



'Academies in Christ'
Part of the Archdiocese of Southwark



Behaviour Management Policy

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Author:	C Dysart	Owner:	St John's Catholic Primary School
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Rationale

St John's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We are conscious of how pupil behaviour can impact on teaching and learning. Our policy is set against the backdrop of our School Vision and Values which challenges us to work in partnership with parents to provide for our children an environment in which each can thrive. We are challenged to provide experiences which will nurture every aspect of their personal, spiritual, social and emotional development informed by true Christian principles and our Special Educational Needs Policy. In addition, it upholds our drive to ensure that all our children, regardless of their background or their circumstances have the support they need to achieve their potential in a safe, healthy environment.

Our four key values are:

We live our lives to the full;
We love each other;
We always do our best;
We walk with Jesus.

We believe and understand that good behaviour is essential to ensuring that the children can continue with their learning and the teachers can teach effective and engaging lessons in a happy, secure and caring environment. We expect a high standard of behaviour and encourage all adults and children to treat each other with respect and consideration.

Encouraging Positive Attitudes and Behaviour - General Principles and Aims:

- We do all we can to recognise and celebrate good behaviour and attitudes. ALL adults lead by example and treat the children with consideration and respect.
- ALL adults who have responsibility for the supervision of the children are consistent in expectations, reactions and remain calm and positive in their approach.
- Children should be helped to adopt an attitude of respect and co-operation with non-teaching staff, particularly midday supervisors, and teaching staff should be seen to be supporting them in their role.
- We ensure that praise given is truly merited and so retains its value.
- We involve the children in contributing to general school rules via the School Council and in setting their own class rules under the guidance of the class teacher.
- Ensure ALL adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure ALL adults use consistent language to promote positive behaviour and restorative conversations take place with the adult.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem

- Teach appropriate behaviour through positive intervention

All staff must:

- Meet and greet – take time to welcome children at the start of the morning and afternoon session
- Know their classes well and develop positive relationships with ALL children
- Deliberately and persistently catch children doing the right thing and praise them in front of others. Gold spots should be given when children are spotted by adults not in their class.
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to the four school values
- Use positive praise, stickers, postcards and phone calls home
- Relentlessly work to build mutual trust
- Remain calm

Children want teachers to:

- Give them a ‘fresh start’ every day
- Help them to learn and feel confident
- Be just and fair

Behaviour For Learning

The school has 4 simple values:

We love each other,
We always do our best,
We walk with Jesus,
We live our lives to the full.

Each of our values can be applied to a variety of situations and are taught and modelled explicitly. We have established relentless routines and visible consistencies that all children and staff follow.

We also understand that for some children following our behaviour expectations are beyond their developmental/emotional level, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Our Values	Visible Consistencies	Over and Above Recognition
We love each other We always do our best We walk with Jesus We live our lives to the full	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Wonderful Walking 4. Hands up for still and silent 5. Picking up on children who are failing to meet expectations 6. Accompanying children to the playground at the end of every day 7. Praising in public (PIP), Reminding in private (RIP) 8. Consistent language	1. Value ties and badges 2. Values stickers/Stickers 3. Spotted stickers 4. Phone call/postcard home 5. Verbal praise 5. SLT praise 6. Class Rewards 7. Show work to another adults

Managing Poor Attitudes and Behaviour - General Principles

We have adopted a positive approach to behaviour underpinned by our four key values: We live our lives to the full, we love each other, we always do our best and we walk with Jesus. Our positive approach has been based on the theory that 'When the adult changes, Everything changes'. The adult should make sure that the child understands **what** he/she is doing wrong and **why** it is wrong. Sanctions should be used when clearly understood class or school rules are broken:

- They must be fair and consistent and seen to be so.
- They must be carried through.
- There must be a clearly understood sequence of actions, agreed by teaching and nonteaching staff, and parents.
- Whole class sanctions and consequences will not be issued when managing the unacceptable behaviour of the child or group of children.

Examples of unacceptable behaviour

- Bullying
- Fighting
- Inappropriate language used towards staff or children
- Racism
- Dangerous play
- Disregarding requests from any adult supervising them
- Playing in unauthorised areas
- Being inside the building without permission
- Lack of respect for school property

- Distracting others deliberately
- Failure to complete work as a result of any of the above
- Breaking Rights and Responsibilities
- Racist/Homophobic language
- Inappropriate sexualised language/behaviour

The child's behaviour will never be discussed in a public forum: as a Catholic school, we believe in maintaining the human dignity and respect of all, at all times.

All adults must remember –

The Right Time

The Right Place

The Right Tone

Staff will reinforce our four key values and use scripts to engage pupils with their own behaviour.

- I've noticed that...
- I need you to...
- I need to see you...
- I know you will...
- Thank you...

Step-by-Step Guidelines for Positive Behaviour Management

Low Level Behaviours

Action	Consequence
Constant chatting	Adult present and identifies behaviours is to follow stepped boundaries 1- Reminder 2- Warning 3- Last chance 4- Sanction with the adult who is involved and a restorative conversation will take place to discuss the behaviours displayed and ways the behaviour could be changed shared. This will be at play or lunch time. 5- Repair 6- Parent informed at the end of the day face to face or by telephone call
Preventing other children from learning	
Unfinished/unacceptable work due to timewasting	
Displaying uncooperative behaviours	
Misuse of resources	
Not sharing/cooperating with a peer or adult	
Interrupting class teacher or other adult	
Running along corridors	
Minor playground issues	
Lack of respect e.g eye rolling, tutting	

Low level incidents which include irregular or minor incidents of unacceptable behaviour and consequences, will be dealt with by a teacher or a midday supervisor **after** discussion with the child to ensure that their voice is heard.

Staff will consistently use the prepared micro scripts and reinforce actions with our school values. The aim of all consequences and restorative conversations are to ensure that the child will understand when wrong choices have been made, and that behaviour will improve as a result.

The adult who observes the low-level behaviour (CT/TA/MDM) will follow the stepped boundaries.

Step 1 – Reminder

On a 1:1 basis provide the child with a quiet reminder of the expected behaviour.

Step 2 – Warning

If the child displays the 'same' behaviour, the adult who observes the behaviour will provide a quiet reminder of the expected behaviour plus a warning.

Step 3 – Last chance

If the child displays the behaviour for a third time, the adult who observes the behaviour will provide the quiet reminder of the expected behaviours and inform the child that this is the 'last chance' and if the child persists there will be a consequence.

Step 4 – Time out/consequence

If the child has continued to display the 'same' behaviour, the adult will speak to them quietly and inform them that as they have continued to display inappropriate behaviour following the reminder of the expected behaviours and warnings, there will be a period of 'Time out' to reflect on their own behaviours and what they could do differently next time. The 'Time out' period will be spent with the adult who has observed the behaviour, either at break time or lunchtime. If the behaviour takes place during afternoon lessons, the 'Time out' to reflect on their behaviour choices will take place during break time the following school day. They will have a restorative conversation to discuss the behaviours and how they can change the way they behaved making better choices moving forward.

Whole class sanctions and consequences will not be issued as a way to manage the unacceptable behaviour choices of an individual child or group of children.

The Restorative Process following low level playground behaviours

- 1- Transition buffers – curriculum linked independent 10-minute activities prepared following break and lunch times.
- 2- Direction – as children enter the classroom the class teacher will direct children to the transition buffer. Children who enter following an incident will be discreetly directed to a calming corner.
- 3- Calming corner – the children directed to a calming corner will find calming activities (fidget toys, mindful colouring, breathing charts)

- 4- Restorative form – the children in the calming areas will complete a form indicating how they are feeling, how they think the other people involved may feel, possible solution. This may be completed independently or with an adult supporting the child.
- 5- Solution – the class teacher will collect the restorative forms; at an appropriate time, the class teacher will read the forms and discuss with the children how they are feeling and the suggested solutions.
- 6- Action – Prior to the next break time the class teacher will delay the children from leaving to remind them of the previous discussion and the solution. Visual cues and reminders may also be used, along with clear and concise language.

Example

3 children fall out over the choice of the game

They each complete the restorative form and indicate the sad feeling.

One child suggests that they take turns in choosing the game that they will play.

During the sharing discussion, the teacher shares this solution.

The teacher reminds the children, before they enter the next break time, that they have agreed to take turns in choosing the game. Reminding the other children that they will also get their turn next.

Medium level behaviours

These behaviours are more serious and would require a consequence and a repair the first time they occur, rather than issuing the child with the stepped reminders and warnings first.

They should be dealt with by the MDM/Class teacher but the class teacher should always be informed. This will be a longer 'Time out' either at play time or lunch time. If the behaviour is displayed during afternoon lessons, the 'Time out' will take place during the next play time.

<u>Action</u>	<u>Consequence</u>
Graffiti	1- Sanction with the adult who is involved and a restorative conversation will take place to discuss the behaviours displayed and ways the behaviour could be changed shared. This will be at play or lunch time. 2- Repair 3- Parent informed face to face or by telephone call by the class teacher
Play fighting/rough playground behaviour where someone is hurt	
Lack of respect to adults-eg blatant refusal to do what is being asked or to follow a rule	
Bad language	
Spitting	

What happens when low and medium level behaviours are persistent?

If a child displays the 'same' or persistent low-level behaviour consistently and the consequences with the class teacher do not impact on improving these behaviours – this is considered persistent behaviour.

Parent/Teacher Formal Meeting

If a child is receiving sanctions for the same behaviour, the class teacher would make contact with the child's parents to arrange a meeting in school (not a quick catch up at the door/phone call). The meeting would provide the opportunity to discuss the impact of the low-level behaviours the child is displaying and what the expected behaviour looks like. At this meeting the class teacher would be requesting the parent to support and reinforce the expected behaviours at home.

Behaviour Report with Year Leader

If the 'same' persistent behaviour continues to occur following the meeting with parents, the class teacher would speak to the year leader to discuss support. The year leader would meet with the child to reinforce the expected behaviours and continue to monitor- sanctions would then occur with the year leader.

The year leader and class teacher will make a further appointment with the child's parents to discuss the behaviour and the expectations moving forward in a positive manner. The child would be asked to see the year leader to check in every day for a week to have a positive behaviour chat and a record of this would be signed.

Next steps – Phase Leader (Assistant Headteacher)

If there is further concern and no improvement in a child's behaviour, the year leader will seek support from the Assistant Headteacher/SENCo if appropriate. They will meet with the parents and child to discuss the ongoing concerns regarding their child's behaviour. A behaviour plan will be produced and parents will be given consistent and regular updates as behaviour is monitored. Parents will also be informed that if the behaviour continues there will be a period of internal exclusion, resulting in the child completing their work away from their peers supervised by a senior leader.

High level behaviours

High level/confrontational behaviours are regarded as serious incidents. These incidents are referred immediately to the Assistant/Deputy Headteacher who will always fully investigate the incident and request a face-to-face meeting with the child's parents to discuss the serious nature of the incident. The Senior Leader will inform the parents of the appropriate consequence for the high-level behaviours at the meeting.

Action	Consequence
Racist/sexist remarks	1 - Escalate for investigation. Sanction will be issued to all children involved based on the outcome of the investigation. 2 - Class Teacher to remain involved with the 3 - REPAIR 4 - Consequences will include*: Lunch Time out, restorative conversation and opportunities to change behaviours Internal suspension with a senior leader <i>*Depending on the severity/repetition of the behaviour and taking into account any mitigating factors.</i> 5 – Parents will be informed of the outcomes of the investigation and consequences for the behaviour
Bullying*	
Biting (consider age appropriateness/SEN)	
Physical fighting with intent to harm	
Destructive behaviours – destroying school resources or other children's work.	
Extremely disruptive behaviour which prevents other children from learning eg throwing a chair in the classroom	
Physical aggression towards member of staff	
Violent behaviour towards other children	
Extremely violent behaviour resulting in injury	
Inappropriate and dangerous items in school	

*Bullying is behaviour that is:

- Repeated
- Unprovoked
- Intended to hurt someone either physically or emotionally And can take the form of:
- Physical assault

- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online (for example – email, social media networks and instant messenger).

Repeated high Level behaviours or repeated low/medium term behaviours while under a behaviour support plan should be referred to the Deputy Headteacher followed by the Co-Headteachers as well as the SENCO if appropriate. External suspension will be considered if appropriate.

Behaviour Strategies for children with Special Educational Needs

Special considerations need to be made for children with Special Educational Needs (SEN) e.g. for those on the Autistic Spectrum Disorder/Children in Care and children supported by a Social Worker. We recognise that for pupils with behaviour difficulties (including those registered Disabled and/or with a medically diagnosed condition) additional support is needed to ensure they are fully included in all aspects of school life. Positive reinforcement is essential. Some children exhibit particular behaviours based on adverse early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Suggested strategies include but are not limited to:

- Clear visual signs/symbols to help them monitor their own progress such as the traffic lights system.
- An individual system which allows the child's rewards to fit in with the class reward system
- Behaviour targets on Personal Risk Assessments and PLPs used alongside reward system, which is specific to the child.
- Individual positive behaviour support plan which is co-produced with the parent, child, teacher and Senior Leader
- Sufficient warnings/time to explain the consequences of their actions to ensure the child has 'take up time'.
- Help them to manage their own behaviour and give time out to calm down, if necessary.
- Redirection from the adult supporting the child
- Additional adult support

All of the strategies above should be implemented with support and input from the Inclusion Manager/SENCO.

Recording Behaviour

Staff are to ensure details of incidents are logged on Arbor which will enable patterns of behaviour and frequent offenders to be easily identified. The staged approach should be put into action and year leaders will become involved when the need arises.

Behaviours will be recorded by Mid-day supervisors who will be responsible for informing class teachers about recurring offenders demonstrating low level behaviours or Year Leaders in the event of children displaying medium level behaviours and Senior Leaders in the event of children displaying high level behaviours.

Lunch Time Behaviour - Procedures

See attached appendix sheet of the behaviour summary for midday supervisors.

Suspension

In cases of persistent unacceptable behaviour (high level/confrontational behaviours), and where the other restorative process/strategies listed above have been exhausted, the Children's Exclusion Services - Good Practice guidelines will be followed. Initially, any suspension will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

However, the Headteacher is the final arbiter of how long a suspension is for, depending on the seriousness and in consideration of all mitigating factors.

Special considerations need to be made for children with Special Educational Needs (SEN) e.g. for those on the Autistic Spectrum Disorder/Children in Care and children supported by a Social Worker. We recognise that for pupils with behaviour difficulties (including those registered Disabled and/or with a medically diagnosed condition) additional support is needed to ensure they are fully included in all aspects of school life. Positive reinforcement is essential.

Searching Pupils and their Property

It is now 'law' that school staff can search pupils **with their consent** for any item which is banned by the school rules.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the schools' behaviour policy.

A pupil refusing to co-operate with such a search, raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any unacceptable behaviour when instructed by a member of staff - in such circumstances, schools can apply an appropriate disciplinary penalty.

The Headteacher may search a pupil with or without their consent if they suspect a pupil has a banned item in his/her possession.

Concluding remarks

It is important that every child has the opportunity of a new start, by recognising what is positive behaviour and what is unacceptable behaviour.

Lunchtime Behaviour Prompt Sheet for Midday Supervisors

The following guidelines are intended as a framework that will enable you to carry out your duties in a positive way and in keeping with the school's Behaviour Policy and our overall approach.

Midday supervisors have a very important part to play in ensuring that playtimes are a happy and enjoyable time for all concerned. If children are encouraged to enjoy themselves in a responsible and sociable way with other children, they will learn how to build positive and caring friendships. Midday supervisors who show children fairness and kindness, who listen carefully and encouragingly, present a positive role model and help them to become respectful and responsible towards each other.

It is important that **all adults** who have responsibility for the supervision of the children are **consistent in expectations, in reactions and in using the positive approaches laid out in our Behaviour Policy**.

It is important that **children are helped to adopt an attitude of respect and cooperation with the midday supervisors** and that staff are seen to be supporting them in their role. Equally **midday supervisors should actively make themselves aware of our expectations and approach and follow the behaviour policy as set out prior**.

Daily Reporting Record – Lunch times

Date:

Class:

MDS Name:

Child/ ren involved	Behaviour Incident	Class teacher informed



Daily Reporting Record - Example

Child's name:

Class:

Year Leader:

Date of parent meeting:

Behaviours discussed-reason for report:

Agreed actions:

Date	AM	PM
	Parent signature	

Please return form to year/ phase leader as appropriate.

Year leader to scan and add to CPOMS.



Name:

Class:

Date:

Report: Class teacher/Year/Phase Leader

Daily Behaviour Report

	Monday	Tuesday	Wednesday	Thursday	Friday
 stay  in  my  seat					
 kind  hands					
 listens					
What do I need to help me?					
Pupil Voice					
Signed by (adult)					
Signed by parent and comments					
	  	  	  	  	  



Restorative form

Name:

Class:

How am I feeling?

What has happened?

FEELINGS CHART

		
SCARED	HAPPY	SAD
		
ANGRY	EXCITED	WORRIED
		
SURPRISED	SILLY	FRUSTRATED

How do you think the other person/people is/are feeling?

FEELINGS CHART

		
SCARED	HAPPY	SAD
		
ANGRY	EXCITED	WORRIED
		
SURPRISED	SILLY	FRUSTRATED

FEELINGS CHART

		
SCARED	HAPPY	SAD
		
ANGRY	EXCITED	WORRIED
		
SURPRISED	SILLY	FRUSTRATED

FEELINGS CHART

		
SCARED	HAPPY	SAD
		
ANGRY	EXCITED	WORRIED
		
SURPRISED	SILLY	FRUSTRATED

Solutions/actions to move forward

Behaviour Levels

Level 1 Class teacher	Level 2 Class teacher & Tag Year Leader on CPOMs	Level 3 Year Leader & Tag Phase Leader on CPOMs	Level 4 SLT
<u>Behaviour Examples</u> - Constant chatting or calling out - Stopping other children from learning - Unfinished/unacceptable work due to timewasting - Displaying uncooperative behaviours (not following instructions that have been given) - Using resources inappropriately or making the wrong choice (Misuse of school equipment) - Not sharing/cooperating with a peer or adult - Interrupting class teacher or other adult - Running along corridors - Minor playground issues (friendship falling out) - Lack of respect e.g. eye rolling, tutting - Inappropriate behaviour at lunchtime (responding rudely towards a staff member or child)	<u>Behaviour Examples</u> Repeated level 1 behaviours after prior warnings/consequence (persistent breaking of the class rules/deliberately breaking school rules) - Graffiti (e.g. writing on books, doodling on book covers/desks) - Play fighting/rough playground behaviour - Lack of respect to adults- e.g. blatant refusal to do what is being asked or to follow a rule - Bad language (swearing – out loud but not at; context is key) - Spitting - Spoiling other people's work - Taking other people's property without asking e.g. rubber, ruler, pencil - Frequently avoiding 'in-seat' work - Persistently refusing to work - Repeated antagonistic behaviour - Deliberately stopping other children learning - Misuse of toilet areas/cloakrooms - Frequent inappropriate behaviour at lunch time	<u>Behaviour Examples</u> - Repeated Level 2 behaviours - Bullying – physical, verbal, online (Persistently and deliberately hurting another child (body or feelings)) - Biting (consider age appropriateness/SEN) - Small scale destruction of property including vandalism, swiping books, crumpling book pages - Violent behaviour towards other children - Theft – including theft of food e.g. clothing, book - Vandalism (e.g. walls, chairs) - Leaving the classroom without permission - Swearing (at) - Spitting to cause distress, upset or harm (e.g. into someone's food on purpose)	<u>Behaviour Examples</u> <u>Extreme behaviours</u> <u>One offs or regular</u> - Repeated level 3 behaviours - Racist/sexist remarks - Continuous/repetitive reports of bullying - Physical fighting with intent to harm - Large Scale Destructive behaviours – destroying school resources or other children's work (ripping down of wall displays, tipping over of tables, throwing chairs, smashing windows) - Extremely violent behaviour resulting in injury - Inappropriate and dangerous items in school (knives, vapes) - Leaving school without permission including via fencing or windows - Physical aggression towards member of staff
<u>Consequences</u> - Reminder of the rules - Visual and verbal cue - Verbal Warning by the adult. A clear concise message – If you carry on doing X then Y will happen. Allow processing/uptake time - Relocation within the classroom area e.g. working alone/sitting alone where they will have a clear explanation of the behaviour required of them to return to their original seat. - Last Chance - Consequence – 5 min loss of playtime or 10 minutes loss of lunch time (Class teacher to issue the consequence and if needs be the child can walk around with the teacher) - Restorative conversation with the adult and successful completion of consequence will be acknowledged with the child	<u>Consequences</u> - Restorative Meeting during break/lunch. (cleaning of graffiti, writing a letter of apology) - Consequence: Loss of play time (full) and/or loss of lunch time (25min) Utilise staff within the year group - Teacher and/or Year Leader will meet with your parent - Being able to represent the school at events will also be considered depending on the severity of the incident Investigation and context required BEFORE consequence and next steps considered Parent will be informed Record of meetings to be completed Arbor/CPOMs	<u>Consequences</u> - Investigation of the incident: Each child involved in the incident needs to be spoken with and their statement recorded - Sanction/Consequence* issued to all children involved - Parent(s) invited in (formal meeting) to discuss behaviours and consequences issued as a result Consequences may include: - Lunch 'internal' suspension for a period of time, restorative conversation and opportunities to change behaviours - Alternative work space in another class of the year group for a period of time up and no longer than one hour ideally with Year Leader. - Year Leader daily report for a period of time – this could be 2-4 weeks. If the Year Leader is absent or does not work on specific days, a member of the year team will be nominated in their absence. - No longer able to represent the school at events depending on the severity of the incident *Depending on the severity/repetition of the behaviour and taking into account any mitigating factors. Parents will be informed of the outcomes of the incident and/or investigation and consequences for the behaviour. Record of meetings to be completed Arbor/CPOMs	<u>Consequences</u> - Investigation of the incident: Each child involved in the incident needs to be spoken with and their statement recorded - Sanction/Consequence* issued to all children involved - Parent(s) invited in (formal meeting) to discuss behaviours and consequences issued as a result Consequences may include: - Internal suspension for a longer period of time with a senior leader - No longer able to represent the school at events Parents will be informed Investigation and context required BEFORE consequence and next steps considered Record of meetings to be completed Arbor/CPOMs
	<u>Examples of consequences:</u> Walking with an adult at play/lunch time Restorative conversation Restorative sheet completed Cleaning of graffiti Letter of apology (age and ability dependent) Apology card	<u>Examples of consequences:</u> Walking with an adult at play/lunch time Restorative conversation Restorative sheet completed Cleaning of graffiti Letter of apology (age and ability dependent) Apology card	<u>Examples of consequences:</u> Internal suspension Loss of play or lunch times for a period of time Letter of apology Restorative conversations with all parties Behaviour contract – parent, child, SLT staff member Behaviour support plan – parent, SLT staff member

Behaviour Consequences

Following investigations, extreme breaches of the behaviour policy could result in a fixed term suspension or a permanent exclusion.

