date	Review Date	Coordinator
September 2020	September 2021	K Whitehead

Policy statement

St Mary's RC 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. It supports our Roman Catholic ethos of forgiveness and reconciliation

Principles

St Mary's principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure 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 training through Pivotal education and book 'When the adults change, everything changes'.

Good behaviour is recognized 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, Pivotal Education

The school 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 beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow up personally
- To build a community which values kindness, care, good humour, goodtemper, obedience and empathy for others.
- To use restorative approaches instead of punishments

Purpose of the policy

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

- Recognise behavioural norms
- Encourage children to recognise that they can and should make "good" choices

- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Responsibilities

All staff must:

- Take time to welcome children at the start of the day whether in the classroom or on the playground
- Be at the door of their teaching rooms at the beginning of the school day to “meet and greet”
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to ‘Be Ready, Be Responsible and Be Safe’

The Headteacher and Leadership Team (Governors and senior staff) must:

- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/housepoints
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

Procedures

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Reprimand in Private (RIP) and Praise in Public (PIP)

Our Rules	Our Routines and Visible Consistencies	Our Recognition
Be Ready Be Respectful Be Safe	Meet and Greet Hands up for Silence End and Send Reprimand in Private (RIP) Praise in Public (PIP) Consistent Language	Positive notes home Over and above half termly postcards Recognition of work to HT Housepoints Class Praise

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 to go to the quiet room / have some time out on..... (child'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: 1.Go to quiet area 2. Go to see...3. Go to see a member of SLT 4. Go to see the HT

**Playground: You need to: 1. Stand by other staff member 2. Sit on the bench
3. Go inside and sit with SLT/Pupil Welfare / Sit in the reception area to calm down**

I will come and 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 other adult/s in front of the child

4. FOLLOW UP, REPAIR AND RESTORE

- 1. What happened? (Neutral, dispassionate language.)**
- 2. What were you feeling at the time?**
- 3. What have you felt since?**
- 4. How did this make people feel?**
- 5. Who has been affected? What should we do to put things right?**
- 6. How can we do things differently?**

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Sanctions:

Sanctions should

- 1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.**
- 2. Not apply to a whole group for the activities of individuals.**
- 3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure**

Sanctions need to be in proportion to the offence

4. 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 child.

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. Staff 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.

Incidents are logged on CPOMS.

BEHAVIOUR PATHWAY

Reminder

Warning

Time-In/Calming Time

Follow up/Reparative Conversation

All staff are responsible for dealing consistently with behaviour. The flowchart below shows the process to follow should support be required. Professional judgment needs to be administered dependent on severity of incident and level of support required

Support Staff -> Class Teacher -> Pupil Welfare -> AHT -> HT

Parent/Carer Phoned

Parent/Carer called to School

Internal Isolation

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours. As a school we recognise that their behaviour is their way of communicating their emotions. These children will have bespoke 'Positive Handling Plans' that will be discussed and agreed in collaboration with Class Teacher / SLT / HT and Parents/Carers. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. The school will record all serious behaviour incidents on CPOMS.

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

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 in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher and should be recorded on CPOMS.

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. 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.

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.

