



## **St Monica's Catholic Primary School**

### **Behaviour Policy**

**2022 - 2023**

Status	Statutory
Date presented to Education Committee	24.01.23
Date approved by Governing Body	24.01.23
Published on school web site	Spring 23
Date of next review	January 2024

### **Rationale**

**“Love one another as I have loved you”**

**John 15 v.12**

The aim of this behaviour policy is to ensure that the children at St Monica's access a full range of learning opportunities in a calm, supportive and positive environment. We believe that our Behaviour Policy must take on the life teaching of Jesus as a first principle. The behaviour policy also follows the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND).

The Behaviour Policy reflects the mission statement, overall philosophy and ethos of our school which states that we are concerned with the development of each individual child considering his/her specific needs and abilities. A focus on the quality of relationships is at the heart of the school's ethos.

Developing a relational approach to behaviour is the foundation to our policy at St Monica's, and based in self-discipline and mutual respect, whilst encouraging children to be followers of Christ. This can only be achieved through consistency of approach and close partnership between parents and staff. We believe that positive discipline is essential as it enhances the quality of the learning, ensures good working habits and encourages responsible attitudes towards one another. Through positive discipline, high expectations, encouragement and praise we aim to develop the self-esteem of our children so that they become confident, responsible and caring individuals.

The school has a legal duty of care towards pupils and must determine measures with a view to encouraging good behaviour and respect for others on the part of pupils.

## Aims

- To develop strong beliefs in forgiveness and reconciliation.
- To put relationships first; creating a positive school culture and climate that fosters the values of our mission statement.
- To raise pupils' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure our children have a sense of belonging and worth, through consistency of approach and effective home liaison.
- To develop an awareness of and adherence to appropriate behaviour providing predictable rules and limits of particular value to children with high levels of stress as a result of adverse childhood experiences.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To encourage a calm, purposeful and happy atmosphere within the school, and encourage the use of good manners.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

## Expectations of the school community

### **Staff and Governors**

- To lead by example.
- To be consistent in dealing with pupils fairly and respectfully.
- To encourage the aims and values of the school and local community among the pupils.
- To have high expectations of the pupils.
- To meet the educational, social and behavioural needs of the pupils through a challenging and interesting and relevant curriculum and individual support.
- To create a safe and pleasant environment, physically and emotionally noting that strong attachments are critical to healthy brain development.
- To encourage regular communication between home and school and to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim. The school is alert to children who experience different behavioural expectations at school and at home and work with the family and the child to manage this difference.

### **Pupils**

- To respect, support and care for each other.
- To take responsibility for their own actions and behaviour.
- To do as instructed by all school staff (teaching and non-teaching) throughout the school day.
- To be tolerant of others irrespective of race, gender, religion and age.
- To work to the best of their abilities and to allow others to do the same.

- To take care of property and the environment in and out of school.
- To help formulate and keep class and school rules.

### **Parents**

- To be aware of and support the school's values and expectations.
- To be actively interested and supportive of everything the children do in school.
- To make the children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To foster good relationships with the school.

We promote good relationships at all levels and expect children to show respect towards and care for each other. The Single Equality Act 2010 covers the 9 equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex or sexual orientation. At St Monica's, we will ensure that at every level, in all of our work and throughout all aspects of school life, everyone will be treated equally and we will promote and strive for inclusive education. To be thoroughly inclusive, we also recognise that sometimes, we need to act with equity rather than equality - giving our children what they need and require, as well as acting fairly and consistently with all.

### **Trauma Informed Approaches**

The school responds to behaviour and bullying with an awareness of the impact of trauma. We accept that behaviour is a form of communication and that there is a significant co-occurrence of social, emotional and behavioural disorder in children who have experienced unmitigated adverse childhood experiences.

### **How do we implement our Behaviour policy?**

#### **Ethos**

We believe that a whole school behaviour policy starts with ethos. Creating an inclusive and positive school ethos around behaviour is something that is driven by the SLT and Governing board. At St Monica's we live our mission statement, so that we are all:

*Loving to learn; learning to love like Jesus*

#### **Curriculum**

The aims of this policy are pursued through our well-planned and implemented, engaging and broad curriculum. The PSRHE curriculum addresses our ethos and expectations directly: offering the children the skills, attitudes and understanding that helps them to develop positive relationships with each other. We promote the children's ability to sort out their own conflicts by encouraging them to listen to each other without interrupting, to be assertive and clear in saying what others have done to upset them and how they want them to behave in the future.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the

root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities.

### **School Systems for Everyone**

The School Rules are:

**Always Caring**  
**Always Ready**  
**Always Tidy**

They are applicable throughout school: in every class, in corridors, in the hall, and in the playground. Copies of these rules feature in every classroom and around the school. They are brought to the children's attention and are used within the daily vocabulary of talking positively about our expected behaviour.

### **Relentless Routines**

Discipline is a Latin word, meaning "instruction and training". It is nurturing for our pupils that we support their behaviour and do so to foster relationships, inclusion and mutual respect. We do not assume that children know how to behave; regardless of age we teach them the rules that operate in the classroom and precise routines and rituals for individual activities. We use **positive** language when drafting rules and routines; identifying the behaviours that we want to see rather than those which we don't want. We adjust and adapt to children who are experiencing difficulties but always with the same relentless routines as the aim.

### **Recognition Boards**

A key way of fostering our positive, relational approach to behaviour is through recognition. Each classroom has a recognition board, on which the class regularly sets a target based on the school rules. When the teacher sees the child achieving the target their name / photo is moved onto the Recognition Board. If all children get onto the board, a short token reward is enjoyed by the whole class e.g. a quick dance to a favourite tune.

### **Response to poor behaviour**

At St Monica's we respond to all behaviour with the approach of 'praise in public, correct in private'. We understand that all behaviour is an outward expression of an individual's inner feelings and emotions. All behaviour is communication, both conscious and unconscious. Our policy supports staff and pupils so that it is the behaviour which is addressed whilst emotions are acknowledged and supported.

- A useful strategy we employ is a scripted response approach to encourage calm, consistent adult behaviour and a reminder to the child that they are well capable of showing good behaviour.
- We deliver the script to a child in private and move on without looming over them – allowing both parties to maintain dignity and get back to work without delay.
- If a child continues to ignore the school rules they are asked to stay after the lesson to discuss the situation with the teacher. Should the incident be more serious, restorative approaches are used.
- All incidents requiring adult intervention to manage and support reconciliation due to behaviour incidents are recorded on Class Behaviour Logs. These are monitored termly by the Headteacher.
- Individual Behaviour Plans and Behaviour Passports can be used to support children with significant behaviour problems. We seek to understand the root causes of the behaviour.

- Restorative approaches teach the behaviour we want children to learn. It focuses on reconciliation and problem solving.

We plan about 5 questions from the following ...

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

Staff **listen** and prompt ... and we try to avoid lecturing.

- Our approach supports pupils by recognising or noticing the child's feelings and showing empathy, validating the feelings and labelling them so that the children learn, setting limits or boundaries with the child, and finally, when they are in an emotional state to do so, problem solving together.

<p style="text-align: center;">Step 1 RECOGNISING/NOTICING Recognising the child's feelings and empathising with them.</p>	<p style="text-align: center;">Step 2 VALIDATING Validating the feelings and labelling them.</p>	<p style="text-align: center;">Step 3 SETTING LIMITS Setting limits on behaviour.</p>	<p style="text-align: center;">Step 4 PROBLEM SOLVING Problem solve with the child.</p>
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### Steps to Problem Solving

<b>What is the problem?</b>	After you have set limits for inappropriate behaviour, find out what the goal was that the pupil was trying to reach with their behaviour.
<b>What could I do next time?</b>	Ask the pupil to come up with plausible suggestions to solve the problem.
<b>List the outcomes for each solution.</b>	Reflect on the ideas. Are they fair? Would it be safe? How are you likely to feel? How are others likely to feel?
<b>Pick the best solution.</b>	Help the pupil to come up with an agreed plan.
<b>Carry out the agreed plan.</b>	Allow opportunities for the pupil to explore the agreed solutions in a real situation.
<b>Reflect- did it work?</b>	Reflect on how this worked or didn't work and adapt the plan if necessary for next time.

## **Positive Recognition and Rewards**

We continually monitor our practice to avoid negativity and whole class punishments, thus maintaining a positive school climate. Children are engaged in supporting each other's good behaviour through acting as: Wet Play Monitors, Playground Leaders and Buddies.

### *Recognition Assembly*

Friday assembly time includes time to share the Recognition Book, where staff record a pupil/s to receive a Headteacher's certificate recognising anything from specific curriculum-based achievement, effort, attitude or support of others. Specific pieces of work which show improvement, excellence or deserve acknowledgement are also recognised in the Headteacher's Gallery, and pupils are awarded certificates in the Recognition assembly to take home to family. During the Recognition assembly, pupils are recognised for other achievements and efforts within school, eg. handwriting improvement, national competitions which pupils enter in subjects like computing and maths, Bikeability training. Pupils are welcomed to bring in certificates and awards from outside of school if they would like to share these with the school.

### *House Points*

When children join the school, they are allocated to one of our school houses, and usual practice is that siblings are placed in the same house. Each house has House Captains chosen from the Year 6 class.

Our houses are:

Courage (green)

Hope (blue)

Joy (yellow)

Faith (red)

House points are rewarded for impressive and outstanding behaviour, individual achievements or positive playground behaviour. Each class has a recording sheet on display where allocated house points are recorded, and these are counted up at the end of every week by the House Captains. Every term the total points are counted and the children in the winning house are celebrated for their hard work with a reward, eg. non-uniform day.

House points are awarded for examples of the following:

- Rewarding Positive Behaviour
- where behaviour consistently meets school expectations  
where personal behaviour targets are met
- moving around the school well e.g. in the assembly hall
- polite, courteous behaviour at lunchtimes
- Rewarding individual achievement
- consistency of achievement
- effort
- where personal/group targets set by teacher or pupils themselves have been met.
- for a single piece of work of outstanding quality
- Rewarding positive playground behaviour
- where cooperation and team spirit are evident
- where pupils have attempted to resolve difficulties fairly
- helping to keep the playground tidy - of litter, putting playground equipment away

## **When are parents informed?**

If a child needs to be kept back by a teacher on more than one occasion, or if a more serious incident occurs, the teacher uses their discretion to decide on whether to inform parents.

If the incident has bullying overtones it should also be recorded on a 'Prejudice-related bullying incident recording form' (Warrington Borough Council Appendix 6). The Head Teacher will retain this information.

## **Support Systems to Work with Others**

There is a whole school approach to promoting good mental health through campaigns, PSRHE lessons, My Happy Mind programme (whole school implementation), and available advice from external services.

- Where a child is placed on an IBP, all staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. circle of friends, peer buddies/mentors etc)
- The staff are supported in dealing with their pupils' behavioural needs in a variety of ways. The staff meetings are an opportunity for staff to discuss children who are experiencing difficulties, to inform each other of any issues and to seek advice from colleagues. The weekly Safeguarding Supervision meeting also discusses children whose behaviour is a concern. ECTs are offered support in behaviour management through regular programme of mentor meetings and Professional Reviews with their Induction Tutor. Teachers with a child with particularly complex needs can request to go on training courses to help them to support those children.
- School has an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

## **Escalation into Exclusion**

The Headteacher or Deputy Headteacher may feel it necessary to put a child on 'a monitoring report' for a period of time. In such cases the Headteacher will discuss the particular problem with the child's parents and class teacher. The specific procedures will be explained to the child in question so that he/she is very clear as to what is expected of him/her in order to make improvements and increase self-esteem. Resolution and improvement will be central to this. It is very likely that if a child has reached this stage it is due to him/her having very low self-esteem. This negative thinking leads to a pattern of negative behaviour which becomes a self-fulfilling prophecy ensuring they continue to fail. Specific strategies will

be worked out in order to get the child out of this cycle – this will need the involvement of both teaching and non-teaching staff.

Where exclusions are used the school will follow statutory requirements:  
<https://www.gov.uk/government/publications/school-exclusion>

- Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Head (VSH). Further information of other actions that should take place after an exclusion is cancelled is set out in paragraph 13.
- When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.
- When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension. *Warrington Borough Council has a dedicated reporting link for Headteachers to use from September 2022.*

***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022***

### **Important Information Following a Decision to Permanently Exclude – Who to contact ~~(added 3.11.20)~~**

Following the decision of a Headteacher to permanently exclude a pupil, the Governing Body (or a delegation of the Governing Body who form a subcommittee) are required to review the Head teacher's decision. This must be undertaken within 15 school days.

If the Governors agree to uphold the decision of the Headteacher, the parents must be informed of this decision in writing, without delay. This notification must include details of how they can appeal that decision to an Independent Review Panel.

Independent Review Panel Hearings are arranged by Warrington Borough Council's Democratic Services Team, contact details are as follows:

Hayley Kiss, School Appeals and Exclusion Officer [hkiss@warrington.gov.uk](mailto:hkiss@warrington.gov.uk) or [schoolappeals@warrington.gov.uk](mailto:schoolappeals@warrington.gov.uk) or telephone 01925 443029.

Please ensure these details are provided to parents / carers if required to help avoid any unnecessary delays with arranging a review hearing.

If schools require any further information regarding Independent Review Panels, please contact Hayley for support.

For more information - <https://www.warrington.gov.uk/exclusions-schools>

### References

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/11](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/11)



### **Fixed period exclusions**

A child who gets into serious trouble at school can be excluded for a fixed period of time. Schools can exclude a child if:

- they have seriously broken school rules,
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

Some other points to bear in mind are that:

- Only the Headteacher or Acting Headteacher can exclude a child (the Deputy cannot exclude).
- Your child can't be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year.
- If your child is excluded for longer than one school day, the school should set work for them and mark it.
- The school should call you on the day the exclusion is given and follow up with a letter including information on:
  - the period and reason for exclusion
  - your duty during the first five days of any exclusion to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent or not
  - any arrangements made by the school that apply from the sixth day of the exclusion

### **Permanent exclusions**

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion.
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority.
- The school must explain in a letter how to lodge an appeal.
- The local authority must provide full-time education from the sixth day of a permanent exclusion.

## **Monitoring, Evaluation and Review**

As this policy is a statutory policy it will be reviewed by the Governors annually. The review will be conducted by the Education Committee and reported to the Full Governing body for ratification. The revised policy will be communicated to parents and staff via the web site, and it will be promoted and implemented throughout the school.

**Signature of Chair of the Education Committee:** \_\_\_\_\_

## **Legal framework**

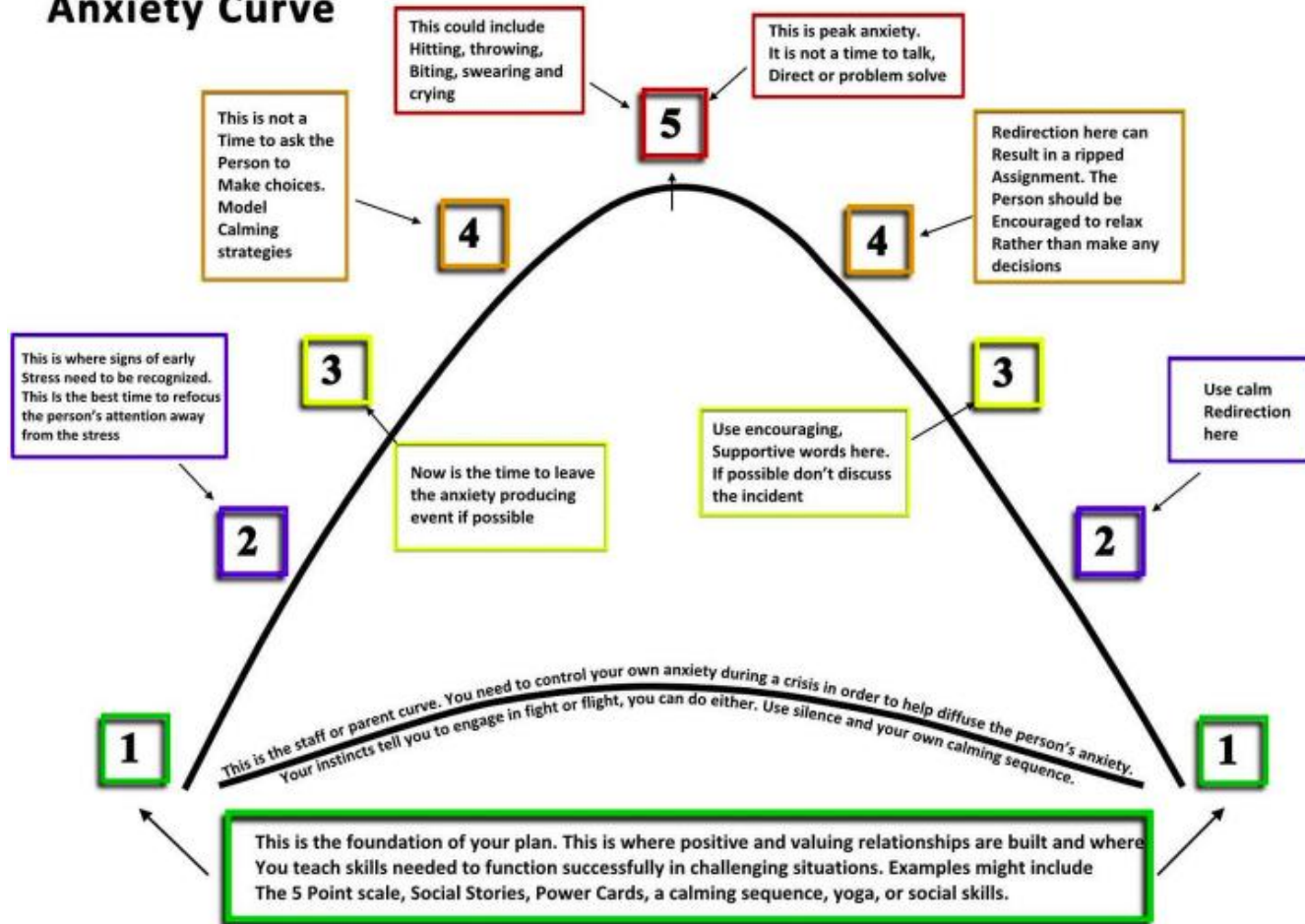
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'



Appendix 2

# Anxiety Curve



## Appendix 3

### Pandemic Amendments to the Behaviour Policy

The children will be taught and given support to follow additional routines and rules to help limit the spread of the virus. These include:

- Follow the beginning and end of the day routine: stand by the marker by the gate, walk into school in an orderly line, and maintain social distancing.
- Follow instructions on hygiene, such as handwashing and sanitising thoroughly when asked to.
- Follow instructions when moving around the school, for example: keeping in an orderly line so that bubbles don't cross going out to play.
- Use tissues when you can if sneezing or coughing, then wash your hands and put the tissue in the bin. If you can't find a tissue sneeze or cough into your elbow.
- Tell an adult if you feel poorly.
- Don't share any equipment or other items including drinking bottles.
- Stay in your own bubble's area at play and lunch times.
- Only go into the toilet with your class on the door in KS1. Only go into the toilet with no more than 3 children from your bubble in KS2.
- Do not cough or spit at or towards any other person.

If a child deliberately fails to follow these rules and routines, the seriousness of the situation will be explained to them, and their parents will be contacted if a further breach occurs.

