

St Vincent de Paul Catholic Primary School



Positive Behaviour Policy

(Consulted with SLT and all staff before ratified at FGB)

Mission Statement

*“We are called to be the hands and face of Jesus as we learn
love and grow together”*

Review date: Autumn 2020
Next Review: Autumn 2021
Reviewed by the Safeguarding Committee

Signature:



Chair of Governors

Date ratified: 8th December 2020

Introduction

At St Vincent de Paul Catholic Primary School everyone is a valued member of our community. We strive to promote all characteristics of human development – intellectual, physical, emotional, spiritual, moral and social. We are a community of faith based on relationships nurtured by the love of God and our neighbour, underpinned by the teaching of the Catholic church.

We believe that every person in a school community has the right to expect and receive respect. Developing the ability to forgive and enable a fresh start is at the heart of our therapeutic practice.

Our school uses the Hertfordshire Steps approach which supports a therapeutic ethos, early intervention and professional responses to complex, challenging or high risk behaviours. It prioritises the pro-social experiences and feelings of everyone within the dynamic.

Principles

1. The high behaviour expectations we have of the children, are reinforced by all members of staff - *when pupils are given a reminder about or spoken to about their behaviour, they should view it as an educative process and not as a criticism of themselves. They must not feel humiliated or diminished. Forgiveness is given a high profile and a “new start” given every encouragement.*
2. Most matters can be dealt with by the member of staff supervising the children at the time of the misdemeanour and the class teacher informed. In the case of repeated and serious misbehaviour it must be discussed with a member of the SLT.
3. In the case of repeated misdemeanours and/or where a child’s needs cannot be met within the classroom strategies put in place, a Hertfordshire Steps analysis and planning toolkit must be completed with SLT in order for a more structured and detailed plan to be put in place to help the child.
4. Any consequences must be appropriate to the misdemeanour - all consequences must be either protective consequences (in the short term) and all must have educational consequences (in the long term);
5. Consequences must be consistent and seen to be so by the pupils involved. All consequences should be consistent with our Mission Statement (*“We are called to be the hands and face of Jesus as we learn love and grow together”*); in our Catholic school, each child must feel valued as part of a caring, loving community.
6. Positive behaviour choices and personal success will be recognised and praise will be specific to what the good behaviour is. More emphasis is placed on what is good behaviour rather than what is inappropriate. Praise rather than criticism should be generous and frequent.
7. Every day must be a fresh start and teachers should aim to deliver good news to parents regularly either through the reading / homework diary or through face to face contact. This makes it easier to engage with parents should the need arise for matters that are not so positive. We believe that every person in our school community has the right to expect and receive respect.

Aims

- Promote optimum climate for learning, self regulation and independence
- Provide explicit approaches to manage challenging behaviour, resolve conflict and repair harm
- Create an environment that expects and promotes positive behaviour as the basis for effective learning
- Reflect our Catholic Christian tradition and values enabling forgiveness and fresh starts
- Respect for the uniqueness of every individual in our school community.

We will ensure consistency throughout the school by following the Hertfordshire Steps approach which supports a therapeutic ethos, early intervention and professional responses to complex, challenging or high risk behaviours.

Expectations of Behaviour

At St Vincent de Paul School we have high expectations of prosocial behaviour within the classroom, which reflects our key principles. Successful learning is a responsibility shared by all pupils, staff, parents, carers and visitors. Pupils are encouraged and challenged in their learning as they strive for excellence. We are committed to helping each pupil to develop personal responsibility in school, by respecting self, others and all of God's creation. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

Each class will have these three rules as their class rules:

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

These rules have been explored with the children as to what each of these will look like in practice. Staff make reference to these rules to praise children when they see them following them and to remind children when they see a rule not being followed. In practice the three rules are unpacked in an age appropriate fashion and could include the following aspects and examples:

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> • Listening • To learn • Be on time • Equipment • School uniform • PE kit • Stop on the bell/ whistle 	<ul style="list-style-type: none"> • Listen to others and expect to be listened to • Respect ourselves and those around us • Appropriate language and tone • Look after the building, displays and equipment • Represent the school at its best when wearing the SVdP uniform • Tell the truth 	<ul style="list-style-type: none"> • Be in the right place at the right time • Keep hands, feet, objects and personal comments to yourself • Follow the rules when using the internet and electronic equipment both in and out of school • Report any problems to an adult.

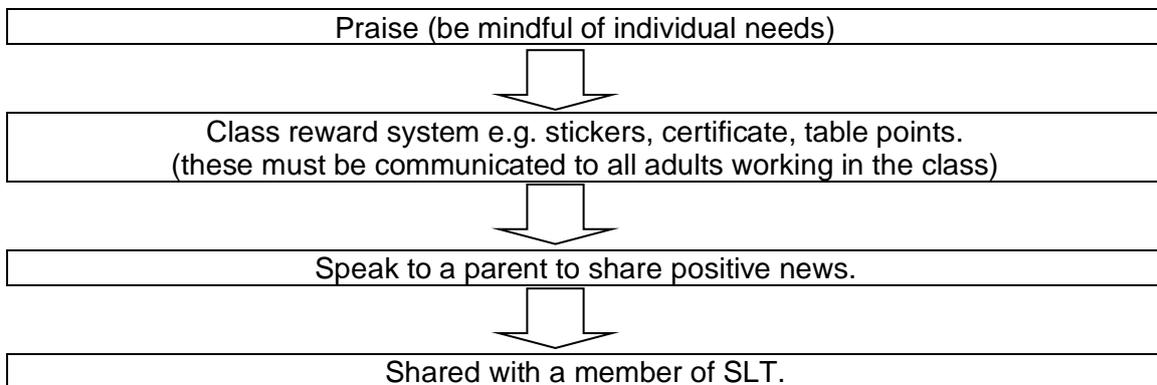
We expect all staff to use the Steps approach by:

- using positive praising;
- role modelling;

- consistency;
- using scripts and routines;
- planning;
- giving clear feedback and recognition;
- giving limited but equal weighted choices;
- disempowering anti-social behaviour;
- using de-escalating body language and the de-escalation script;
- applying protective consequences (in the short term);
- applying educational consequences (in the long term);
- and use of reflect, repair and restore following a crisis.

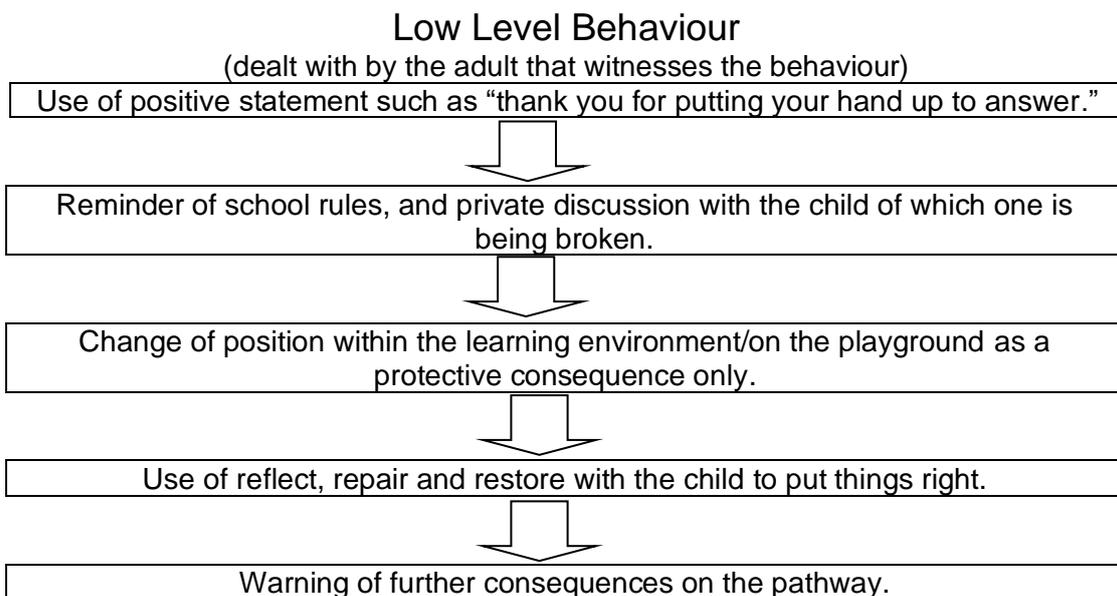
Planned Response to Pro-Social Behaviour

Positive feelings and positive experiences lead to positive behaviour choices (Pro-Social Behaviour)



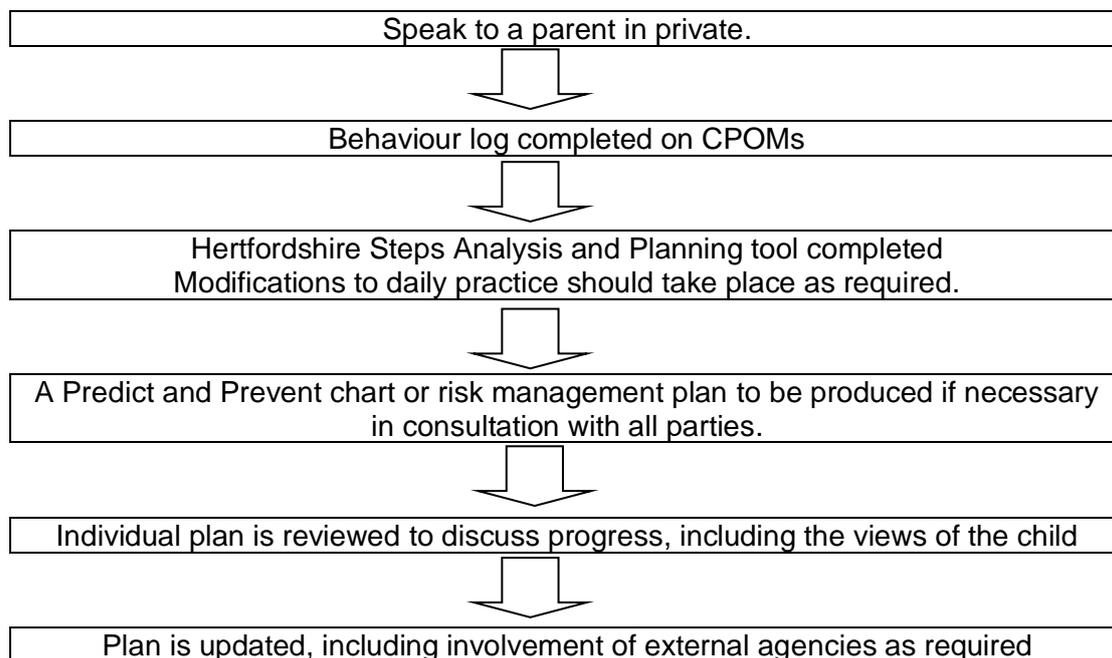
Planned Response to Anti-Social Behaviour

Negative feelings and negative experiences lead to negative behaviour choices (Anti-Social Behaviour)

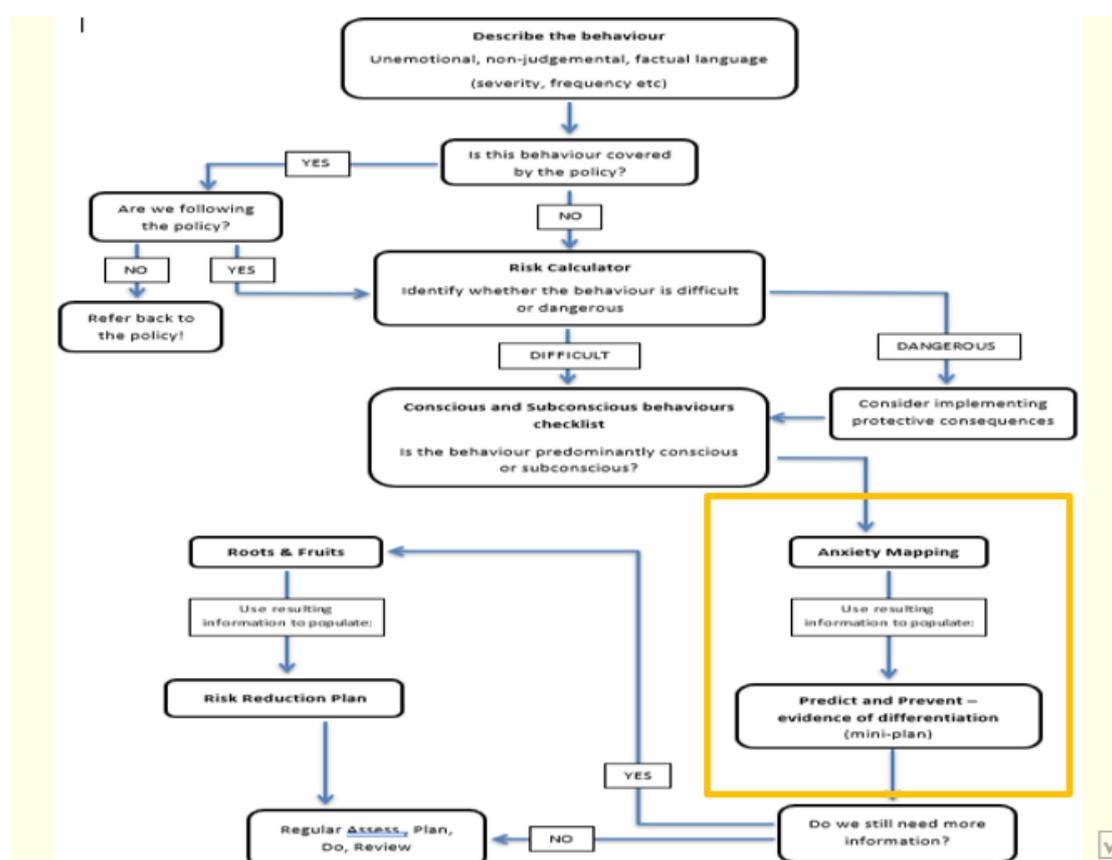


Repeated Anti-Social Behaviour

(Dealt with by the class teacher until point 2, though SLT must be informed of the chart being started).



This flowchart from the Hertfordshire Steps toolkits acts as a prompt for what to consider when beginning to analyse behaviour and plan for a child.



Consequences

Level	Behaviours	Management strategies/consequences
<p>1</p> <p>Dealt with by the adult who witnesses the behaviour (if not CT then they must be informed)</p>	<ul style="list-style-type: none"> • Disrupting another child in class • Distraction or interruption • Deliberately not doing/completing work (without valid reason) • Answering back • Not listening to/following instructions • Telling lies • Name calling • Unsafe behaviour • Damaging property (first time and minor) • Playtime incident (first time and minor). 	<ul style="list-style-type: none"> • Use of a positive statement such as “thank you for putting your hand up to answer.” • Reminder of school rules, and discussion with the child of which one has been broken • Use of reflect, repair and restore to put things right • Change of position within the learning environment/on the playground use of reflect repair and restore must take place afterwards • Please see information below with regards to low level behaviour strategies • Warning of further consequences
<p>2</p> <p>Dealt with by the class teacher with the support of the SLT</p>	<ul style="list-style-type: none"> • Persistent level 1 behaviour (dealing with a level 1 behaviour daily) • Minor vandalism • Stealing/intent to steal • Unkind behaviour towards other children • Unprovoked violence. 	<ul style="list-style-type: none"> • As level 1 • Speak to a parent in private and arrange further meetings as required • Keep a record of the incident on CPOMs • Hertfordshire Steps toolkit to be used to analyse behaviour • Review the tools used alongside SLT and if required make a more detailed plan to help the child.
<p>3</p> <p>Referral to a member of the SLT</p>	<ul style="list-style-type: none"> • Serious and persistent level 2 behaviours • Vandalism of building or property • Stealing/intent to steal (persistent) • Aggressive/violent behaviour, causing deliberate injury • Abuse/threatening behaviour towards other children/staff/parents • Dangerous refusal to obey instructions. 	<ul style="list-style-type: none"> • A member of the SLT informed immediately • Formal chat with headteacher (child). • Time out of class with a member of the SLT • Parents invited into school for a formal discussion with the headteacher • Detailed Predict and Prevent Plan or Risk Reduction Plan agreed following the steps principles. (Appendix 1) • Regular follow up with the parent (if necessary) and a member of SLT (if necessary) to discuss progress made on their behaviour plan • Exclusion.

In lessons, low level disruption should be dealt with **quickly** and in a **low-level way**, so learning is not adversely affected.

First warning – the child is **calmly** told why their behaviour is unacceptable and is redirected.

Second warning – as above. Some children may need a visual reminder on their desk.

Reflection time – the child is moved to reflect within the classroom for a set period of time. Here they continue with their work or take 10 minutes to ‘re-set’ their behaviour. **This must be done in a calm way, following the Steps therapeutic approach.**

Time away – the child is sent to a parallel class to reflect for 10 minutes (they may or may not do work during this time). **When the child is sent to the parallel class, the child is not to**

be told off ; the receiving teacher does not need to engage with the child or be told why they are there – they are to direct them to a place to reflect.

Every class has a reflection prompts:

- a feelings thermometer
- protective behaviours statements (We all have the right to feel safe all of the time. We can talk with someone about anything, even if it feels awful or small.)
- four key questions (What did I do? Why did I do it? How do I feel? How can I fix it?)

These are the same in every class.

After the situation, at an appropriate time, the adult must reflect, repair and restore with the child following the prompts.

Once it has been dealt with, there is a fresh start for the child.

If there is a pattern/ongoing concerns, appropriate conversations will need to take place with parents and/or SLT as per chart above.

De-escalation

Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation. We use the de-escalation principles and script to help a child who is in crisis. In practice this may look like:

Principles	Script
Use the student's name.	Child's name.
Acknowledge their right to their feelings.	I can see something has happened.
Tell them why you are there.	I am here to help
Offer help.	Talk and I will listen.
Offer a "get out" (positive phrasing).	Come with me and...

Using restorative practices to work with children to help them to take responsibility for their behaviour and think through the causes and consequences as well as what can be done to put things right again.

This approach offers high support, nurturing and encouragement as well as providing an opportunity to set clear boundaries and expectations of behaviour.

Physical Intervention

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the student, other persons or significant damage to property. direct or steer a student.

Offering an arm

- Hip in
- Head away

- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security



Supportive hug

To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed.



Supportive arm

- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention



Open mitten guide

- Open mitten hand, placed on the arm above the elbow

- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed



Open mitten escort

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.



Open mitten escort-paired

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arms resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.



Students who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options.

If the student digs their feet in resist the temptation to oppose the force, relax, give a little and the student will reduce resistance.

Remember the desired outcome is SAFETY NOT DESTINATION.

(Please refer to Restraint and Physical Intervention Policy)

Reflect, repair and restore

The purpose of this is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident the student's behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to revisit the experience with a student who is calm, relaxed and reflective. It is essential that before this debrief takes place the child involved, any victims, witnesses and staff are given time for their feelings to normalise.

It is essential that there is an educational consequence. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Consequences must be explained to children otherwise they don't make sense. There must be a conversation to help them understand and deal with what happened. It must not be a punishment, and the child must not think that they are in trouble. It is about helping them to make better choices.

It involves asking:

- Explore what happened (tell the story);
- Explore what people were thinking and feeling at the time;
- Explore who has been affected and how;
- Explore how we can repair relationships;
- And summarise what we have learnt so we are able to respond differently next time.

Bullying

The School Behaviour Policy is designed to promote self-discipline and a proper regard for authority among pupils. All activities within the school must encourage good behaviour and respect for others. Bullying of any kind will not be tolerated. Every child and adult in our school has the right to feel safe. Bullying and hurtful behaviour infringes that right and will not be tolerated. The Anti-Bullying Policy requires that any incidents of perceived bullying are directed to the Headteacher.

(Please refer to the Anti-Bullying Policy).

Exclusion (fixed term or permanent - includes lunchtime exclusion)

Incidents which may lead to exclusion include acts of violence and threats against other children or adults, carrying of a weapon or persistent refusal to co-operate with staff requests. In particular where this would endanger their health and safety or cause detrimental effect to the wellbeing of others.

Exclusion may only be initiated by the Headteacher or designated leader in their absence and must be recorded formally according to LA procedures.

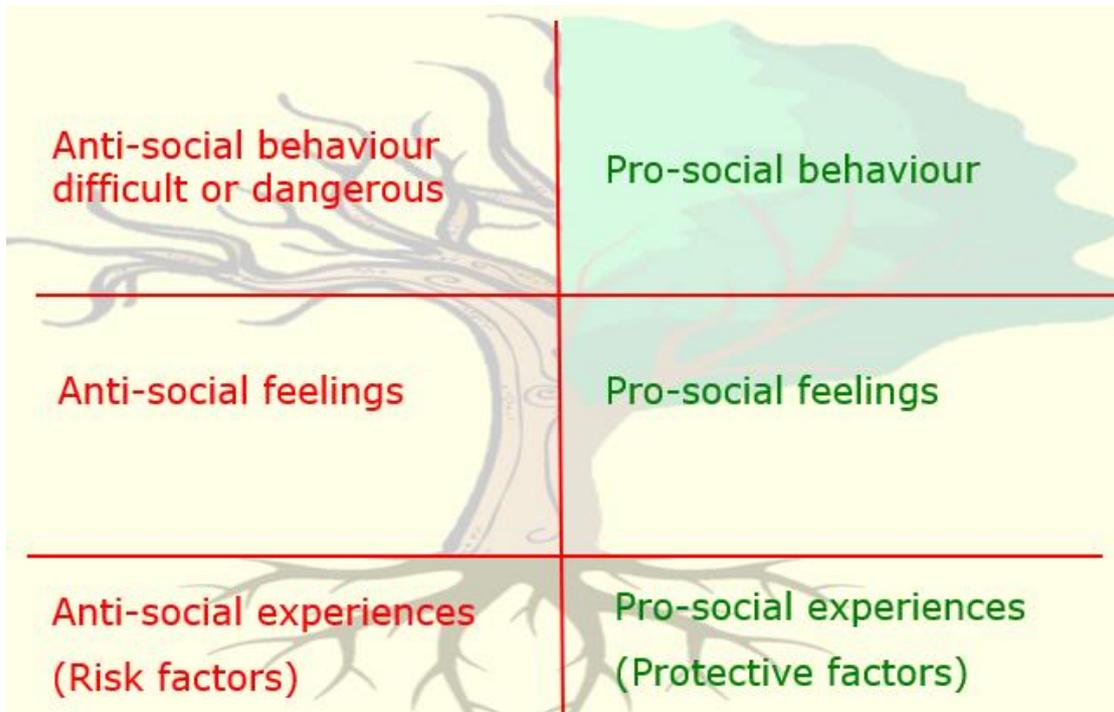
Where a pupil is at serious risk of permanent exclusion, a risk reduction plan must be set up as soon as the risk is identified.

The Hertfordshire Guidelines on Pupil Exclusion (including lunchtime exclusions) must be followed.

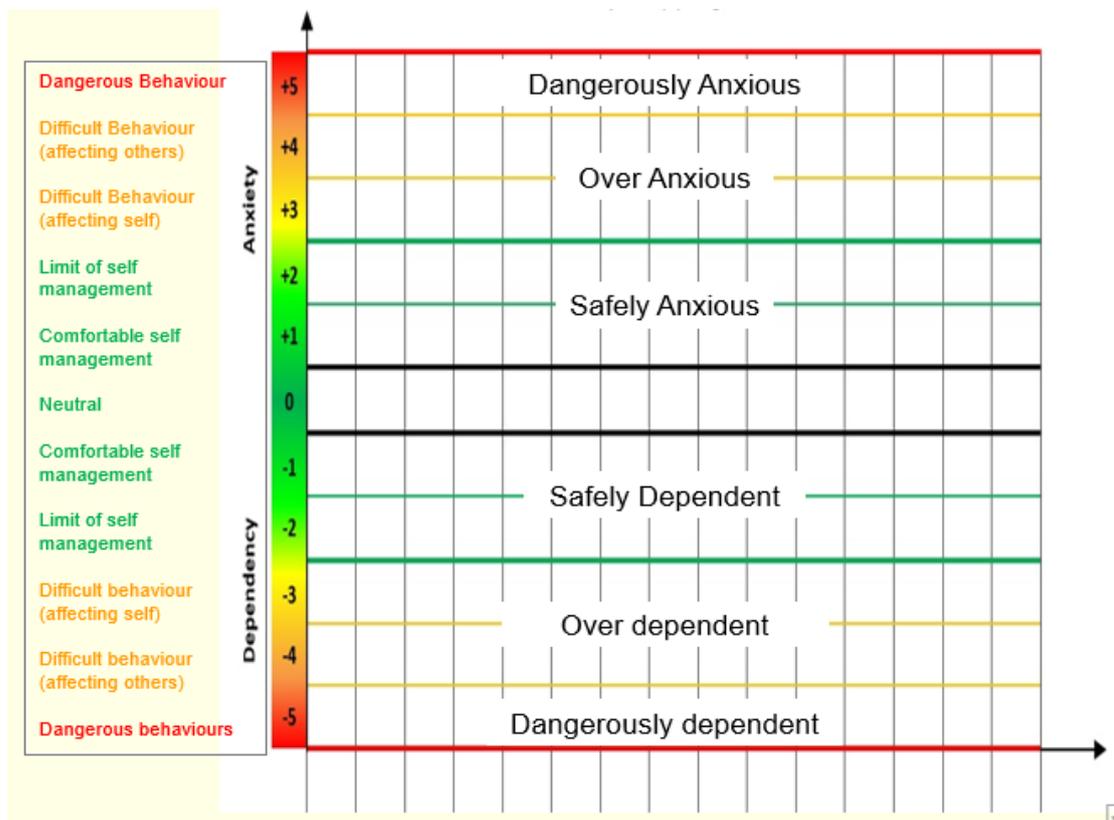
Appendix :

Taken from Hertfordshire Steps Toolkit

Roots and Fruits



Anxiety map



Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures. (to respond to triggers)
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Pro social behaviours	Strategies to respond
Anxiety behaviours (DIFFICULT)	Strategies to respond
Crisis behaviours (DANGEROUS)	Strategies to respond

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counseling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness of harm A 1/2/3/4	Probability of harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Criminal offence					
Harm from absconding					
Loss of Education (Disruption) EDUCATION ONLY					