

Frassati Catholic Academy Trust

St Mary's Catholic Primary School

Learning and loving on our journey with Jesus.



To the greater glory of God

Behaviour Policy

Date policy last reviewed: February 2022

Signed by:

Headteacher: Rosie Akehurst Date: 18/02/2022

Chair of governors: Marius Hopley Date: 19/02/2022

Then Peter came to Jesus and asked, "Lord, when my brother sins against me, how many times must I forgive him? Should I forgive him as many as seven times?"

Jesus answered, "I tell you, you must forgive him more than seven times. You must forgive him even if he does wrong to you seventy-seven times."

Matthew 18: 21-22

Statement of intent

St Mary's Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our aim is for every child to flourish and have the opportunity to make the most of their learning and loving journey with Jesus.

St. Mary's is committed to:

- Consistent, calm adult behaviour
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

St. Mary's acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

1. 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
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Expectations

At St Mary's all adults are expected to:

- Show kindness to all
- Show calm authority
- Show a genuine interest in the children's lives
- Treat everyone fairly.

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children at St Mary's:

- We expect that through great teaching and tasks that are scaffolded where appropriate, and given time, all children can learn age-related content
- We expect that all children will attempt to work independently
- Teaching Assistants (TAs) do not sit with the same child or groups of children each lesson, instead TAs are deployed to groups of children based on needs in each individual lesson
- We describe children as having grasped a concept or those who are new to it
- We do not label children or groups of children by their perceived ability.

Positive adult/child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We are pleased when the children understand and calm if they get it wrong. Behaviour is functional, predictable and changeable so:

- We influence children's moods to be more positive
- We invest in building trust and relationships with all children.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

4. Praise and rewards

School Rules

Recognising exceptional behaviour is at the heart of effective learning. In order for St Mary’s to be a calm school, we have three over-riding rules:

- **Be ready**
- **Be respectful**
- **Be safe**

Praise

St Mary’s recognises the impact of positive praise and all staff aim to define the behaviour that is being praised. The way in which the praise is given is varied. For example, it could be related to effort; for perseverance and independence; for following our three rules above.

We encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Reinforcing positive behaviours

All adults model and explicitly teach appropriate behaviour and acknowledge the meeting of expectations. Adults praise children for exceeding expectations and not merely meeting them – going ‘over and above’. We use intrinsic rewards such as attention and praise.

Other ways that adults reinforce positive behaviour daily are by using praise and rewards which may include:

- Sending a child to other staff to celebrate success including showing work to the head teacher.
- House points
- Star of the week

Rewards

The school uses different categories of rewards for example:

- praise and recognition, e.g. a positive phone call or email home.
- stickers and ‘stars of the week’ (the latter is awarded during a weekly celebration assembly).
- Letters to parents
- Seek parents out at collection to give some positive feedback / praise.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

5. Responding to inappropriate behaviour

At St. Mary's we expect equality of adult authority. We expect the instructions to be followed first time.

Inappropriate behaviour can be classified as low level or serious:

Low level	Serious
Not listening to the speaker	Swearing
Interrupting others	Insulting others
Distracting others from working	Bullying
Slow to line up	Defiance
dropping / walking past litter	Violence

Any sanction that is applied by adults is done so with the goal that it will make the inappropriate behaviour less likely to recur.

Sanctions are applied in the following way:

Low level, one off disruption – adults might:

- Use non-verbal cues to avoid disruption to flow.
- Express private, firm disapproval (Appendix A).
- Reset expectations and set a target to get on the recognition board for a desirable behaviour.
- Allow take up time to let the child save face, to process your instruction or to avoid confrontation in front of an audience.

Low level, repeated disruption – adults might:

- Give a time out within the classroom / move their seat.
- Give a closed choice: You can either get on with your work now or you can finish at break time.
- Keep them back briefly at break / lunch / after school to reset expectations (Appendix B).
- Reset expectations in front of parents, supported by phase leader.

Low level, persistent disruption – adults might:

- Give a time out with the Phase leader (no discussion – supervision only). The class teacher will follow up at the next opportunity yourself, supported by Phase leader (Appendix B).
- Meet formally with parents, supported by Phase leader.
- Put the child on report for two weeks (child checks in with year leader every break, lunch and after school). Review in two weeks.
- Senior leaders might set an internal exclusion if appropriate.

Serious incident – adults will:

- Ensure that everyone is safe and send for SLT.

- Senior leaders will:

- Remove the child from the classroom / playground.
- Call parents into school to inform them and reset expectations (SLT and teacher together).
- Put the child on report for two weeks (child checks in with SLT every break, lunch and after school). Review in two weeks. Senior leaders might set an internal exclusion, a fixed term exclusion or a permanent exclusion if appropriate.

At some point, it may be decided that individual children will have a Behaviour Support Plan agreed between the child, their parent/carer and the school in order to support the transition to acceptable behaviour.

6. Sexual abuse and discrimination

St. Mary's School prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Smoking and controlled substances

St. Mary's School will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with Part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

8. Prohibited items, searching pupils and confiscation

Head Teacher and staff authorised by Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items. The Head Teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

9. Playtime Behaviour

Outside of these times parents and carers are responsible for the safe supervision of their children and for maintaining behaviour.

A basic three step approach is used to encourage good behaviour in the playground.

- Verbal warning
- Use of the script (Appendix A)
- A time out in an agreed safe location in view
- Referral to a member of the SLT at the discretion of the supervising teacher/Lunch time controller.

10. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Monitoring and review

This policy will be reviewed by the Head Teacher and Mental Health Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2022**

Appendix A

Do you remember (yesterday/last week) when you (give example of previously seen good behaviour)?

That is the (name) I know and that is the (name) I need to see today.

Be ready/be respectful/ be safe.

Thank you for listening.

Appendix B: Restorative meeting script

Tell me about what happened

Tell me what you were thinking at the time.

Tell me about what you think about it now.

Tell me about how what you did might have made others feel.

Tell me about your ideas to put things right.

Tell me about you will do differently in the future.

Tell me what our expectations are in this school?

Appendix C: Reflection Sheet

Name:

Date:

What happened?

How do I feel about this? (If you don't know the name of the feeling, describe it)

What should I have done?

Which School Rule (ready/respectful/safe) did I break?

Next time, I will ...

Reflection Sheet discussed (please tick)

Signed:

(Child)

(Adult)