

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: Autumn 2024
Review Date: Autumn 2025
Reviewed by the Safeguarding Committee

Signature:



Chair of Governors

Date ratified: 3rd December 2024

Behaviour Policy Autumn 2024

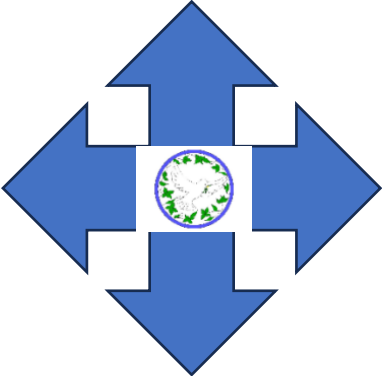
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Aims

- To reflect our Catholic 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 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

Everyone in our community is expected to play their part in promoting positive behaviour.

| | | |
|---|--|---|
| <ul style="list-style-type: none"> • Consistently apply the relational behaviour policy which is predictable, systematic, consistent and habitual. • Give opportunities to develop social skills and emotional literacy. • Create and teach a curriculum that enables pupils to engage. • Ensure that pupils listen, are listened to and value others. • Help pupils to gain the ability to make choices about their behaviour. • Agree a class code of conduct based on the school rules which makes rewards and consequences explicit. • Help pupils understand their rights and responsibilities as members of a Catholic school community. • Be a positive role model demonstrating positive behaviour towards members of the school community • Inform parents (or in the case of support staff inform the class teacher) about their child's welfare or behaviour and, where required, work alongside parents. | | |
| <ul style="list-style-type: none"> • With trust and faith, support the school in understanding the children's behaviour. • Help celebrate positive behaviour in school. • Be a positive role model demonstrating positive behaviour towards members of the school community • Contact the school early with any concerns/worries. • Work with the school proactively to find solutions to any difficulties |  | <ul style="list-style-type: none"> • Offer support and challenge to the school. • Support the school in understanding the pupils' behaviour. • Promote the school in the wider community. • Give support, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues. • Review the effectiveness of the policy. |
| <ul style="list-style-type: none"> • Follow the 3 school rules of Ready, Respect and Safe. • Make it possible for all pupils to learn in class. • Value and care for themselves, others and the physical environment. • Resolve disputes positively developing a sense of fairness. • Represent the school community positively when outside school. • Be aware of their own emotions and actions and take responsibility for these. • Have respect for all regardless of difference, culture, religion, race or gender. • Develop an appropriate reaction to any incidents of bullying or abuse • Report behaviour that concerns, hurts or worries them to an adult. • Support and forgive each other when things go wrong or they make mistakes and be open to the idea of reconciliation. | | |

Expectations of Pro-Social Behaviour

At St Vincent de Paul School, we have high expectations of pro-social behaviour, which reflects our key principles.

We have 3 school rules:

- ❖ **Be Ready**
- ❖ **Be Respectful**
- ❖ **Be Safe**

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

These rules are regularly explored with children as to what they may look like in practice and how they support in building a class and school community. 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"> • Staying on task • Waiting quietly/ listening to music when assembly is starting • Having equipment needed • Coming in for lunch when called | <ul style="list-style-type: none"> • Knowing when it is appropriate to talk or to be quiet • Giving others' space and their right to work • Listening to each other and adults • Putting equipment away in the right place • Using equipment properly. • Opening doors for others/ waiting for someone to pass through. • Telling the truth. • Using bins for litter. | <ul style="list-style-type: none"> • Follow the rules when using the internet and electronic equipment both in and out of school. • Walking around the school. • Report any problems to an adult. • Remaining in their play area. • Following game rules. |

Planned Response to Pro-Social Behaviour

We teach behaviour as we teach other areas of the curriculum through modelling or and praise for good practice. Pupils are taught about their feelings and emotions during every day teaching opportunities and PHSE lessons.

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.

We believe in 'catching the children getting it right' and use a variety of external regards to help make this explicit to children e.g.

- Verbal praise from adults and peers (being mindful of individual needs and responses to praise).
- Inform class teacher if another member of staff has noted the behaviour.
- A nod, smile, thumbs up.
- Class reward system e.g. stickers, certificates, table points (these must be communicated to all adults working in the class).
- Parents and carers informed verbally.
- Showing learning to other classes.
- Visit members of the Senior Leadership Team
- Learning and achievements displayed around the school/online
- WOW stickers and certificates sent home and shared in assembly for going above and beyond the school rules
- Individual systems e.g. Book of Brilliance, reward chart

Inclusive Approach

We are an inclusive school and adapt our behaviour management strategies to meet the needs of the

child. We seek to understand the reasons behind behaviours, working with children's experiences and feelings to create an internal discipline which results in long term change. All children should be treated sensitively; criticism should never damage self-esteem, focusing on the behaviour rather than the individual child.

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. Reasonable adjustments may be required when applying our behaviour policy in line with our SEND policy.

As in learning, all staff accept equity of support – giving everyone what they need, at that time, to be successful.

Planned Responses to Negative Behaviour

Staff focus on planned responses, preventative strategies and de-escalation rather than focusing solely on reactive strategies.

| Level | Examples of behaviour | Staff | Management strategies | Consequences |
|-------|---|---|---|---|
| 1 | Low level behaviour Anti-social behaviour Disrupting another child in class Talking in class while the teacher is talking Not listening Calling out inappropriately Inappropriate noises Wandering around the classroom Shouting in the dining hall at lunchtime Not lining up/walking quietly to class from break time. | Staff member who witnesses the behaviour – if not the class teacher than they must also be informed | Positive statement e.g. 'Thank you for putting your hand up to answer' Praise those who are following rules Distract to refocus Drive-by Giving limited choice Disempowering the behaviour Check level/ accessibility of task; adapt task Whole class reminder | A look Reminder of rule (ready, respect, safe) delivered Warning/caution delivered privately Last chance – use microscript* Class consequence** |
| 2 | Persistent level 1 behaviours (on a daily basis) Minor vandalism Stealing Unkind behaviour towards others e.g. name calling, excluding others Deliberately not doing/ completing tasks Repeated ignoring adults' instructions | Class teacher with SLT support: Assistant Headteacher Deputy Headteacher | As level 1 Individual strategies e.g. reward chart, individual targets Individual social, emotional intervention | As level 1 Speak to a parent in private and arrange further meetings as required Member of SLT to attend future meetings Keep a record of the incident on CPOMs Analysis of behaviour using a |

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|---|---|---|--|---|
| | Poor attitude to learning Swearing Throwing food Low level physical misbehaviour e.g. pushing, shoving, nudging Leaving the classroom/ playground | | | variety of tools e.g. Boxall Profile, Therapeutic Thinking/Steps toolkit Make a more detailed plan to help the child. |
| If a child is putting themselves or others at risk of <u>significant</u> harm stage 3 must be implemented immediately. | | | | |
| 3 | Serious/persistent level 2 behaviours Dangerous and difficult behaviours Vandalism of building or property Unprovoked aggression towards others Aggressive/violent behaviour causing deliberate injury Abuse/threatening behaviour towards other children/ staff/ parents Dangerous/deliberate refusal to follow instructions Racism, sexism or homophobia Bullying (physical, verbal, cyber) Bringing items in which could lead to harm Leaving school grounds | Class teacher Assistant Headteacher Deputy Headteacher Headteacher | As level 1,2 De-escalation approach*** If the child refuses to leave the room/ playground, the other children will be removed and a member of SLT will remain with the child Positive handling (see positive handling policy) Individual risk management plan strategies | Inform a member of SLT via phone/walkie talkie Time out of class with a member of SLT– this may be during lesson time and/or may involve loss of playtime or lunchtime for 1 or more periods Formal chat with headteacher Risk Reduction Plan/risk assessment Protective consequences e.g. not permitted to take part in school trips if behaviour is potentially unsafe. HCC Online Accident Form (RIDDOR) completed for adult injury. Regular follow up with the parent and a member of SLT to discuss progress made on behaviour plan Exclusion |

***Microscript**

We use a microscript privately and consistently as part of our stepped approach to consequences:

- 1) Reminder of rule: Name → Expectation
3-5 minutes take up time – this gives the child time to process and understand what is being asked of them
- 2) Warning: Name 'If you choose not to....'→ Expectation → You are choosing to... consequence... 3-5 minutes take up time
- 3) Last chance: 'I've noticed that.... You know the school rules are ready, respect, safe. Can

you remember when I phoned home when you....and how that made you feel? I expect you to... Thank you for listening 3-5 minutes take up time; walk away as finished and praise pupils who are getting it right.

4) Consequence

****Consequences**

When school rules are being discussed e.g. at the beginning of the year, consequences are made explicit to children.

A protective consequence may be needed immediately in order to manage harm. Examples of protective consequences include: moving the child from an area e.g. table, classroom, playground.

Class teachers are responsible for implementing consequences in class with the following options:

1. Catch up – short conversation after the lesson, acknowledging that the previous lesson was not good for anyone and the next lesson is a fresh start.
2. Restorative conversation – takes place whilst doing something else e.g. clearing tables. This is a coaching conversation using these 5 prompts:
 - What happened?
 - What were you thinking at the time?
 - Who has been affected?
 - What should we do to put things right?
 - How can we do things differently in the future?
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3. Imposition – work that was not done in the lesson may be completed at playtime/lunchtime (with short breaktime given) or sent home to be completed and returned the next day.
4. Missed breaktime/lunchtime – 5 minutes at breaktime or 10 minutes at lunch as soon as possible after the event, short and focused designed to deter and also to agree future behaviour and agree existing boundaries. A reflection sheet is completed independently or with an adult and uploaded onto CPOMs.
5. Natural consequences – cleaning up the mess, repairing the display, reorganising the classroom, making up with peers.

The consequences are also implemented by SLT when supporting level 2/3 behaviour in the first instance.

*****De-escalation**

De-escalation is used at times of crisis or when there is difficult and/or dangerous behaviour. The aim is to ensure the safety of the child and those around them.

A script is used to support this approach. This is an example, but it may be tailored to the individual. If a child has a risk management plan, their personal de-escalation script will be used by all adults.

- 'Child's name'
- Acknowledge their right to their feelings. Tell them why you are there: 'I can see

something has happened. I am here to help’.

- Offer help: ‘Talk and I will listen’
- Offer a get out: ‘Come with me and...’

Emotional recovery – different children will need varying lengths of ‘cool down’ time. Cool down times can take place in a variety of locations and personalized according to need.

Unforeseeable Behaviours

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur. In such cases, the key priority is to ensure the safety of pupils and staff and to de-escalate the situation. In the first instance the member of staff in charge of the class is responsible for this and for seeking support from SLT (via phone or walkie talkie). From that point, the SLT member will take responsibility.

Following the incident,, SLT will carry out a debrief with staff and pupils concerned; the behaviour will be recorded on CPOMs and a risk assessment will take place to prevent this behaviour or determine a response if it is likely to occur again.

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 e.g cleaning wounds, applying plaster
- Personal hygiene e.g. changing soiled clothing
- Getting changed for PE e.g. dressing, undressing, tying hair back, putting swimming hats on
- During lessons e.g. support in PE, showing how to hold pencil, scissors
- Responding to their initiated contact e.g. 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

Occasionally, incidents may occur when reasonable force is required to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. Training on appropriate physical intervention is delivered as part of staff development.

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 (see Restraint and Restrictive Intervention Policy).

The Headteacher has the right to take immediate action in the case of any serious incident.

Specific Behaviour Issues:

Bullying

The behaviour policy is designed to promote self discipline and a proper regard for authority among pupils. 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).

Discrimination

As a school we will not tolerate discrimination on the grounds of race, colour, religion, nationality or ethnic origin. The children are taught to be open to the diversity of the wider world and that diversity is a positive, providing us with richness and variety that we should embrace. We make good use of a range of resources to promote the development of positive views of diverse cultures. A racist, sexist, ableist/disablist or homophobic incident is one perceived as such by the victim or any other person. Any racist incidents are logged and reported to the LA. We work with children and their parents if such incidents occur. These will be investigated by a member of SLT and will be recorded on CPOMs. Racist incidents are reported to the local authority each term.

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 and sexual harassment should be addressed with the same principles as offline behaviour. (Please refer to Safeguarding policy).

Suspension and Permanent Exclusion

In exceptional circumstances it may become necessary for a child to be suspended or permanently excluded from the school; staff in school will do all that they can to avoid this situation arising. Only the Headteacher has the power to suspend a pupil from school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. There will be times when an action warrants an immediate lunchtime, suspension or permanent exclusion.

For example:

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

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

For a fixed term suspension, parents will be informed by phone and letter. This will be reported to the Local Authority. SLT and class teacher agree strategies to support the child upon their return to school which will be shared with parents at a reintegration meeting.

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

Recording within school

All staff record behaviour incidents 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 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 with 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 parents of children involved 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/Therapeutic Thinking trainers. Their training is renewed annually. All staff receive full 6 hour training every 3 years with an annual 3 hour refresher. There is also behaviour related training from outside agencies e.g Larwood Outreach which staff may attend