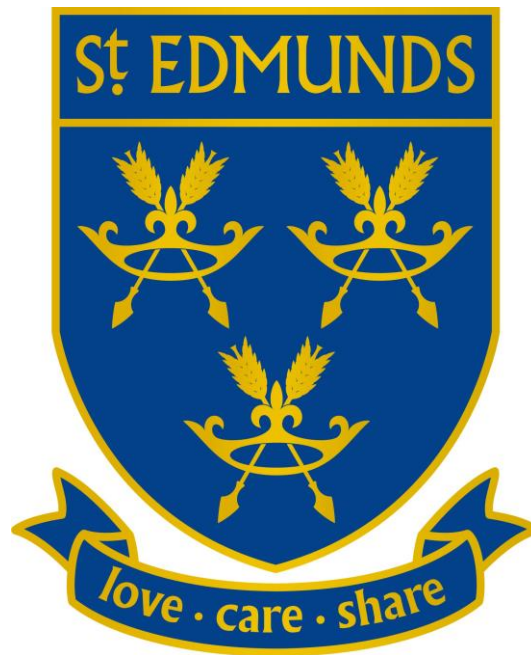


St Edmund's Catholic Primary School



Behaviour Policy

September 2021

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1. St Edmunds Catholic Primary School Mission statement

‘ Love, Care, Share’

St. Edmund’s Catholic Primary School is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual, nurturing them to achieve their full potential.

Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Our Mission Statement encapsulated in “Love, Care, Share”, along with our Catholic values and the teaching of the Catholic Church, underpin the values of this policy.

2. Aims

Through this policy we aim to:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where pupils can learn without limits.
- To give staff the tools to enable them to support and equip children with strategies to self-regulate their behaviour and build positive relationships with others.
- To outline our system of rewards and sanctions across the school.
- To help learners take control over their behaviour and be responsible for the consequences.
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Behaviour for learning – The St Edmund’s Way

Be **Ready**, Be **Respectful** and Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school’s principle for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

Our school has three rules: ‘Be Ready, Be Respectful and Be Safe’, which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. A further breakdown of each rule can be found in Appendix 1.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In some cases, these children will have bespoke positive behaviour plans, which may include targeted sanctions and rewards to reinforce positive behaviour.

4. Rewards

| Expectations | Visible Consistencies | Over and Above Recognition |
|----------------------------|---|--|
| Be Ready | Daily meet and greet | Recognition boards |
| Be Respectful | Persistently catching children doing the right thing – ‘Shout Outs’ | KS2 - House points |
| Be Safe | Picking up on children who are meeting the St Edmund’s expectations | Adult postcards |
| Relentless Routines | Praising in Public (PIP) Reminding in Private (RIP) | ‘Star of the Week’ certificates KS2 - Hot Choc Friday |
| Wonderful Walking | Consistent language | Home contact |
| Legendary Lines | Time In not Time Out | HT / DHT recognition |
| Eyes Front | | Class rewards |
| | | House rewards |
| | | Golden Time |

5. Sanctions

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence and take into account the child and their needs. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Steps to dealing deal with behaviour (Appendix 2).

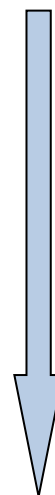
Our Behaviour Pathway



1. Reminder
2. Warning
3. Space to cool off
 - In class or at a wellness stations
4. Follow up, repair and restore

Should adults feel, using their professional judgement, a senior member of staff needs to be part of the follow up / restorative conversation then the following will apply:

5. Pupil is taken to Key Stage Leader, a member of SLT, Deputy Headteacher or the Headteacher (usually in that order)
6. Parents contacted (to be put on Scholar Pack under 'incidents')
7. Parents called to school to discuss next steps which may include an internal sanction
8. Short fixed term exclusion (1-2 days) – Staff must know that these are extreme cases
9. Longer fixed term exclusion (3-5 days)
10. Permanent exclusion



6. Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be accelerated through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss the incident /s.

However, it is important to maintain that all adults can deal with these types of behaviour.

| | |
|---------------------------------|--|
| Unacceptable behaviours include | <ul style="list-style-type: none">• Violence with the intention to harm• Defiance / rudeness to any adult• Persistent taunting, teasing or bullying behaviour• Stealing• Spitting• Swearing |
|---------------------------------|--|

7. Most Serious Behaviours

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 expected behaviours. Where possible, we use our most skilled staff to build relationships with each individual. Regular meetings will take place with the adults working with that child to ensure a bespoke approach is taken in positively dealing with the child.

When dealing with an episode of serious behaviour, a child may need to be restrained if they or another person is unsafe. This will be used as last resort and by trained staff. Our Physical intervention and use of reasonable force strategies are found as Appendix 3.

All behaviour incidents of this nature will be recorded on Scholar Pack.

7.1 Sexism And Sexual Harassment

We want everyone in our community to feel included, respected and safe. We will not tolerate verbal abuse, which includes name calling and sexist comments. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

The school will respond promptly and appropriately to any sexual harassment complaint in line with the Child Protection Policy.

All staff and pupils are encouraged to call out and / or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at.
- Support and educate them to improve their behaviour.
- Monitor their behaviour for any recurrence.
- Escalate the sanction to a member SLT, who will then make contact with the relevant parties.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

9. Restorative Conversations

St Edmund's Catholic Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room as our St Edmunds Behavioural Blueprint. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. This practice highlighted on our 'Behavioural Blueprint' will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

10. Role Of Parents / Carers

At St Edmunds, active parental involvement is expected, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor incidents.

11. Monitoring and Evaluation

The school's leadership team will monitor the effectiveness of this policy and report to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by this policy.

Review Date – June 2022

Approved by governors -

Appendix 1

| Be Ready | Be Respectful | Be Safe |
|---|--|--|
| <ul style="list-style-type: none">• We arrive at school on time, every time.• We arrive to lessons on time.• We wear our uniform with pride and have the right clothes for PE and playing outdoors.• We make sure we have the right equipment for all lessons.• We fully part take in lessons and show a 'Growth Mind-set'• We have the right attitude to learn.• We complete our homework. | <ul style="list-style-type: none">• We always listen when someone is talking.• We are polite and show good manners to everyone.• We respect difference and know we are equal.• We look after the equipment that we have been given.• We look after our environment, tidy up after ourselves and never drop litter.• We queue sensibly going into the dinner hall.• We treat others as we wish to be treated ourselves. | <ul style="list-style-type: none">• We follow instructions – first time, every time.• We stand up to bullying of any kind.• We walk sensibly and quietly around our school• We know who to go for help and support.• We stay safe online and outside school. |

Appendix 2

| Steps to dealing with behaviour | |
|--|--|
| <p>1. Reminder / Redirection: I notice you chose to... (state the noticed behaviour) This is a reminder that we need to be ...(state relevant rule: Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening. (Give child 'take up time' and do not respond)</p> <p>Example: 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p> | |
| <p>2. Warning: I noticed you chose to...(state the notice behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (name) ... if you choose to break the school rules again, you will leave me no choice but to ask you to move to... / go to the quiet area / thinking mat, etc... Do you remember when... (Models of previous behaviour)? This is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening to me. (Give child 'take up time' and do not respond to secondary behaviour)</p> <p>Example: 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you for listening.'</p> | |
| <p>3. Space To Cool Off: (3.1- Classroom 3.2 – Wellness Stations)</p> | |
| <p>3.1 Classroom I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.</p> <p>Example: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> | <p>Child sent to designated area of the classroom.</p> <ul style="list-style-type: none"> • 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance. • Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc. • If behaviour improves, return to class. If not or if child refuses, move to Step 4. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention. |
| <p>3.2 Wellness Station I noticed you chose to ... (state the noticed behaviour). You need to go to... (state space). I will come and speak to you ... (state length of time)</p> <p>Example: 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go to a Wellness Station. I will come and speak to you at the end of this lesson. Thank you for listening.'</p> | <p>Child escorted to designated area.</p> <ul style="list-style-type: none"> • Remainder of lesson or stated amount of time working alone without causing further disturbance. • Possible removal of privilege / playtime. • Teacher must provide work / activity for the child to complete and communicate this to colleague. • If behaviour improves, return to class. <p>If not or if child refuses, move and is disrupting the class, a member of SLT will be called.</p> <p>This incident must be reported on Scholar Pack</p> |

| | |
|---|---|
| | <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Key stage Lead and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern. |
| <p>I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.</p> <p>Example: 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'</p> | <p>Child escorted to / collected by appropriate adult.</p> <ul style="list-style-type: none"> • From remainder of lesson through to a half day working alone without causing further disturbance. • Possible removal of a privilege / playtime. • Teacher must provide work / activity for child to complete as soon as possible after removal. <p>This incident must be reported on Scholar Pack</p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Lead / SENCO / Head Teacher as appropriate. • Parents informed of withdrawal by teacher or Lead / SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc. • Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc. |
| <p>Specific Playground Sanctions Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ... I will come and speak to you in two minutes.</p> | |
| <p>Follow Up, Repair and Restore Adults will use restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? (KS1) 6. How have they been affected? 7. What should we do to put things right? (KS1) 8. How can we do things differently in the future? | |

Appendix 3

Physical Intervention & Use Of Reasonable Force

Definitions:

- Reasonable Force – actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- ‘Force’ can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- ‘Control’ is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of the classroom.
- ‘Restraint’ means to hold back physically or to bring a pupil under control.

At St. Edmund’s Catholic Primary School we are committed to the Health and Safety of all pupils and staff. Physical intervention will always be used as a last resort. In some circumstances it may be necessary to use ‘Reasonable Force’

A number of staff have been trained in ‘Approach’ which is a supportive method of safe physical intervention. ‘Approach’ is the preferred and recommended method of physical intervention in Enfield as the techniques are supportive of the natural movements of the body.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can schools use reasonable force?

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

Schools cannot use force as a punishment – this is always unlawful.

Parents of the pupil involved will be informed when physical intervention has been used. Parents will meet with staff to discuss the incident leading to the use of physical intervention and other strategies used to diffuse the situation. Where necessary, Risk Assessments and Pastoral Support Plans will be put in place and referrals to external agencies will be discuss with parents.