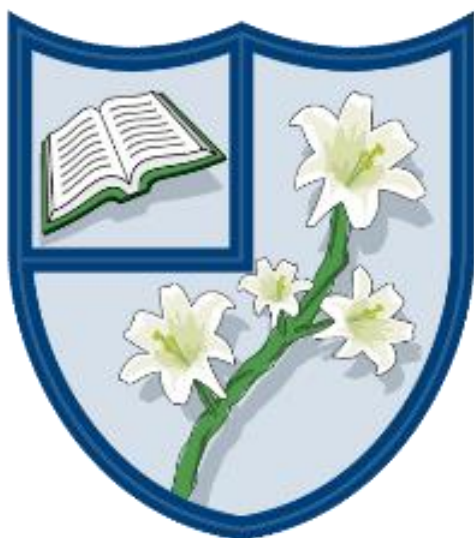


St. Mary's Catholic Primary School



Behaviour for learning Policy 2022-2023

Date Ratified:	11.05.23
Ratified by	LGC
Date Policy to be reviewed	September 2024

St. Mary's Primary School

Behaviour for Learning Policy

At St. Mary's, we believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school Mission Statement: **"Work, Play, Pray Together."**

Children learn best when they feel safe, secure and happy. In our school, we strive for warmth, mutual respect and clear boundaries for behaviour. Our School Rules provide clear guidance and our day-to-day methods are underpinned with strategies to motivate children to develop their self-control and consideration of others.

Ready – Respectful – Safe

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills.

Aims

As a whole school community, governors and staff believe a happy and effective primary school has the following aims:

We want our children to:

- Feel safe and happy all of the time
- Develop confidence and self esteem
- Understand and follow school rules
- Be kind, caring and considerate to each other
- Care for the building, equipment and community
- Demonstrate positive learning behaviour
- Take responsibility for their own behaviour

We want all adults to show;

- Consistent, calm, adult behaviour
- First attention to best conduct
- Relentless routines
- Restorative follow-up

We want our parents and carers to;

- Support the work of the school
- Be well informed about their child's achievement and behaviour
- Support the school to ensure that their child adheres to school rules
- Inform us of any circumstances which may affect their child's learning and/or behaviour
- Maintain regular contact with the school (school events, parents' evenings, meetings)

The School Rules

Our three School Rules provide clear guidance to all our children. They are:

1. Ready
2. Respectful
3. Safe

Children will be regularly reminded of these rules and reasons why we have them. At the start of the school year, these will be the subject of school assemblies and a key part in the class establishment plans of each teacher. They will be revisited throughout the school year to remind children of their importance and also assist children who transfer into our school.



Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others and curriculum;

Relationship with self – A pupil who does not feel confident as a learner or a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.

Relationship with others – All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.

Relationship with the curriculum – Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. Children are at the heart of everything we do; our approach is based upon recognising and praising good behaviour in order to reduce negative behaviour.

Recognition Boards

Every classroom has a clearly displayed recognition board - the recognition board is designed for positive praise, reinforcing the behaviours and actions expected in the classroom. It is a whole school initiative, but each class makes it personal to their classroom. By the end of the week every child must have been recognised on the board for positive behaviours.

Rewards

We aim to show first attention to best conduct. Good behaviour is consistently recognised and rewarded. The attention given to good behaviour is just as significant as that given to unacceptable behaviour. Children are taught the school rules with a full understanding of why they are necessary – for following them diligently, children are rewarded in a variety of ways.

Dojo Point System

Pupils are awarded 'Dojos' for a positive attitude towards school. Dojos are collected by the children and when they reach a given number will receive a dip in a treasure box. Prizes are consistent across school with each class having an allocated budget for prizes in their prize box. Dojos are cleared once children have reached their goal and restart to collect them.

No. of dojo for a dip in the treasure box:

10 – EYFS

20 – KS1

25 – Years 3 and 4

30 – Years 5 and 6

Golden Star Award

For individuals who have demonstrated exceptional behaviour/effort during the week and gone 'over and above' what is expected, they will be awarded the class 'Golden Star Award'. Each teacher will nominate two 'Stars of the Week' which will be recognised and rewarded during celebration assembly.

Other Systems include:

Postcards, text messages or phone calls home and stickers.

Headteacher awards.

Consequences

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. Pupils are encouraged to take responsibility for their own behaviour, actions and consequences. When applying consequences, it is an opportunity to remind a child of rules and routines, reset boundaries and model what is meant by appropriate behaviour. Where appropriate, adults will use the following behaviour flowchart:

1. Drive by – This is a gentle reminder of expectations (verbal prompt)
2. Reminder – A direct reminder of expected behaviour
3. Caution – A caution to either follow an instruction or timeout to discuss behaviour-**W1**
4. Time-out – Conversation with adult about expected behaviour (Restorative discussion during child's time e.g. playtime)-**W2 (Teacher to keep a log in class)**
5. Time with another adult (Phase Lead or if child is in Phase Lead's Class another class within Phase) – Child will complete work/discuss behaviour with another adult-**W3 (CPOMs)** Phase lead informed and logged.
6. If behaviour continues and child has been removed to another classroom 3 times phone call home to parents to report on behaviour.
7. If the behaviour is extreme or the Year Leader requires support to deal with ingrained or more complex behaviour; Sent to Wellbeing lead/SLT and a formal meeting with parents is arranged to decide next steps. All previous steps should be followed. If a child has additional needs read section – Supporting all Learners. Pupils will also be placed on report to monitor the behaviour.

W1 – verbal warning – moved from the green zone into first amber zone. The child has a chance to correct their behaviour and move back to the green zone without further discussion. If a child repeatedly receives W1s then this is to be addressed by the class teacher and phase lead.

In the first instance if children are misbehaving at a low level in the classroom then it is the class teacher's responsibility to deal with it. Firstly, by verbally warning the child, at this point the child should be encouraged to make a behaviour choice, this can allow them to return to GREEN or escalate up to RED. If this does not improve their behaviour or if this behaviour happens repeatedly the child, then moves to the next warning before becoming RED.

W2 – Second verbal warning moved from the green zone into the second amber zone. The class teacher must, keep a record of all W2s issued. The child has a chance to correct their behaviour and move back into the green zone. Persistent W2 offenders will be reported to the phase lead. Behaviour logs will be monitored by Child Wellbeing lead each week.

W3 –Phase leader sanction - moved to the red zone. Following the issuing of a W3 the staff member will upload the incident to CPOMs and ensure they include all relevant details which have led to the

W3 being issued if it has been an accumulation of incidents. Class teacher to inform parents. The child will have to complete some work provided by the class teacher during break time. This will also be the time to discuss the child's behaviour and how it has impacted others. Parents will be invited into school by the phase lead if appropriate or necessary to discuss the matter and make them aware of the behaviours that their child has been displaying in school.

A record of each pupil's W3s will be kept by the phase leader. If the behaviour is extreme or there are three or more incidents of poor behaviour, a formal meeting will be arranged to discuss this either with the Year Group Leader and Wellbeing lead or a member of SLT. In these cases, a standard letter will be sent following the meeting to outline the key discussion points and actions that the school, parents and child can take to improve the behaviour. This letter will be uploaded onto CPOMs. Accordingly, the school will follow DFE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded:

- Fixed Term Exclusions and
- Permanent Exclusions
- Bullying Incidents
- Racist Incident

Exclusions

St. Mary's is an inclusive school and we work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England' –

<https://www.gov.uk/government/publications/school-exclusion>

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime inside.

Only the Head of School/Executive Headteacher can exclude children externally/formally. A decision to externally exclude will only be taken when all other possibilities and strategies have been implemented. Parents will be informed immediately via telephone and in writing when they come to collect their child of the exclusion.

Supporting All Learners

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

For those identified with SEND the system may be altered and adapted to meet their needs. They may stand outside the policy according to their SEND plan or their Education Health Care Plan (EHCP) which will indicate the actions planned to address and support their needs. These are monitored by the SENDCO, Head of School and Child Wellbeing Lead and all staff working with the pupil should know and implement the agreed strategies for that pupil.

The school's SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. As a school we recognise that often behaviour is a way of communicating and we need to understand this behaviour before we can respond to it effectively.

Where necessary, with parental consent, the school seeks support and advice from specialist teachers, educational psychologist and or other external agencies to identify or support specific needs.

When a high level of need is identified in a pupil, we will liaise with external agencies and plan a support programme for that child. We will work with parents to create the plan and review it on a regular basis – ensuring strategies are recorded in the child's SEND Plan.

Off-site Behaviour

All pupils are expected to exemplify high standards of behaviour and attitude when representing the school off-site in any event or trip. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Sanctions will be aligned to the severity of the pupil's misbehaviour and the school will maintain a level of flexibility when deciding on the sanction. A member of the SLT will make this decision by communicating with the trip/event leader and parents will be informed immediately. Where there is cause for concern regarding a child's behaviour in school and they are showing high levels of disruptive and unsafe behaviour a meeting with parents and SLT about off-site activities is needed before it is deemed safe to take them.

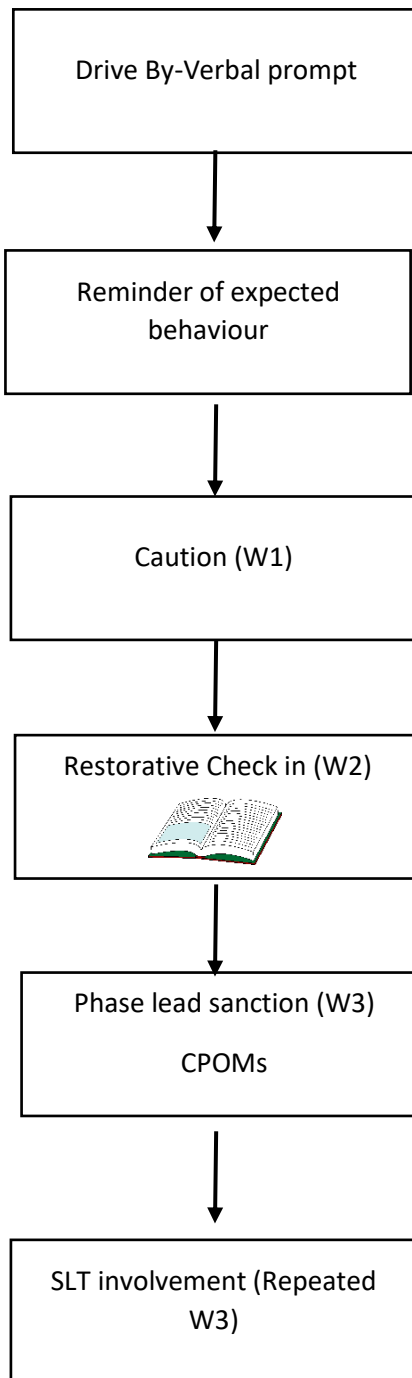
Exceptions

There are certain behaviours which will not follow the behaviour flowchart, for example;

- Bullying (See Anti-Bullying Policy)
- Physical aggression
- Verbal aggression
- Offensive language
- Theft
- Damage to property
- Racist, sexist, homophobic, bi-phobic or transphobic behaviour
- Pupils with additional needs

Racist, sexist, homophobic, bi-phobic or transphobic harassment involves the same kind of behaviour directed against someone because of the culture or identity, their gender, gender identity or sexual orientation.

On these occasions, children will move directly to a member of the SLT who will take over the management of the unacceptable behaviour. Parents will be notified and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded CPOMS.



Physical Intervention (Positive Handling)

All staff at St. Mary's Primary School are appropriately trained to respond to the social, emotional and behavioural needs of children in their care. Our duty of care includes a requirement to intervene as appropriate in order to prevent pupils from:

- Self-harming
- Causing injury to others
- Damaging property
- Prevent a pupil from leaving the premises, where allowing them to leave would risk their safety
- Any behaviour prejudicial to the maintenance of good order and discipline within school, or among any of its pupils

To prevent serious incidence of the above, it may be necessary for staff to physically intervene to ensure the best outcome. Staff will always use known de-escalation strategies. However, in extreme circumstances, as a last resort to keep everyone safe, adults may need to intervene and take control of a student's behaviour using necessary and proportionate restraint.

All members of school staff have legal power to use reasonable force to restrain a child where it is deemed necessary, proportionate and reasonable to ensure the safety of the child displaying the behaviour or other pupils and staff.

What is positive handling?

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Positive handling is a holistic approach to behaviour management entailing policy, guidance, management of the environment and deployment of staff. Its practice necessitates emotionally intelligent adults skilled in the use of diversion, diffusion and de-escalation - 95% of all positive handling should be de-escalation:

Establishing a safe and stimulating environment for pupils, rooted in mutual respect

- Ensure we create opportunities for our students to engage in meaningful activities in and around school
- Ensure that the curriculum is sufficiently stimulating, challenging and meaningful to our students
- Ensure that school expectations are clear and consistently applied
- Ensure that staff are effectively deployed and their training corresponds to the needs of their students
- Maintain an awareness of each student's circumstances and events in their lives, which may cause them additional stresses and necessitates additional support
- Good communication
- Teach students about emotions and how to manage them constructively
- Form risk assessments of our students' behaviour

Behaviour Management Expectations

At St. Mary's Primary School our expectations are:

- Speaking calmly: Speak in a calm, quiet and sincere voice which conveys to the learner that you are composed, in control, but concerned for them.
- Highlighting expectations: A solution focused technique to highlight when a student has previously been on the verge of losing their 'self-control', but have regained their composure, have accepted adult support and resolved their difficulty,
- Potential Consequence awareness: Alerting the learner to potential consequences should their behaviour deteriorate further and prompting the learner to reflect upon consequences.
- Using humour: Humour can be extremely effective in defusing anger and aggression from *some* learners – it should be judgement based upon the adults knowledge of the learner.
- Distraction: By creating a distraction you may shift the learner's focus sufficiently from their negative feelings or actions to thinking about doing something more constructive.
- Stepping away: Stepping away from an angry or distressed learner can lessen the intensity of the situation and facilitate a way out for them.
- Self-directed withdrawal: Learners may be sensitively advised leave a situation and take some time away from the focus of their stress. This could encompass change of adult or environment.
- Directed withdrawal: A much more direct approach where students are firmly advised to leave a situation/venue and accompany an adult to a designated area.
- Withdrawal from lessons/groups: Students may be withdrawn from class or any corresponding group situation should their behaviour seriously disrupt the education, care or support of peers.
- Physical presence: The physical presence of adults, will for many learners communicate authority and can re-engender feelings of safety and security.
- Physical Diversion: Deflecting a learning from dangerous, destructive or disruptive behaviour it could include: holding a hand, placing a hand on the forearm or putting an arm around a shoulder.
- Modifications to the environment: An ongoing risk assessment of the environment to keep learners safe and secure.

What happens when de-escalation has been exhausted?

Once a child has reached crisis point and de-escalation strategies have been exhausted SLT should be alerted to deal with the situation.

Next steps

Where restrictive physical intervention occurs, the staff involved should complete a 'Reporting and Recording' Pro-forma. This should be completed as soon as possible, post incident, before the end of the school day, or within a 24 hour period. All sections of the form should be completed thoroughly and accurately. The form should be uploaded to CPOMS and a body map completed.


There should be opportunities for both the child and adults to debrief post incident.

Physical intervention should only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

Linked Policies and documents

- Anti-Bullying Policy
- Attendance Policy
- Safeguarding Policy
- Equality policy
- SEND CoP [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Appendix 1: Reporting and Recording Pro-forma

<p>St. Mary's Catholic Primary School – Record of physical intervention</p> 	
<p>Date of incident: Time of incident:</p>	
<p>Pupil Name:</p>	<p>D.O.B:</p>
<p>Member(s) of staff involved:</p>	
<p>Adult witnesses to restraint:</p>	
<p>Pupil witnesses to restraint:</p>	
<p>Outline of event leading to restraint – including other strategies tried and reasons for using Positive Handling rather than another strategy:</p>	
<p>Outline of incident of physical intervention (including physical intervention method used):</p>	
<p>Outcome of restraint:</p>	
<p>Description of any injury(ies) sustained by injured pupil and any subsequent treatment:</p>	

Date parent/carer informed of incident:	Time:
By whom informed:	
Outline of parent/carer response:	
Signature of staff completing report:	Date:
Signature of Teacher-in-charge:	Date:
Signature of Head SMT member	Date:
Brief description of any subsequent inquiry/complaint or action:	

Child's Full Name	DOB	Date

