

Behaviour Policy



St Vincent's Catholic Primary School

Mission Statement:

To love, serve and learn as Jesus shows us

DOCUMENT STATUS

<u>Adopted and implemented by Governors:</u>	<u>Last Review:</u>	<u>Next review:</u>
July 2023	January 2025	July 2025

Introduction

The School Mission Statement is the basis of our Behaviour Policy:

To love, serve and learn as Jesus shows us

It must be our ethos which cultivates in children a mutual respect for each other shown to us by God. The example of Jesus Christ must be at the heart of our existence and at the heart of our policy.

At St Vincent's Catholic Primary School the children and staff agreed on core rules, expected behaviours and values that come from our mission statement:



Our children are encouraged to **trust** one another, **listen** to everyone's voice, **share** with kindness, **help** their peers to reach their potential, be **honest** with all people in school and to **care** for everyone and everything here at St Vincent's.

With Christ at the centre and children at the heart of everything that we do, our children show and receive the **respect** that every child deserves.

Aims

- To create a positive, safe, comfortable and caring environment.
- To focus on developing self-esteem, self-regulation and emotional literacy, enhancing an individual's ability to make positive learning and social choices and take responsibility for actions and consequences.
- To ensure that all members of our school community use consistent and calm approaches and use language which are fair, polite, loving and respectful.
- To ensure all adults take responsibility for managing behaviour and following up consistently with rewards or restorative actions or consequences.
- To provide clear guidance and expectations for children, staff and parents of expected levels of behaviour

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- [New] DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Mental Health and emotional wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Single Equality Policy
- Positive handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Anti-bullying Policy

Underlying evidence-based principles

- 'There is a clear need for a school to have a clear and consistent behaviour policy that promotes positive behaviour in lessons,' EEF (Improving behaviour in Schools Report).
- Underpinning this policy are the 6 core recommendations outlined in the report:
 - Proactive strategies to prevent misbehaviour happening:
 - Know and understand the children and their influences
 - Teach learning behaviours alongside managing misbehaviour
 - Use classroom management strategies to support good classroom behaviour
 - Use simple approaches as part of your regular routine
 - Reactive strategies to deal with negative behaviour when it happens:
 - Use targeted approaches to meet the needs of individuals
 - Implementation of the policy which is consistent and coherent

Roles and Responsibilities

Everyone within our school community has a role to play, has rights and responsibilities to ensure that St Vincent's Catholic Primary School is a positive, safe, comfortable and caring environment in which effective learning can take place, where everyone is enabled to reach their full potential, where everyone is treated with respect and where there is proper concern for the environment.

Children at St Vincent's have the right to:

- Feel safe in school
- Be themselves
- Be treated equally, with respect and valued as a member of the school community
- Be able to learn and be educated in a stimulating learning environment

Children at St Vincent's are expected to:

- Be honest with themselves and with others
- Work to the best of their abilities and to allow others to do the same
- Support, help and care for one another
- Treat others with respect at all times
- Show good manners and courtesy
- Value and celebrate difference and diversity and to treat everyone equally
- Listen to each other and to all adults in school
- Respond appropriately to the instructions of staff and other adults working in school
- Take care of property and the environment in and around school
- Move around school calmly and quietly

All staff at St Vincent's have the right to:

- Be treated fairly and with respect from everyone in our school community
- To be able to teach without unnecessary disruption
- To work in a safe environment
- To receive professional development

All staff at St Vincent's are expected to:

- Meet and greet every child every morning
- Refer to 'Kind, Safe, Ready' in relation to expectations and living our missions statement
- Model positive behaviours, attitude and build relationships
- Plan lessons that engage, challenge and meet the diverse needs of learners
- Use a visible-recognition mechanism throughout every lesson (eg, Recognition boards)
- Be calm
- Use strategies for prevention before consequences
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who demonstrating poor behaviours
- Know the children well in order to understand their context, circumstances and influences
- Create a positive climate for learning (see Assessment for Teaching and Learning Policy for more details)
- Understand that behaviour is a form of communication
- Help children to understand the importance of self-regulation, reflection and restorative actions
Work with parents so that any concerns over a child's behaviour are managed co-operatively and consistently to meet the individual needs of the child
- Escalate concerns
- Ensure that children understand that it is the **behaviour** which is unacceptable and **not** the child as a person

The Executive Head Teacher and Head of School are also expected to:

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

Parents and Carers at St Vincent's have the right to:

- Know that their children are safe and well cared for.
- Be respected and valued as a member of the school community
- Be informed of the school's policy and procedures on behaviour
- Be listened to
- Be informed of any concerns about their child's behaviour
- Work with the school to support their child's behaviour

Parents and Carers at St Vincent's are expected to:

- Fully comply with the school's policies and procedures – treating everyone with respect at all time
- Encourage positive behaviours and work with school staff to manage any behaviour issues
- Encourage independence and self-regulation
- Ensure that their child attends school regularly and that all absences are properly notified
- Ensure that their child arrives on time and is collected promptly at the end of the school day
- Inform school staff about anything that may affect children's learning and well-being at school
- Show an interest in all that their child does at school
- Attend Parent's Evening and other events to support their child
- Support their child with homework and promote opportunities for home learning
- Maintain good communication with school staff and support the behaviour policy.
- Refrain from publicly sharing negative comments about the school with others eg on social media or on the playground
- Ensure their child wears the full school uniform

Governors at St Vincent's have the right to:

- Be respected and valued as a member of the school community
- Be kept informed of changes to the behaviour policy and procedures

Governors at St Vincent's are expected to:

- Set out, publish and annually review a written statement of behaviour principles which inform policy and procedure
- Ensure the School has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance
- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Ensure the Behaviour Policy is made available to parents on request
- Ensure the School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- Ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
- Ensure that staff undertake appropriate behaviour management training
- Nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Executive Head Teacher or Head of School
- Handle complaints regarding this policy, as outlined in the school's Complaints Procedure
- Review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

This will primarily be achieved through My Happy Mind session, which forms part of our school's RSHE curriculum.

Our curriculum is built upon the central messages of Pope Francis in his address to the "Education, The Global Compact" Conference. Our behaviour curriculum adds further depth to this, mapping out not only our expectations of behaviour in school, but developing children to be 21st century global Christian citizens who have a strong sense of self, place in the community and world, and clear aspirations for the future. Our curriculum is underpinned by 3 core questions:

Core Questions:
Who am I?
Where do I come from?
Who do I aspire to become?

Learning behaviours, skills and attitudes underpin this knowledge and understanding and further support children to explore complex and controversial global issues they encounter so that they can become a generation with the vision and means to rise to the challenges faced by communities locally and globally:

Skills
Critical and creative thinking
Empathy
Self-awareness and reflection
Communication
Co-operation and conflict resolution
Ability to manage complexity and uncertainty
Informed and reflective action

Attitudes
Sense of identity and self-esteem
Commitment to social justice and equity
Respect for people and human rights
Value diversity
Concern for the environment and commitment to sustainable development
Commitment to participation and inclusion
Belief that people can bring about change

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Strong routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive recognition and rewards

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our school community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' (Paul Dix)

Verbal feedback

- Positive feedback and stickers
- Visits to the Executive Head Teacher, Head of School or other teachers to share achievements
- Celebration of achievements in school during assembly (for example sporting competitions)

Visual class chart

- When children demonstrate consistently excellent behaviour or attitude, their name is moved up on the class board

Team Points

- All children are put into a team represented by the four saints of the UK: Andrew, David, George, Patrick
- Year 6 Team Captains are chosen at the beginning of each year
- Points will be awarded for good learning, attitude and behaviour
 - 1 point for good
 - 2 points for excellent
- Running totals are shared at weekly Celebration Assembly and on the newsletter
- At the end of each half term the winning team will be rewarded

Recognition Board

- A Recognition Board in each classroom will be used to encourage social or learning behaviours.
- Adults or children in the class can nominate names for the board

Newsletter

- Achievements of children, both in and outside of school are shared on the school newsletter

Certificates in weekly celebration assembly

- Gospel values award – given for living out the Gospel values of: love, honesty, gentleness, compassion, faithfulness, humility, justice, forgiveness
- Star of the Week – given for learning, behaviour and attitude
- “Caught you being kind” School Council award

Intervention: Restorative Action and Consequences

'Punishment doesn't teach better behaviour, restorative conversations do.' (Paul Dix)

Every adult in our school is important and can deal with behavioural incidents. If an incident takes place in the playground, this will be responded to by staff on duty, using consistent strategies. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or leadership team unless further action is required. Teaching staff will deal with almost all behaviours which take place during lessons. To minimise loss of teaching and learning time, other staff may become involved in order to release the member of staff dealing with an incident.

Adults must avoid discussing a child's behaviour with other adults in front of the child, and incidents must be managed privately wherever possible to avoid escalation due to embarrassment.

Preventive strategies will always be used to avoid consequences or restorative action where possible.

If a child is not responding to preventative strategies, there need to be clear, consistent consequences chosen by the adult dealing with the specific incident.

Stages:		Actions:
1	Redirection / Reminder	<ul style="list-style-type: none">• Refer to rules and expectations• Language prompts:<ul style="list-style-type: none">○ I noticed you are...○ Remember to show...○ You are not showing...○ What I need to see is...
2	Last chance	<ul style="list-style-type: none">• A verbal caution delivered privately, making the child aware of their behaviour and clearly outlining the consequences if they continue: 'Think carefully about your next step.'• Give the child a final opportunity to engage.• Offer a positive choice to do so and refer to previous examples of good behaviour.
3	Time out	<ul style="list-style-type: none">• This step is only needed if the child needs to calm down and compose themselves.• Time out might be a short time in “The Hive” or a quiet area in the classroom.

4	Reflection time	<ul style="list-style-type: none"> Restorative questions: <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling/thinking at the time? 3. How did this make other people feel? 4. Who has been affected and how? 5. What should we do to put things right? 6. If this happened again, how could you do things differently
5	Pay it back time	<ul style="list-style-type: none"> Time given back at break time or lunchtime if a child is not “ready” so has not completed a given task due to wasted time / lack of focus This is not to be used if a child has not finished a task due to finding it difficult, or having tried hard
6	Restorative action	<ul style="list-style-type: none"> A child might be asked to complete an appropriate action to encourage them to make better choices and “make up” for the wrong choices made. These activities should help a child to understand that their actions have consequences.
7	Support	<ul style="list-style-type: none"> In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher.

It is vital that parents / carers are made aware of repeated and/or more serious incidents. Teachers and parents/carers must work together to ensure that behaviour improves. We will communicate any concerns about a child’s behaviour with parents / carers through a phone call, an informal discussion or formal meeting.

Preventative support for children with SEND

If a child’s behaviour is caused by underlying social, emotional or mental health needs, support will be planned using strategies outlined in our graduated response for SEMH. Support might be offered through our school ELSA (Emotional Literacy Support Assistant or Mental Health Link Worker).

When a child is has identified Special Educational Needs for specific behavioural difficulties, the procedure for dealing with behaviours may differ from the systems outlined previously. These alternative procedures will be formed in agreement with the child, their parents/carers and the relevant school staff, including the SENDCO and outlined in a Personal De-escalation Plan linked to the child’s SEN Support Plan. The procedure will be clearly explained to all those who might have contact with the child in school.

If school-led strategies and individual behaviour plans are not effective in supporting a child to manage their behaviour, further assessment might be required. A referral will be made to external agencies through our SENDCO, with the consent and involvement of parents/carers.

Record-keeping

Children will complete a written record during reflection time and this will be logged on CPOMs at the discretion of the member of staff who managed this incident.

Incidents that involve aggressive or threatening behaviour must be logged on CPOMs, including:

- Details of the incident
- Who was involved
- Where and when it occurred
- How it was dealt with
 - Consequence
 - Record of contact with parents
 - Record of child’s reflection

Incidents of a serious nature, may require reference and recording with reference to other policies, for example:

- Anti-Bullying
- Managing allegations of child-on-child abuse
- Exclusion
- Positive Handling

A log on CPOMs must be made for any prejudice-based incident motivated by a prejudice or negative attitude, language, belief or view towards a protected characteristic or minority group:

- Race (racism)
- Religion or belief
- Culture or class
- Gender (sexism)
- Sexual orientation (homophobia or biphobia)
- Gender identity (transphobia)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Home or other personal situation

All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Executive Head Teacher and Head of School regularly reporting incidents to the governing body.

Conduct Outside of School

The DFE advice document explains that teachers may discipline a pupil for:

- any misbehaviour when the child is taking part in:
 - any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

In all cases, the teacher may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Should the school receive a complaint about the conduct of a child out of school, whilst not engaged in school activities, then the school will work with parents to investigate the matter.

Positive Handling and use of reasonable force (Refer also to Positive Handling Policy)

The governing body has notified the Executive Head Teacher and Head of School that it expects the school behaviour policy to include the power to use reasonable force.

At St Vincent's Catholic Primary School, we work to the framework of national government guidance Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2013.

All staff have a duty of care and legal power to use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action, the staff will employ a wide range of strategies in order to avoid this action.

This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child. All incidents of positive handling will be recorded in accordance with the Positive Handling Policy and all incidences are recorded and filed in a locked cupboard / room.

For more detailed information about positive handling and use of reasonable force, please refer to the school's Positive Handling Policy.

Fixed-term and permanent exclusions (Refer also to Suspension and Exclusion Policy)

Exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour.

When considering a fixed-term or permanent exclusion, the Executive Head Teacher will take into account a variety of factors including:

- The age and level of maturity of the pupil
- Statutory duties under the Equality Act 2010
- The previous behaviour record of the pupil
- Whether others have been hurt as a result of the pupil's actions

This list is not exhaustive and other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Safeguarding and Anti-Bullying.

For more detailed information about exclusions, please refer to the school Exclusions Policy.

Screening and Searching

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, February 2014 in addition to Behaviour and Discipline in Schools (January 2016)

On page 11 the DfE document explains that there are two sets of legal provisions that enable school staff to confiscate items from children:

- The general power to discipline. This enables members of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable. The law protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated items and the school behaviour policy may set this out
- The power to search without consent for "prohibited items" such as weapons, knives, alcohol, illegal drugs, stolen items, and any item banned by the school rules which has been identified in the rules as an item that may be searched for

Detailed advice on confiscation and what must be done with prohibited items found in a search is provided in the guidance.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. They report to the Executive Head Teacher and Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour as outlined above.

The Executive Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews the written statement of behaviour principles and this policy every year.

The governors may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy reflects the commitment that all staff at St. Vincent's have to ensure that the children in our school are given the best possible educational experience and the importance the school places on the parent/ school partnership regarding behaviour and well-being.

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Personal De-escalation Plan

Child's Name:	Date of Plan:	Review Date:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Stage 4 Recovery	Stage 5 Depression	Stage 6 Follow up

What are common triggers?

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De-escalation strategies

Strategy	Stage 1		Stage 2		Stage 3		Stage 4		Stage 5	
	Try	Avoid	Try	Avoid	Try	Avoid	Try	Avoid	Try	Avoid
Verbal advice and support										
Giving space										
Reassurance										
Controlled choices										
Humour										
Logical consequences										
Planned ignoring										
Time out										
Removing the audience										
Transfer adult										
Sensory activity										
Success reminded										
Supportive touch										
Listening										
Diversion / distraction										
Others										

Notes

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Positive handling strategies

(as a last resort if there is immediate risk to self or others – a log of any physical intervention **must** be made)

	Try	Avoid	Notes
Friendly escort			
Caring C guide			
Single elbow			
Double elbow			
Other			

Stage 6 Follow Up: restorative conversation

(Make a record and record on CPOMs as required)

Plan Agreement:

Teacher:		Parent:	
Name:		Name:	
Signed:		Signed:	
Child:		Head of School:	
Name:		Name:	
Signed:		Signed:	
Other:		Other:	
Name:		Name:	
Signed:		Signed:	

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Golden Rules

To

Love

Be kind

Be honest
Share
Listen to each other
Respect everyone

"Love is patient and kind"
(1 Corinthians 13:4)

Serve

Be there

Think of others
Take care of yourself
Take care of each other
Take care of our school

"Whatever you do, work at it
with all your heart"
(Colossians 3:23)

and Learn

Be ready

Do your best
Help others to do their best
Show good manners
Follow instructions

"The Lord says, 'I will teach
you the way you should go'"
(Psalm 32:8)



as Jesus shows us

Visible Consistencies	Relentless Routines	Above and beyond
<p>Meet and greet</p> <p>Model values and behaviours</p> <p>Listen</p> <p>Calm and caring</p> <p>Praise in public, consequence in private</p> <p>Positive climate for learning</p>	<p>Do it now tasks in a morning, after break and after lunch</p> <p>Calm walking</p> <p>Indoor voices</p> <p>Eyes on the speaker</p> <p>Legendary lines</p> <p>Children accompanied to and from the classroom by an adult</p>	<ul style="list-style-type: none"> • Positive feedback, stickers, rewards • Team points • Visits to the Executive Head Teacher, Head of School or other teachers to share achievements • Recognition board • Move up the visual chart • Positive phone call/text home • Star of the week certificate • Gospel Value certificate
Staged Intervention	Language prompts	Restorative Questions
<p><u>Preventative:</u></p> <ol style="list-style-type: none"> 1. Redirection / Reminder 2. Last chance 3. Time out <p><u>Consequences:</u></p> <ol style="list-style-type: none"> 4. Reflection time 5. Pay it back time (lost learning) 6. Restorative action 7. Support (other adult or SLT) 	<p>Refer to rules and expectations</p> <p>I noticed you are...</p> <p>Remember to show...</p> <p>You are not showing...</p> <p>What I need to see is...</p> <p>Think carefully about your next step.</p>	<ol style="list-style-type: none"> 1. What happened? 2. What were you feeling/thinking at the time? 3. How did this make other people feel? 4. Who has been affected and how? 5. What should we do to put things right? 6. If this happened again, how could you do things differently

