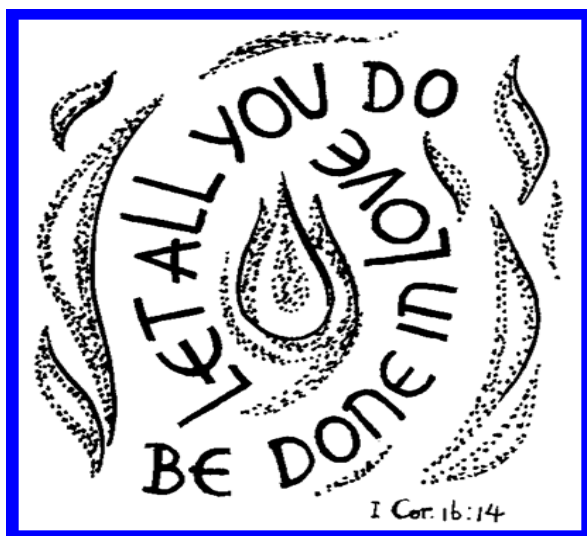


## **St Edward's Catholic Primary School**



## **Behaviour Policy**

**Presented to Governors: September 2023**

**Adopted by Governors: October 2023**

**Review date: September 2024**

## Intent

At St Edward's Catholic Primary School we aim to create a caring environment in which each person is valued as an individual and is encouraged to develop his/her full potential in all aspects of their life. We bring all children to an understanding that we are all members of God's family and as such we must have respect for ourselves, for other people, including their feelings and their property, and for all living things.

We also believe that all adults who are connected with the school must share the responsibility for establishing and maintaining the values that we wish to see reflected in the children's behaviour. (see Home / School agreement)

St Edward's is committed to providing an ethos in which individuals are brought to a deeper knowledge and understanding of the Catholic faith within a climate that ensures an education of the highest standard.

## Mission Statement

*“Let All We Do Be Done in Love”*

At the heart of everything we say and do at St Edward's is the belief that all children are created and loved by God. It is because of this that they deserve the highest possible standards of teaching and learning.

The School recognises that each child is a child of God and as such have the right to feel safe and secure. The children are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

## Aims:

Our school “virtues” help to guide our spiritual development. Over the academic year the virtues are carefully planned to improve our school community's virtue literacy and to deepen our understanding and appreciation of the essential role the virtues play in the education of the whole child and in later life.

Aut1 – Kind / Resilience

Aut 2 – Polite / Respect

Spr 1 – Honest / Reflective

Spr 2 – Helpful – Recognise

Sum 1 – Friend / responsible

Sum 2 – “The best we can be”

## **Guiding Principles:**

1. Experience a positive and purposeful ethos providing a sense of belonging to their school community.
2. Grow in their knowledge and understanding of the virtues.
3. Practise the virtues to further the call to live life to the full.
4. Appreciate the connection between biblical and practical wisdom and living.
5. Hear the Christian story and encounter it in practice.
6. Understand their uniqueness and dignity as made in the image and likeness of God.
7. Know that our limitations are also opportunities for growth.
8. To notice, to reflect, to pray and to play
9. To exercise the cognitive, affective and behavioural components of character:  
    know it in your head, feel it in your heart and show it with your hands.

We have a positive and caring attitude towards each other and our environment.

We welcome each and every person who joins our school community and understand that they have a personal part to play.

We support each person's talents, they will be valued and enjoyed.

We listen with care to the views and opinions of others and we respect them.

We each fulfil our responsibilities with regard to: punctuality and attendance, completing tasks to the best of our abilities, taking personal responsibility for our school buildings and co-operating with other school members.

To achieve our aims:

## **Pupil will**

Pupils are expected to:

- Understand that everything we say and do is underpinned by the values that Jesus taught us and we are learning to live them out on a daily basis
- Follow the school and classroom rules (See appendix 1 – Be attitudes – Pupil Charter)
- Accept responsibility and the consequences of their actions by following the Restorative Justice Questions and reflect on their actions.
- Listen to and respond appropriately to what adults say

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy)

### **Staff will**

- Understand that everything we say and do is underpinned by the values that Jesus taught us and we are learning to live them out on a daily basis
- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Class Teacher, Pupil and Family Support Worker, Head Teacher and outside agencies as appropriate.

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Head Teacher to report upon the effectiveness of the Behaviour Policy as requested.

### **Parents will**

- Understand that everything we say and do is underpinned by the values that Jesus taught us and we are learning to live them out on a daily basis
- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Support their child by ensuring their child attends school regularly and arrive promptly
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

### **Governors will**

- Promote the Christian ethos of St. Edward's School where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents' staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

### **Children with Special Educational Needs:**

Please note that some children fall outside this Behaviour Policy. Such children may be given a Strategy Plan for behaviour and support may be obtained from SEMH (Social, Emotional and Mental Health). A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

## Rewards

It is our firm belief that children naturally respond to praise and encouragement and want to please their significant adults such as parents/carers/teachers. Praise creates a positive self-image in a child, not only helping them to feel good about themselves, but also empowering them with self-belief and confidence and encouraging them to treat others in a similar fashion. After parents/carers, the next greatest influence upon a young child is the teacher. Rewards are most effective if they follow immediately upon the desired behaviour. As the child grows older peer praise gains greatly in significance and this is encouraged, taught and modelled in school.

Rewards are built into the daily routine of school life and include:

- Regular verbal praise from all staff - for good work and good behaviour
- Individual class rules and rewards discussed and agreed by each class
- Whole school “Gems” awarded for achievement in class and around school where pupils put into practice our school be-attitudes.
- Head Teacher stickers awarded for high quality work/effort and/or behaviour by a child, group or whole class
- Friday celebration assembly award pupils who have:
  - demonstrated the “Be-attitudes” in all they have said and done
  - tried their best in English and maths and in the overall curriculum
  - achieved in an activity they have attended either in school or outside.
- Pupil of the term – selected by Governor from a list presented by class teachers. This award, and trophy, is presented 3 times per year at our end of term assembly.
- Attendance awards
  - weekly gold star sticker for children with 100% attendance within that week
  - termly certificate for children with 100% attendance and also above 95% attendance for the term x 6 per year

## Sanctions

At St Edward’s we make every effort to ensure that sanctions are applied calmly, fairly, firmly and consistently. Quiet, calm reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

We at St Edward’s acknowledge that there are degrees of inappropriate behaviour and therefore degrees of responses. The whole school community bears responsibility for the behaviour of every child, and as such will adhere to the “Home School Agreement”.

All pupils contributed to devising our “Restorative Justice” questions and responses. These are displayed within each class coupled with a designated “Zone of Regulation”. Children are encouraged to complete a reflection page when they have not adhered to the school “Be-attitudes” and are supported by staff to do this.

Behaviour is measured in 3 levels:

### **Stage 1 - Disruptive/ unacceptable behaviour in class and school**

Behaviour management and resolution to be led by teacher and or TA

*Examples of behaviour in Stage 1 could include: Not listening to an adult / not following an instruction / pushing / bad language / teasing / name calling / taking equipment from another child / telling inappropriate stories*

**Consequence 1** – An informal, verbal warning should be given using an appropriate tone of voice and clearly stating the following step if the behaviour continues. Support should be given to children to re-engage and continue with learning. For some children, this may include a visual sign or 1:1 support.

**Consequence 2** – A formal, verbal warning should be given using an appropriate tone of voice and children should be given 5 minute reflection time using the reflection sheet. Where possible children should be encouraged to reflect on their actions and make apologies where needed. This should be supported by the restorative justice questions.

If there are 3 formal consequences in a week class teacher will contact parents.

### **Stage 2 – Physical behaviour and / or swearing in class or around school**

Behaviour management and resolution to be led by teacher and or TA and recorded on MyConcern.

*Examples of behaviour in Stage 2 could include: Punching / kicking / spitting / physically hurting / swearing*

**Consequence 1:** Children should be given 15 minutes reflection time and encouraged to complete a reflection sheet . Where possible children should be encouraged to reflect on their actions and make apologies where needed. This should be supported by the restorative justice questions. Class teacher will record on MyConcern.

**Consequence 2:** Should a further incident occur the class teacher will call the parent/carer to discuss the incident and the actions and resolutions which have been taken to resolve the issue.

**Consequence 3:** If a stage 2 incident occurs within the same week children should be given 15 minutes reflection time and reflection sheet and contact made with parents to inform them of a one week behaviour log will be put in place and reviewed with the parents at end of week. (see appendix)

### **Stage 3 – Extreme bad language or physical behaviour in class or around school.**

Behaviour management and resolution to be led DSL/SLT team.

*Examples of behaviour in Stage 3 could include: Extreme bad language / swearing (inc racism and homophobic language) / extreme physical hurt / inappropriate physical contact / vandalism / stealing*

**Consequence 1:** Child to be taken to a DSL/SLT for consequences in line with School behaviour policy. This could include removal from the class to continue learning in a different environment. Child will remain with DSL/SLT at break and lunch time on that day and use reflection sheet and restorative justice question to support their reflection process. Class teacher and DSL/SLT will complete MyConcern

**Consequence 2:** A member of the DSL/SLT team will call the parent/carer to discuss the incident and the actions and resolutions which have been taken to resolve the issue. A behaviour support plan may be put in place to support the child. However, Internal or external exclusions may incur if deemed necessary.

### **Behaviour Logs**

A behaviour log should be completed for one week from the date of notification of parents. All behaviours (from any stage) will be logged each day. This will be reviewed with parents at the end of the week. However, should a Stage 2 or 3 incident occur while the child is on a behaviour plan, then parents will be

informed immediately and the school will consider whether an internal exclusion is the next appropriate consequence.

## **Inclusion**

Inclusion of all children of any race, or disability whose special needs we are able to meet and give appropriate access to the curriculum, is the heart of our foundation. To this end we:

- regularly address appropriate curricular provision through audit and subsequent revised provision to meet the needs of our children
- work with outside agencies to effectively inform staff about individual and group needs
- secure appropriate resources for all properly identified needs
- make real and sustained efforts to enlist support and establish partnership with all parents recognising the needs of the marginalised
- regularly review the effects of behaviour strategies and induct staff into their use
- use key stage and LTS meetings to regularly discuss concerns, lift awareness and build staff confidence and expertise in dealing with different and challenging children
- play situations appropriately resourced and used to extend socialisation and positive interaction and independent self-management for all children

## **Exclusion**

Exclusion is a very extreme measure and every step should be taken through the code of practice and application of strategies and sanctions to avoid exclusion and permanent exclusion.

- We accept that it can be necessary because of the level of violence or other harmful behaviour towards children or adults to resort to exclusion strictly following LA advice and guidelines.
- In that event, having taken advice, the Head Teacher will consult with the Chair of Governors before the action of exclusion is taken.
- Exclusion should be for a minimum period to ensure maximum access to the curriculum.
- The school will provide and mark work for the child.
- The Inclusion team will make every effort to get appropriate support for the child and the family.
- An extreme act can result in an immediate permanent exclusion.
- Permanent exclusion can also come as a result of a series of damaging acts, self-harm or non-compliance.

## **Individual Behaviour Plans/Special Arrangements**

In cases where individual children experience difficulty in behaving as we would wish them to, and little progress in modifying their behaviour is noted following the consistent use of the school's normal range of rewards and sanctions, the child will need to be discussed with SENCO and parents and consideration given for inclusion on the school's special educational needs register if appropriate.

If this is the case, the child's teacher will discuss the child with the Senior Leadership team and the SENDCo, who will provide advice and support in drawing up and the implementation of appropriate plans or arrangements. This is usually undertaken in liaison with the child's parents/carers and with their support.

## **Regular occurring behaviour**

If behaviour is regularly occurring, a support plan/ nurture to be put in place. The SLT will be used for consistent behaviour consequences or if support plans are not working. The SLT will also hold meetings with parents to discuss strategies and plans to be implemented.

If Stage 2 and 3 behaviours occur 3 x per half term, a letter will be sent to parents/carers inviting them to a meeting. Solutions will be discussed together and possible exclusions may incur if deemed necessary.

### **The use of reasonable force to control and restrain pupils**

Following the issue of draft guidance from the DCSF these are the very limited circumstances in which the use of restraint is appropriate.

- where a pupil's behaviour is at risk of causing injury to him/her self;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property.

## **Bullying**

### **What is bullying?**

In line with the NSPCC, our definition of bullying is:

'behaviour that hurts someone else ..... It's usually repeated over a long period of time and can hurt a child both physically and emotionally.'

Bullying is deliberately hurtful behaviour and it is difficult for those being bullied to defend themselves. We believe that there are a number of types of bullying:

**Emotional:** excluding from a group, tormenting, ridiculing, humiliating, manipulating someone.

**Physical:** hitting, punching, pinching, kicking or taking someone's belongings.

**Verbal:** name-calling, insulting, indirect bullying, through spreading stories about someone, threats, making fun of someone, constant criticism.

**Racist:** racial taunts, gestures, making fun of someone's culture or religion

**Sexual:** unwanted physical contact, sexually abusive, homophobic or sexist comments

**Cyber:** setting up hate websites, offensive emails and text, inappropriate use of social media; including computers, tablets and mobile phones.

It is important to understand that **bullying is not** the odd occasion falling out with friends, name calling, arguments, or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

### **Pupil transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.



## **Racist Incidents**

It is a requirement that any incident with racist overtones must be recorded as a racist incident and immediately reported to the Head Teacher, with details noted down so that official recording can be made and appropriate action taken.

### **Definition of a racist incident**

Our definition of racial incidents is that of the CRE (Commission for Racial Equality):

Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

A racist incident may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Racist graffiti
- Written abuse
- Damage to property
- Provocative behaviour such as wearing racist badges or insignia'

(Please note this is list is not exhaustive)

## Appendix 1

At St Edward's we follow the "Be – attitudes" and therefore our school rules encourage us to be the best we can be!



### St Edward's Pledge



### "Our Be – Attitudes"

As pupils of St Edward's we are committed to being

" The Best We Can Be "

- in our attitude towards behaviour and in our learning.

We promise to:

Values – School Rules	Learning Behaviour
✓ Be Kind ✓ Be Polite	✓ Be Resilient ✓ Be Reflective

<ul style="list-style-type: none"> <li>✓ Be Honest</li> <li>✓ Be Helpful</li> <li>✓ Be a Friend</li> <li>✓ <b>Be the best I can be</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Be able to Recognise</li> <li>✓ Be Respectable</li> <li>✓ Be Responsible</li> <li>✓ <b>Be Independent</b></li> </ul>
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## Appendix 2

### Stage 1 - Disruptive/ unacceptable behaviour in class and school

Led by teacher and or TA

*Not listening to an adult/ not following instructions/ pushing / bad language / teasing / name calling / taking equipment from another child / telling inappropriate stories*

1. An informal, verbal warning and support to continue with work clearly stating what the next step will be if behaviour continues

2. A formal, verbal warning where children are given 5 minute reflection time to think about behaviour. Children should be encouraged to complete reflection sheet and where appropriate apologise for their actions

### Stage 2 - Physical behaviour and or swearing in class or around school

Led by teacher and or TA and passed to DSL/SLT

*Punching / kicking / spitting / physically hurting*

1. Children should be given 15 minute reflection time and encouraged to complete reflection sheet and where appropriate apologise for their actions.

Class teacher will record on MyConcern .

2. Class teacher will contact parents to discuss.

Should more than 2 incident occur in a week a behaviour log will be put in place. Class teacher to update parents.

**Stage 3 - Extreme bad language or physical behaviour in class or around school.**

Led by DSL/SLT

*Extreme bad language (inc racism and homophobic language) / extreme physical hurt / inappropriate physical contact / vandalism / stealing*

1. Child to be taken to a DSL/SLT and will spend break and lunchtime completing reflection form.

2. DSL/SLT will complete MyConcern, along with members of the staff responsible for dealing with the incident.

3. A member of the DSL/SLT team will call the parent/carer to discuss the incident and the actions and resolutions. behaviour plan will be considered

Appendix 3

## **“Let All We Do Be Done in Love”**

### **Reflection Sheet**

**(EYFS / KS1)**

**Name:**

**Date:**

**Write or draw a picture**

**What did I do?**

**What should I have done?**

**What will I do next time?**

**Staff Name and signature.....**

**Pupil signature.....**

Appendix 4

## **“Let All We Do Be Done in Love”**

**Reflection Sheet**

**(KS2)**

**Name:**

**Date:**

**What did I do?**

**Why did I do this?**

**I was feeling?**

**What will I do next time?**

**Staff Name and signature**.....

**Pupil signature**.....

Appendix 5

## **Weekly Behaviour Log**

**Name:**

**Class:**

<b>Date and time</b>	<b>Location</b>	<b>Incident and resulting behaviour</b>	<b>Parents Informed</b>
			<b>Y or N</b>
			<b>Y or N</b>
			<b>Y or N</b>
			<b>Y or N</b>

			Y or N
			Y or N