

Behaviour policy

St Clement's Catholic Primary School



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1. Purpose and Aims

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at St Clement's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

St Clement's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach between home and school to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill
- To provide a safe, respectful, inclusive and happy school ethos where learning opportunities are maximised
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To ensure that excellent behaviour is a minimum expectation for all

2. St Clement's Vision

Inspiring the children of St Clement's to:

'Be the best that we can be!'

At St Clement's, we have high expectations for all our pupils; we expect children to be St Clement's ready by demonstrating our St Clement's Values. This is recognised through fortnightly Anchor and Values Certificates at assembly, positive reinforcement strategies and end of term Book Prize Assemblies.

We want all of the St Clement's family to live out daily our mission statement of 'Growing together in Love and Learning' by following the core learning **VALUES**:

- Be Kind
- Be Ready
- Try your best
- Be truthful
- Be Respectful

In addition, we wish to give recognition to pupils who go '**Over & Above**'.

'**Over and above**' behaviours include exceeding our school values, impacting the wider St Clement's community and showing St Clement's initiative.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

3. Expectations of all adults

We expect every adult to:

- Meet and greet every child every morning
- Refer to our core values
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm when going through the steps. Prevent before consequences
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

4. Senior Leaders

Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support class teachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded from CPOMS) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

5. Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

6. Role of the Class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regards to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher and if necessary the Headteacher.

7. Role of the parents and carers

Parents and Carers agree to a Home School Agreement when enrolling their child at St Clement's. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding consequences firstly to the class teacher, then to the Deputy Headteacher and Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

6. Positive Strategies

All adults in the school will use the following positive strategies consistently. 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 learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door.

All adults will be looking out for children who show St Clement's Values and go over and above.

Ways that children will be recognised for doing so:

Afternoon Tea

Children consistently going 'over and above' will be invited to have afternoon tea with the Head Teacher on the last Friday of every half term. This needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Note Home/Letter Home from Head Teacher

The Positive Note is also a high-level recognition for consistently going over and above. Any adult in the school, staff members or visitors can give it to any child. There is no set amount again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Raffle tickets

Children receive a raffle ticket in class in recognition for an amazing piece of work or for living out the school values. These raffle tickets are placed in a box and at the Anchor assembly ten raffle tickets are pulled out. Each of the ten children will then be able to choose a stationery prize from Mrs Kelly's prize box.

House points

Every child is placed in a house upon entry to the school in Reception. The houses at St Clement's are:

St Benedict

St Margaret

St Clare

St Francis

Every child has an opportunity to earn house points for their house during lessons. They can do this by living out the school values. At the Anchor Assembly, the house points are collected together and the winning house receives an extra playtime with Mrs Kelly.

Phone calls home

Class teacher phones parents to share child's success.

St Clement's Values certificates

Awarded at the Anchor assembly- one child is selected every two weeks by the class teacher for living out the Gospel values. The children are awarded the 'Following Jesus' cross from the Headteacher. They wear this cross on their uniform for two weeks and then return it to their class teacher.

Anchor Assemblies

Class teachers choose two awards to give to children for living out the St Clement's Mission Statement. Children, who receive an anchor badge, wear it for two weeks and then return it to their class teacher.

Achievement Awards

Children with an achievement outside of school can share it at the Anchor assembly through the class teacher.

Golden ticket

Each member of staff has the opportunity to award a golden ticket each fortnight to a child that is living out the values of St Clement's. These children will be rewarded with an extra playtime on a Friday with Mrs Kelly. The children will place their golden ticket in a special box and record their names in a book in the office.

6. Policy blueprint and Classroom plan

Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document, which teachers will refer to for a consistent approach to our Behaviour Policy to ensure behaviour, and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps, which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response (See Appendix 1)

As part of the Classroom Plan, a 30-Second Scripted response will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Individual Support Plan for behaviour

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

7. Restorative approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, staff who are on duty will normally respond to this. 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 management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimize loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At St Clement's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour affects others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions {See Appendix 1}

These restorative questions will be used to support restorative meetings and/or conversations. For pupils in Year 3 – 6, up to five questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

8. Consequences

At St Clement's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their Individual Support Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' 'Thinking time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time, which then needs to be paid back.

'2 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

'Pay it back time'- is an appropriate action linked to the incident and value that has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be completed at lunchtime for a period of no more than ten minutes. Another example would be if there has been vandalism in the playground, we might ask the child or children involved to help repair the damage.

'Thinking time' – is a strategy used in the classroom and the playground to encourage children to reflect on their behaviour. They will be asked to sit on a special chair or stand in a special spot.

Safety of others and blue chairs

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher or staff member on duty stops the activity and prevents the child from taking part for the rest of that session. The child will spend their playtime or lunchtime on the blue chairs by the school office reflecting on their behaviour and parents will be contacted by the Headteacher to discuss the matter.

Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at St Clement's. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period, however steps should always be gone through with care and consideration, considering individual needs where necessary. Praise the behaviour that you want to see.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Consequences for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

If there is an incident involving more than one child, each child will be spoken to individually and then as a group if deemed necessary. Children in Years 3 – 6 may be asked to write a written account of what happened as part of the investigation into the incident.

9. Appendix 1



At St Clement's Catholic Primary School our mission statement 'Growing together in Love and learning' underpins everything that we do. We strive to create independent, articulate thinkers and learners who have the confidence to 'be the best that we can be.'

Visible a dult consistencies...

1. Meet and Greet
2. First attention to best conduct
3. Model our values
4. Listen
5. Calm and caring

Learning Values

Be kind
Be ready
Try our best
Be truthful
Be respectful

Over and Above

1. Exceeding our school values—Loving, sharing and celebrating
2. Effort—Learning to be the best that we can be
3. Initiative

Relentless routines

1. Fantastic walking 2. Amazing lines 3. Magnet eyes 4. Hand signal—team stop
All children to be led from the playground by Year 6 prefects

Stepped Sanctions

1. Child given visual cues
2. Reminder (5 values)
3. Caution (outlining behaviour and consequence to the child)
4. Last chance (30 second intervention)
5. Cool off time in thinking spot
6. Repair (restorative conversation)

30 second scripted intervention

I have noticed that you are (having trouble getting started, wandering around, playing with apparatus

You are not showing our...
(5 values)

You have chosen to...

Because of that you need to...
(refer to action to support behaviour e.g. move to a nother table, complete learning at a nother time)

Do you remember when you...
(refer to previous positive behaviour

That is who I need to see today.

Thank you for listening

Restorative questions

1. What happened?
2. What were you thinking/feeling at the time?
3. Why do you think it happened?
4. How do you think this made that person feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

10. Appendix 2 – Classroom plan

| | Steps | Actions |
|-------------|---|--|
| 1 | Child given visual cues as a reminder for good behaviour | Teacher signals to child by using hand signal (team stop) and by referring to good listening and magnet eyes. |
| 2 & 3 | Reminder and caution steps | <p>A reminder of the rules, delivered privately wherever possible.</p> <p>Gentle encouragement in the right direction. A reminder of our five learning values.</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p> |
| 4 | Last chance and 30-second script | <p>A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced.</p> |
| 5 | Time out/Cool off | This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time on a special chair in the classroom or a special spot in the playground. |
| 6 | Repair - restorative conversation | <p>(5 minutes after class for restorative conversation)</p> <p>This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be completed at lunchtime</p> <p>('Pay it Back time – 10 minutes').</p> |
| 7 | Support step | 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. This will be specified on a personalised support plan for certain children identified with behaviour as an additional support need. |

