

# ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



## BEHAVIOUR POLICY

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

**School's own version**

Document Date: Spring 2022  
Review Date: Spring 2023  
Reviewed by the Safeguarding Committee

Signature: . . .

A handwritten signature in black ink, consisting of a large, stylized initial 'M' followed by a long horizontal line.

... Chair of Governors

Date ratified: 17<sup>th</sup> May 2022

## **Introduction**

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## **Introduction**

At St Vincent de Paul Catholic Primary School, everyone is a valued member of our school 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 our 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.

## **Aims**

- To reflect our Catholic Christian tradition and values enabling forgiveness and fresh starts
- To improve educational outcomes for all pupils by promoting self-regulation, independence and supporting their engagement with education
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- To improve educational outcomes for all pupils by promoting self regulation, independence and supporting their engagement with education
- To provide explicit approaches to manage challenging behaviour, resolve conflict and repair harm
- To keep all children and staff safe
- To create an environment that expects and promotes positive behaviour as the basis for effective learning
- To ensure respect for the uniqueness of every individual in our school community

## **Expectations of Pro-social Behaviour**

At St Vincent de Paul School we have high expectations of prosocial behaviour, which reflects our key principles. We are committed to helping each pupil to develop personal responsibility in school, by respecting self, others and all of God's creation. It is important that all colleagues in all areas take responsibility for and are proactive in teaching and maintaining high standards. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

Each class has these three rules as their class rules:

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

These rules are explored with children as to what they may look like in practice. All staff make reference to these rules to praise children when they see them being followed 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
Inside the school building	Staying on task Waiting quietly/listening to music when assembly is starting Having equipment needed e.g. pencil to write Wearing PE kit on the right day	Knowing when it is appropriate to talk or to be quiet Respect for others' space and right to work Listening to each other and adults – no calling out Putting equipment away in the right place Opening doors for others or waiting for someone to pass through Waiting for an adult to stop speaking (e.g. to another adult or child) Tell the truth	Washing hands before entering and leaving the classroom Walking in the classroom and corridor Waiting at doors when directed Follow the rules when using the internet and electronic equipment both in and out of school Report any problems to an adult
Outside the school building	Coming in for lunch when called Stop playing on the bell/whistle	Using bins for litter Use equipment properly	Walking from playground to the classroom Remaining in their play area

## **Planned Response to Pro-Social Behaviour**

We teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during every day teaching opportunities, PHSE lessons and use of the Zones of Regulation curriculum. A calm, engaging, well ordered learning environment with opportunities to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than

the individual child.

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by...

- Praise from adults and peers (being mindful of individual needs and responses to praise)
- Class reward system e.g. stickers, certificates, table points etc (these must be communicated to all adults working in the class)
- Showing learning to other classes, SLT
- Learning and achievements being displayed around the school/online
- Communication with parents and carers

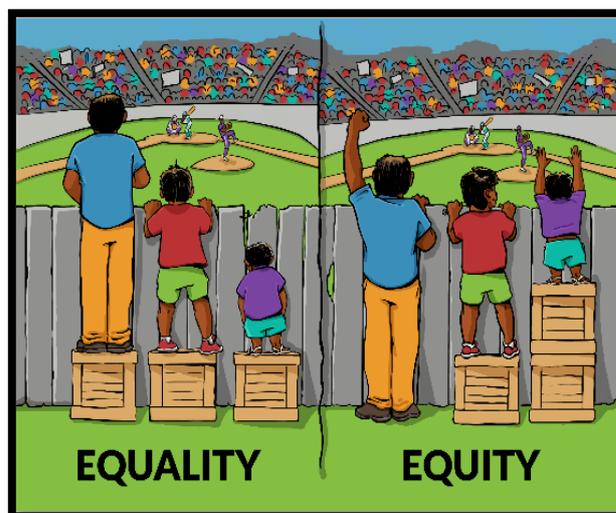
### **Inclusive Approach**

We are an inclusive school and adapt our behaviour management strategies to meet the needs of the child. We seek to understand, not suppress behaviour. Working with children's experiences and feelings creates an internal discipline which results in long-term change.

Negative experiences → Negative feelings → Negative behaviour  
Positive experiences → Positive feelings → Positive behaviour

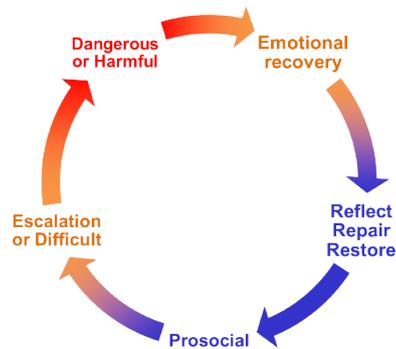
A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with Special Educational Needs (SEN), who have specific needs that impact on their behaviour may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with rewards and consequences and the use of outside agencies. Risk management plans will be shared and should be followed by all staff when interacting with the relevant child.

All staff accept equity of support. Equity is giving everyone what they need, at that time, to be successful.



## De-escalation

All staff focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies



Staff take opportunities to build positive relationships with children in order to recognise triggers and know that child well.

## Language

We recognise the importance of using language appropriately to support children's pro-social and antisocial behaviour.

Behaviour	Examples of language/strategies
Pro-social	Verbal recognition; facial expressions; thumbs up; specific praise of specific behaviour; class merits; stickers; certificates; headteacher awards; communication with parents
Prevent escalation	<p>Positive phrasing:</p> <ul style="list-style-type: none"> <li>- Stand next to me, thank you</li> <li>- Put the pen on the table, thank you</li> <li>- Walk in the corridor, thank you</li> <li>- Switch the computer screen off, thank you</li> <li>- Walk with me to the library, thank you</li> <li>- Stay seated in your chair, thank you</li> </ul> <p>Using limited choice:</p> <ul style="list-style-type: none"> <li>- Where shall we talk, here or in the library?</li> <li>- Put the pen in the box or on the table.</li> <li>- I am making a drink for us. Orange or lemon?</li> <li>- Are you going to sit on your own or with the group?</li> <li>- Are you starting your work with words or a picture?</li> </ul> <p>Disempowering the behaviour:</p> <ul style="list-style-type: none"> <li>- You can listen from there</li> <li>- Come and find me when you come back</li> <li>- Come back into the room when you are ready</li> <li>- We will carry on when you are ready</li> <li>- Distraction until calm, e.g. walking to somewhere else, jobs, have a drink to cool down etc.</li> </ul>
Harm/crisis point	De-escalation script: Use the student's name – "Child's name"

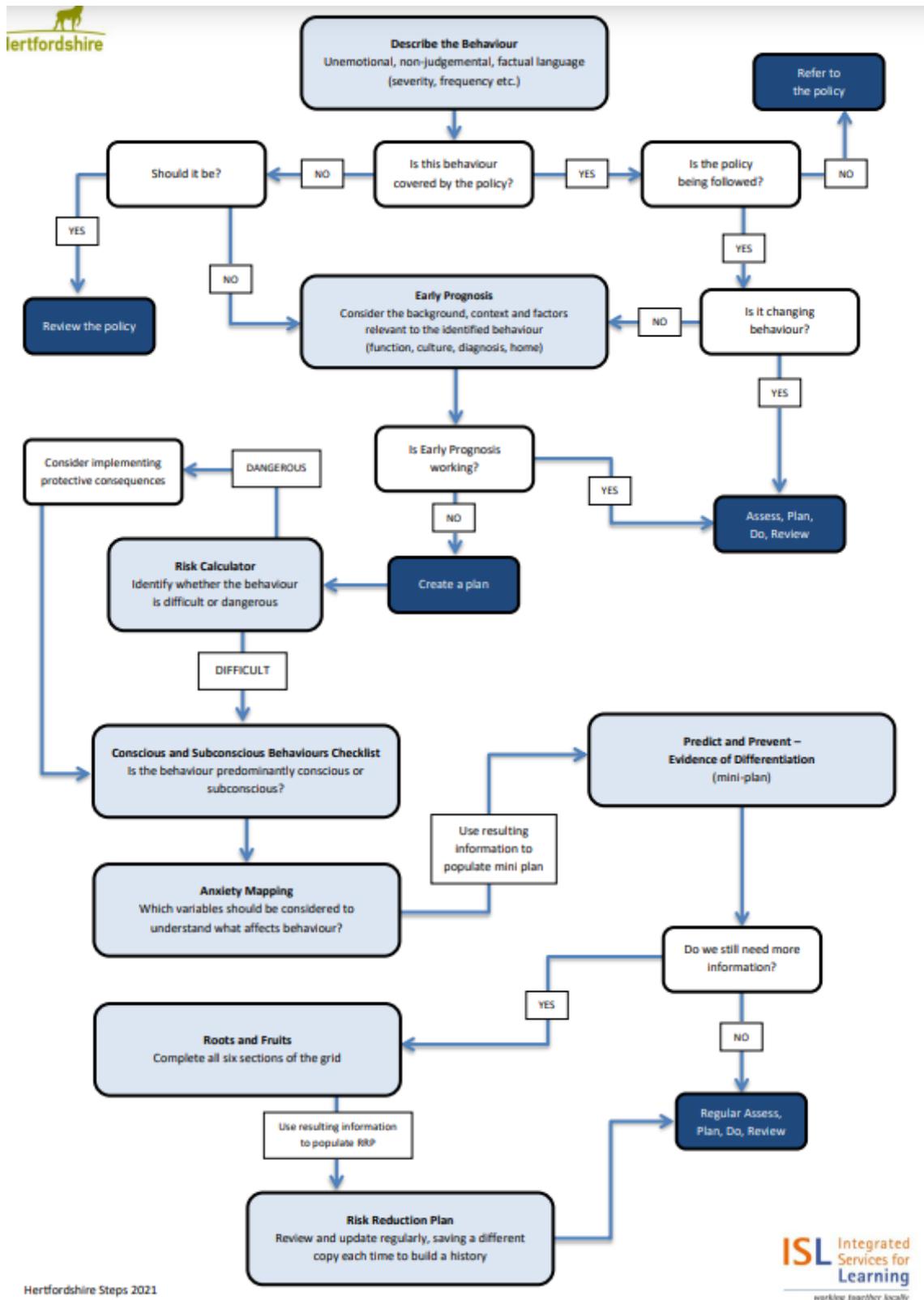
	<p>Acknowledge their right to their feelings. Tell them why you are there – “I can see something has happened. I am here to help.”</p> <p>Offer help – “Talk and I will listen”</p> <p>Offer a ‘get out’ (positive phrasing) – “Come with me and....”</p>
Emotional recovery	<p>Different children will need varying lengths of ‘cool down’ time</p> <p>Cool down times can take place in a variety of locations and personalised according to need</p>
Reflect, repair, restore	<p>After a behaviour incident, once the child is calm, relaxed and ready to reflect, the pupil will be supported to re-visit the incident and explain their account of what happened and why.</p> <ul style="list-style-type: none"> <li>- What happened?</li> <li>- How were you/others thinking/feeling?</li> <li>- Who has been affected and how?</li> <li>- How can we repair relationships?</li> <li>- What have we learnt and how can we respond differently next time?</li> </ul> <p>What protective and educational consequences need to be put in place?</p>

### **Planned Response to Negative Behaviour**

Level	Examples of Behaviours	Management strategies/consequences
<p>1</p> <p>Low level behaviour Dealt with by the adult (including TA, MSA) who witnesses the behaviour (if not class teacher, then they must also be informed)</p>	<ul style="list-style-type: none"> <li>• Disrupting another child in class</li> <li>• Distraction or interruption</li> <li>• Swinging on chair</li> <li>• Wandering around the classroom</li> <li>• Deliberately not doing/completing work (without valid reason)</li> <li>• Answering back</li> <li>• Chatting during quiet times</li> <li>• Not listening to/following instructions</li> <li>• Telling lies</li> <li>• Name calling</li> <li>• Unsafe behaviour</li> <li>• Damaging property (first time and minor)</li> <li>• Playtime incident (first time and minor).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a positive statement such as “thank you for putting your hand up to answer.”</li> <li>• Praise those who are doing the right thing</li> <li>• Use distraction techniques to refocus the child</li> <li>• Check that the child is positively engaged with the activity – adaptations/support put in place</li> <li>• Stop the class to issue a reminder of expectations</li> <li>• Verbal reminder, e.g. “(Name), we are listening now, not talking. Thank you.”</li> <li>• If it carries on again, then speak to the child and explain that as they have continued with their behaviour, they will need to [for example]: sit by themselves away from their peers/move away from the key person that they are being silly with/have the equipment they are not using properly removed.</li> </ul>

<p style="text-align: center;">2</p> <p>Dealt with by the class teacher with the support of the SLT</p> <p>Records made on CPOMs</p>	<ul style="list-style-type: none"> <li>• Persistent level 1 behaviour (dealing with a level 1 behaviour daily)</li> <li>• Minor vandalism</li> <li>• Stealing/intent to steal</li> <li>• Unkind behaviour towards other children</li> <li>• Unprovoked violence.</li> <li>• Racist or homophobic language</li> <li>• Swearing</li> <li>• Bullying (physical, verbal, cyber)</li> <li>• Leaving the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• As level 1</li> <li>• Speak to a parent in private and arrange further meetings as required</li> <li>• Keep a record of the incident on CPOMs</li> <li>• Hertfordshire Steps toolkit to be used to analyse behaviour</li> <li>• Review the tools used alongside SLT and if required make a more detailed plan to help the child.</li> </ul>
<p style="text-align: center;">3</p> <p>Referral to SLT</p> <p>Records made on CPOMs</p> <p><b>If a child is putting themselves or others at risk of <u>significant</u> harm this stage must be implemented immediately.</b></p>	<ul style="list-style-type: none"> <li>• Serious and persistent level 2 behaviours</li> <li>• Vandalism of building or property</li> <li>• Stealing/intent to steal (persistent)</li> <li>• Aggressive/violent behaviour, causing deliberate injury</li> <li>• Abuse/threatening behaviour towards other children/staff/parents</li> <li>• Dangerous/deliberate refusal to follow instructions</li> <li>• Leaving school grounds</li> <li>• Bringing items in which could lead to harm</li> </ul>	<ul style="list-style-type: none"> <li>• A member of the SLT informed via phone</li> <li>• Time out of class with a member of the SLT for reflection time</li> <li>• If they refuse to leave the room, the other children will be removed and a member of SLT will remain with the child.</li> <li>• Formal chat with headteacher (child).</li> <li>• Parents invited into school for a formal discussion with the headteacher</li> <li>• Detailed Predict and Prevent Plan or Risk Reduction Plan agreed following the steps principles.</li> <li>• Regular follow up with the parent (if necessary) and a member of SLT (if necessary) to discuss progress made on their behaviour plan</li> <li>• Exclusion: For an internal exclusion, parents will be informed by phone and reintegration meeting arranged. For external exclusions, parents will be informed formally by phone and letter and reintegration meeting arranged. This will be reported to the Local Authority. SLT and class teacher to agree strategies to support the child upon their return to school. These will be shared with parents at a reintegration meeting.</li> </ul>

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



## Consequences

At St Vincent de Paul School, we use consequences related to behaviour in order to help children learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

There are two types of consequences:

Protective consequences – removal of a freedom to manage harm. 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.

Educational consequences - the learning, rehearsing or teaching so the freedom can be returned.

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

Examples of protective and educational consequences:

Behaviour	Protective and/or educational consequences
Calling out or talking at an inappropriate time	Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change (educational) Move the child from the class table to sit elsewhere to minimize disruption. The child may re-join the class table after they have shown their behaviour can improve. This may need to be graduated. If they wish to remain away from others, this is acceptable (protective)
Learning not completed	Check that the child is confident in what they have been asked to do. Scaffold/support as appropriate. Monitor the child during the lesson/following day to ensure that they know what to do and that they are on track (educational) Give the child an appropriate time to complete their learning. This could be during break time. If it is at break time, it is important that the child does not lose the whole of their break (protective)
Hurting another child in the playground or classroom.	Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change; role play or use comic strip conversations to explore how to solve similar issues; social skills group put in place (educational consequence) The child will be removed from sitting/playing with peers until they have shown that they can be kind towards them. Remove child from playground/classroom. Playtime may be given back to the child gradually e.g. 5 minutes one day, 10 minutes the next until the freedom can be restored in full. If the child will not leave, the class will leave the room/children will be asked to leave the area and SLT will stay with the child (protective consequence) <i>The consequence will be dependent on the level of intent or harm caused.</i>
Swearing	Research language (where appropriate) and why it is considered hurtful or

and name calling	offensive; use puppets/role play to explore how it made the other child feel; if use of the language is a habit, a new word could be chosen for the child to use as a replacement (educational). If language is a persistent problem, then a protective consequence may be needed e.g. withdrawal from the playground. If the name calling is of a racist or homophobic nature, SLT must be informed as soon as possible.
Damage to property or the environment	The child will, with an appropriate adult, fix the damage (e.g. clean writing off table) (educational).

### **Physical Intervention**

There are occasions when staff will have cause to have positive physical contact with individual children for a variety of reasons, e.g.

- First Aid – eg cleaning wounds, applying plasters
- Personal hygiene-eg changing soiled clothing, cleaning themselves
- Getting changed for PE- eg dressing, undressing, tying hair back, putting swimming hats on.
- During lessons- eg supporting in PE, showing how to hold a pencil/scissors, using a mouse, applying makeup for drama shows
- Responding to their initiated contact- eg returning a hug, holding hands
- Reassuring and comforting children- eg when they are upset or worried or in need of guidance, a child may be allowed to sit on an adult's lap in the classroom (EYFS age children) or offered a hug as appropriate.
- Praise- eg reaffirming 'well done' with a gentle pat on the shoulder.
- Safety – eg crossing the road, preventing children from hurting themselves

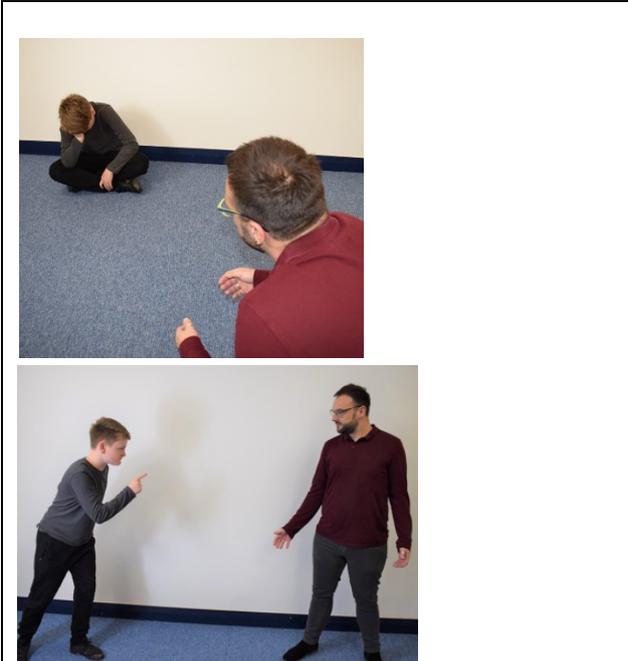
When positive physical contact takes place staff should consider:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where contact takes place

Occasionally, incidents may occur when physical intervention is required to avert danger to the student, other people or significant damage to property. If the child presents a foreseeable risk, the Steps flowchart will be followed towards carrying out a risk assessment and risk management plan.

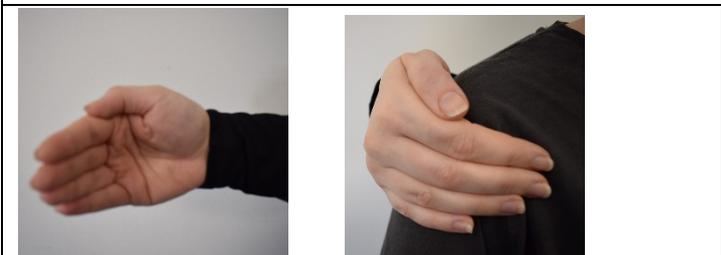
For staff who have not received the training, there may be occasions where they need to use physical intervention, e.g. to stop a child from running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. When making this judgement, all staff must be aware of the following which are wrong components in physical intervention: Negative impact on the process of breathing; pain as a direct result of the technique; sense of violation. Following an incident such as this, a risk assessment needs to be carried out and further training given.

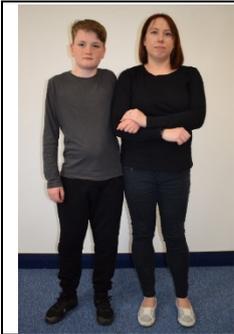
De-escalating body language

	<p>Outside of an outstretched arm</p> <p>Good distance</p> <p>Standing to the side</p> <p>Relaxed hands</p> <p>Managing height</p>
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Positive Handling (to guide, escort)

Guiding and escorting should be performed if absolutely necessary and should be recorded on CPOMs along with an explanation of the reasons for it and other strategies that had been tried first.

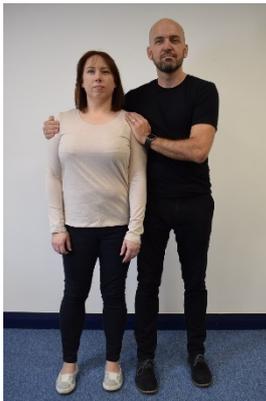
	<p>Open mitten – used to move a student away</p> <ul style="list-style-type: none"> <li>• Fingers together</li> <li>• Thumb away from fingers</li> <li>• Palms parallel to floor</li> </ul>
	<p>Closed mitten – used to draw a student close</p> <ul style="list-style-type: none"> <li>• Fingers and thumbs together</li> </ul>



Offering an arm – to support, guide or escort

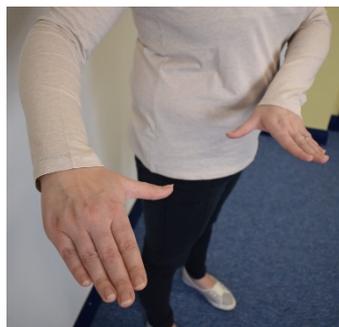


Supportive hug – to support, guide or escort





Supportive arm – to support, guide or escort



Open mitten escort – to support, guide or escort

## **Reflect, Repair and Restore**

The purpose of this is to revisit the experience by retelling 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:

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

## **Specific Behaviour Issues**

### **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).

### **Racism and Homophobia**

We aim to educate, develop and prepare all our pupils, whatever their colour, culture, origin or gender to lead positive lives. Pupils, teachers and all other staff working in the school therefore will endeavour to further these objectives by personally contributing towards a happy and caring environment and by showing respect for each other's racial and cultural backgrounds and treating each other with dignity. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. We are committed to emphasising the common elements and values of our multiple culture whilst appreciating the differences. A racist or homophobic incident is one perceived to be racist or homophobic by the victim or any other person. In the event of a racially or homophobic motivated incident – whether physical or not – the complaint

will be investigated by a member of SLT. This will be recorded on CPOMs. Racist incidents in school are reported to the local authority each term.

#### Child on child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in 'Keeping Children Safe in Education'. The Designated Safeguarding Lead or Person is the most appropriate person to advise on the school's initial response. Each incident is considered on a case-by-case basis. (Please refer to the Safeguarding policy)

#### Behaviour incidents online

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos<sup>37</sup> and sexual harassment should be addressed in accordance with the same principles as offline behaviour.

#### Exclusion

Incidents which may lead to exclusion include acts of violence and threats against other children and adults, carrying or a weapon or persistent refusal to co-operate with staff requests, in particular, where this would endanger the 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.

#### **Recording within school**

All staff record behaviour incidents (prosocial, unsocial, antisocial, dangerous, difficult) on the school electronic system, CPOMs as soon as possible after an incident occurs (maximum of 24 hours). This notes the details of the child, the incident, other children who may have been involved and any follow up actions/conversations. SLT receive all behaviour alerts on CPOMs and can use this system to analyse behaviour patterns across the school and for individual children.

#### **Communication and Parents and Carers**

In the first instance, the class teacher will communicate with parents/carers about behaviour (positive and negative) If an incident has taken place, the parent must be informed on the same day in person or via telephone. If this has not been possible, a message is left to indicate that a conversation needs to take place. The class teacher and parent/carer will decide on whether or not a pupil needs to be present during this communication. If a serious incident takes place, a member of SLT will phone the parent/carer.

If the behaviour needs are escalating, SLT will be involved in meetings with parents and carers.

Records of all meetings which take place/emails about behaviour are recorded on CPOMs.

#### **Training**

There are 2 members of staff who are Step On trainers. Their training is renewed annually. All staff receive full 6 hour training every 3 years on Steps with annual 3 hour refreshers. Reference is made to the behaviour as required as part of the safeguarding standing item on the weekly staff briefing

This policy is to be read alongside the following policies:

Anti-bullying policy

Safeguarding policy

Exclusion policy

Physical intervention policy

**Appendices:**

Early Prognosis document

**Steps – Early Prognosis (Blank)**

Date:  
 Staff member:

**Context (home and school)**

- Complete if required

**Diagnosis**

- Complete if required

The behaviour

**Function**

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

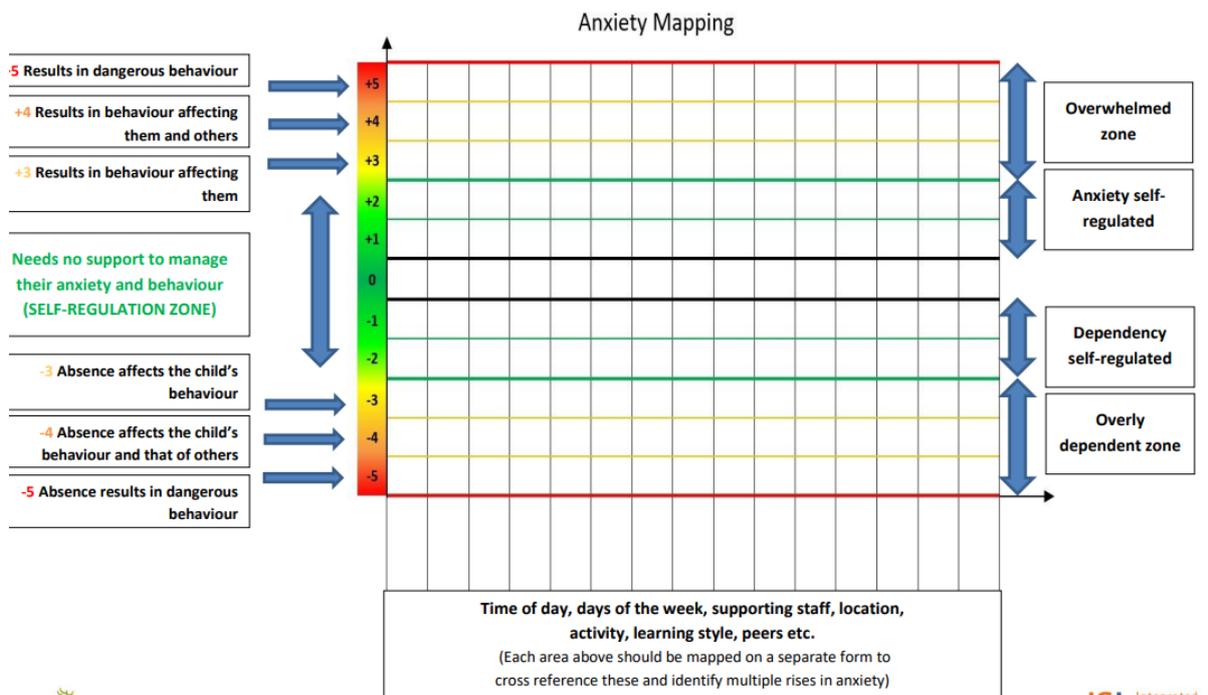
**Cultural expectations**

- Complete if required

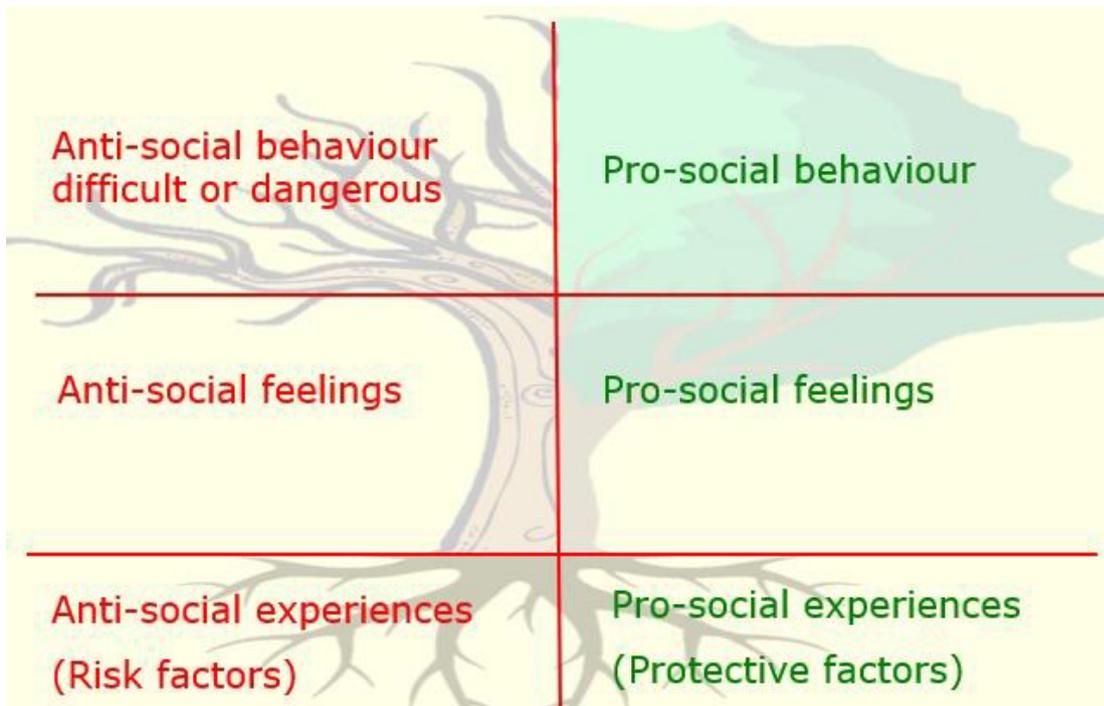
Hypothesis:

Action:

**Hertfordshire Steps – Anxiety Mapping Guidance**



Roots and Fruits



Risk Reduction Plan

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