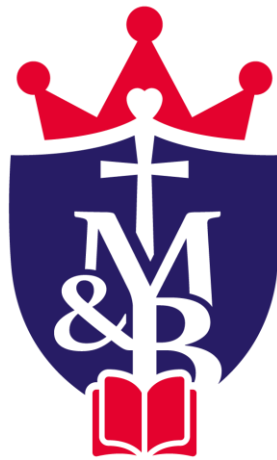


BEHAVIOUR inc Anti-Bullying POLICY



**St Mary's &
St Benedict's**
RC Primary School

Together in God's family, we grow in faith,
knowledge & love to reach our full potential,
and to become the people that we are created
to be.

Policy Agreed: **September 2023**
Review Date: **September 2024**

Statement of Intent

The intention of this policy is to clearly state expectations about the **behaviour of everyone** within our school community: pupils, staff, parents, governors, and visitors. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at St. Mary's and St. Benedict's R.C Primary School to ensure a positive school environment and good attitudes to learning. The policy relies on **a consistent** approach to provide **certainties**.

Our policy is built upon **our belief that each child is a unique gift from God** and **'Together in God's family, we grow in faith, knowledge & love to reach our full potential, and to become the people that we are created to be'**, as well as the '5 pillars of Pivotal Practice' ('When Adults Change, Everything Changes', Paul Dix):

- *Consistent, calm adult behaviour;*
- *Relentless Routines;*
- *First attention to best conduct;*
- *Scripting difficult conversations;*
- *Restorative follow-up*

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be acceptable/unacceptable behaviour, including bullying.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

Policy Formation and Consultation Process

This policy applies to all pupils, staff (including agency/supply), Governors and volunteers working in school. In addition, the policy should reflect the behaviour of everyone at before/after-school clubs and when the school is represented at outside events.

This policy was developed in consultation with pupils, parents, governors, school staff and other primary schools. It will be publicised in writing, through the School App, to staff, parents, and pupils at least once a year.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- The Education and Inspections Act 2006
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- DfE guidance on Safeguarding
- Improving Behaviour in Schools (EEF research)
- Latest version of KCSIE (Keeping Children Safe in Education)
- Other school policies e.g., Safeguarding.

Aims and Values

At St. Mary's and St. Benedict's R.C Primary we wish to provide opportunities for every child to develop spiritually, socially, and academically. We have high expectations with regards to behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted, and equally valued. Positive behaviour enables maximum learning and success in all areas of the curriculum and school life. Teachers have the right to teach, free from disruptive behaviour, and each child has the right to learn and to be safe in an atmosphere in which pupil self-esteem can flourish. There should be recognition that we can all be good role models to enable positive behaviour in our community. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and achieve self-discipline.

Through the behaviour policy we hope to achieve the following aims:

- Children will learn to care for one another and appreciate the value of friendship.
- Give the children confidence in themselves and a pride in their achievements and their school.
- Foster the acquisition of self-control, responsibility, and accountability amongst pupils.
- Create a learning environment which enables the children to make choices and to learn from the restorative approaches.
- Provide adult support for children to make a positive impact on learning and behaviour
- Promote good behaviour which impacts on positive learning experiences.
- To provide a safe, secure learning environment where the children can develop both socially and academically.
- To encourage involvement of parents and carers in the behaviour of their children.
- To instil life-long behaviour and values that will stay with our children as they leave school.

Implementation

The implementation of our policy is two-fold: it focuses on positive reinforcement whilst providing systems for dealing with unacceptable behaviour.

We believe that building relationships with our pupils is a key strategy for promoting positive behaviour. We have three simple rules:

- ***be safe,***
- ***be a learner,***
- ***be respectful.***

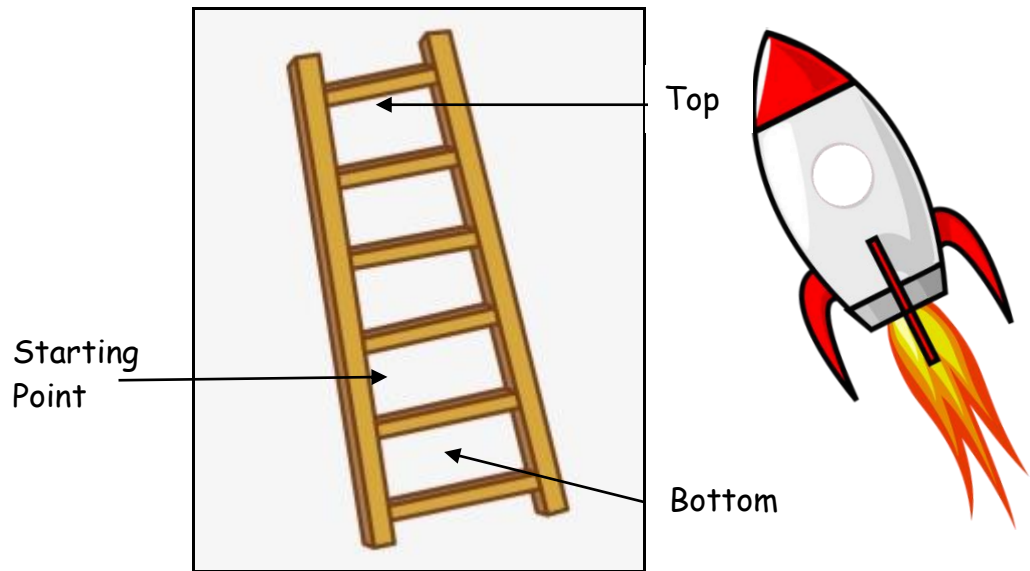
These can be applied to the many situations and contexts which arise in school and are explicitly taught and modelled.

We recognise the importance of a consistent approach, underpinned by clearly stated values that are shared with all members of the school community to develop excellent standards of behaviour. We award a consistent number of Dojo points throughout school for agreed upon behaviour, linking to our behaviour charter. These are collated into house points each week towards a winning house reward at the end of each term. Each class has a positive visual reward system with 5 steps – for recognition of exceptional behaviour and behaviour for learning. This links to our traffic light system, whereby children can move back up the class reward system, for example a rocket, to reach the top, if they have had to move down from moving to orange, or, restart from moving to red. The traffic lights reset each lesson in Reception and Years 1-3, and after dinner time and the end of the day in Year 4, to give children the chance to move forward and promote positive behaviour for the remainder of the day. In Years 5 and 6, instead of the traffic light system, children's names are moved for a 'restorative conversation'.



St Mary's & St Benedict's Catholic Primary School

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Each class has weekly Golden Time, as an acknowledgement of children following our behaviour policy. All children take part in this, although children who have not participated in the restorative conversations, may be removed by a member of the SLT to revisit behaviours and reflect upon them during this time.

Each week, two children are chosen from each class for recognition of their behaviour linking to our behaviour charter: be safe, be a learner, be respectful. The children receive a certificate and badge and are celebrated in the weekly newsletter.

We encourage positive behaviour recognition as the key strategy to adopt high expectations of behaviour and to develop quality relationships.

We understand the link between self-esteem and poor behaviour; that behaviour is a form of communication reflecting inward negative feelings; we focus on the development of self-confidence, self-discipline, and reflective behaviour conversations that are restorative in their approach. We want to provide a safe environment free from disruption, violence, bullying and any form of harassment.

We recognise that where unwanted behaviour is observed, this is a pupil's way of communicating their emotions. These children may require additional support regulating behaviour and emotions and will have individual behaviour plans in place that may include rewards to reinforce positive behaviour, and outside agencies may be involved.

We use standardised, uniform approaches, with consistent language, to maintain fairness and expectation with equality in mind.

We encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.

We have a blueprint for behaviour which exemplifies the consistent approaches that are designed to create an ethos of reflection and repair:

Clear rules, rigorous routines, visible consistencies, and scripted responses, that all children and staff follow.

We ensure that good behaviour is about relationships rather than a pursuit of rewards. Children are praised publicly and reprimanded in private and are rewarded for 'Above and Beyond' behaviour. In accordance with the recommendations from the EEF, we aim to:

- Know and understand our pupils and their influences.
- Teach learning behaviours alongside managing misbehaviour.
- Use classroom management strategies to support good behaviour.
- Use simple approaches within regular routines.
- Use targeted approaches to meet individual needs.



Impact

Implemented consistently and positively by all members of St. Mary's and St. Benedict's Community, we aim for our Behaviour Policy to have the following impact:

- Positive, respectful attitudes towards each other, the environment and learning.
- A calm approach that is applied with consistency and fairness.
- Adults and pupils who take responsibility for their behaviour, develop reflection, and become role-models.
- Active promotion of positive behaviour and restorative approaches.
- A safe, comfortable, and caring environment where optimum learning can take place.
- Respect for others within the whole school community; a caring ethos across the school without exception.
- Life-long values towards learning and others.



Stepped boundaries

<p>GREEN - every child starts on Green</p> <p>Reminder of our charter (1st warning)</p>  <p>Be safe Be a learner Be respectful</p>
<p>Reminder of choice (2nd warning)</p> <p>10 second script</p>
<p>AMBER – move down a place on the class visual reward system</p> <p>Restorative behaviour conversation with teacher/TA (2-3 mins not in class time)</p>
<p>Reminder of our charter (1st warning)</p>  <p>Be Safe Be a learner Be respectful</p>
<p>Reminder of choice (2nd warning)</p> <p>30 second script</p>
<p>RED – move to the start of the class visual reward system</p> <p>Restorative behaviour conversation with teacher (approx. 5 mins break time or lunchtime)</p>
<p>4 or more times ON RED per week move to:</p>
<p>Mentoring behaviour conversation and think sheet (10 minutes at lunch)</p> <p>Class teacher – complete think sheet and keep for class records Class teacher to contact parent Class teacher to inform Key Stage Lead</p>
<p>If mentor support at lunchtime proves to be ineffective and inappropriate behaviours continue:</p>
<p>Mentoring behaviour meeting with parent, Behaviour Lead, teacher & pupil (Behaviour Plan)</p> <p>This moves to Appendix C</p>
<p>Mentoring behaviour conversation with Behaviour Lead (Individual)</p>
<p>Mentoring behaviour conversation with SLT (with parent present)</p>

- The length of time, or the stage on the traffic light, will reflect the severity of the behaviour – for example – deliberately hurting a child would be an immediate red. Support staff to check with the Class Teacher for individual cases at an appropriate time.

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Consequences for Inappropriate Behaviour

At St. Mary's and St. Benedict's R.C Primary, we use proactive approaches, rewards and restoration which are central to the encouragement of good behaviour. At each stage of the stepped process, the adult makes clear that the child has choices by stating the positive behaviours needed. Staff should use the scripts (see Appendices) and remain calm. Through using the stepped approach, it is anticipated that most issues will be resolved quickly. When children have had a restorative conversation with class staff, it should be emphasised that the next lesson is a fresh start.

When the child continues to display inappropriate behaviours, the teacher should reflect with the child to work out any triggers/patterns using an A, B, C, S approach.

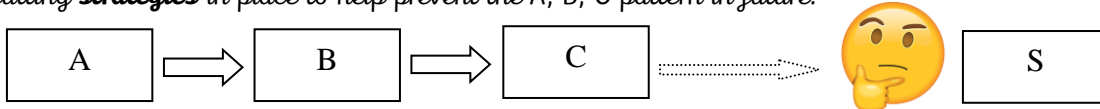
A: identifying the **antecedent**: the action, event, or circumstance that led up to the behaviour and encompasses anything that might contribute to the behaviour.

B: identifying the **behaviour** - what the student does in response to the antecedent.

C: the **consequence** - an action or response that follows the behaviour

The teacher then uses the A, B, C to inform the strategy:

S: putting **strategies** in place to help prevent the A, B, C pattern in future.



The teacher may also need to seek support from the SENDCo/Family Support Worker to ensure that provision is meeting the child's needs or if there are barriers to learning which need to be addressed.

Children who are needing restorative conversations with class staff 4 or more times per week will need to move to targeted mentoring support. If mentor support at lunchtime proves to be ineffective and inappropriate behaviours continue, parents will be invited to discuss next steps.

*Once parents are involved, teachers should clearly state the behavioural issues and the stages which have been followed. Teachers should agree a timescale for improved behaviours with parents and child. Further stages will be outlined to the parent i.e. SLT support. The Behaviour Lead, who is currently the Headteacher, will be part of this meeting and a Behaviour Support Plan will be agreed. The behaviour support plan will be implemented, with targets and strategies agreed with the family/teacher. The aim of this plan is to encourage the child to recognise their learning needs and patterns of behaviour and use strategies to allow themselves and others to **Be safe, Be a learner, Be respectful**. This will be time-bound (for half a term and then this will be reviewed) and success will be celebrated. Parents will be involved if the inappropriate behaviours continue. Further intervention will then be agreed. In this instance, depending on the types of behaviour being displayed, there may need to be 1:1 TA support, class withdrawal or referrals to outside agencies. The behaviour support plan would be adapted as appropriate.

On rare occasions, children may become angry and purposely hurt others. In this instance, the behaviour reminders and 30 second scripts would not be appropriate, and teachers priority is to ensure all parties are safe, de-escalate the situation and calm the children involved. This may involve 'time out' in a safe space.

Staff have received Team Teach training and Team Teach advocate that policies should include this statement to reflect the working realities of the use of Team Teach interventions with children: "Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe".

Where a child has been hurt due to the actions of another child then the class teacher (or person teaching the class) is responsible for informing both sets of parents. This must be done as soon as possible, either immediately or at the end of the day depending on the severity of the incident. The teacher must make a note on CPOMS that the parents of both children have been informed. The injury must also be recorded on CPOMS. When this type of behaviour occurs, the Head teacher or a Senior Leader will be involved in managing the incident. Each incident will be dealt with according to circumstances and sanctions/solutions may vary.

Incident Log

If any incident is deemed to be sufficiently serious or it is a re-occurring problem, it will be recorded on CPOMS by a member of staff. Each incident recorded should contain the following information:

- Details of when and where the incident took place.
- The circumstances and the significant factors which led to the incident.
- Details of any intervention by a member of staff
- The names of pupils and staff involved.
- A description of any injuries sustained by pupils or staff.
- A description of action taken after the incident
- If appropriate, reports are also made to RIDDOR.

Misbehaviour is defined as any behaviour which goes against our charter Be Safe, Be a Learner, Be Respectful:

- Low-level disruption in lessons
- Unsafe behaviours in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude/defiant behaviour
- Rudeness/disrespect to adults

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Inappropriate language or swearing

Severe Behaviour Clause

Certain behaviours require pupils to be automatically removed from the classroom or playground. **The school also reserves the right to withdraw or exclude pupils from school trips and excursions.**

These include:

- Severe physical or verbal abuse to a child or adult
- Serious non-accidental damage to property/equipment
- Disruption which is impacting upon the education of the other children within the class.
- Self-abuse

When any of these behaviours occur the Head teacher or a Senior Teacher will be involved in managing the incident. Each incident will be dealt with according to circumstances and sanctions/solutions may vary.

School staff can use reasonable force to control or restrain a pupil in specific circumstances (when a child presents a danger to him/herself or to other children or staff).

In cases of severe behaviours, school would actively seek to support the child by targeting the root of the behaviours e.g. through pastoral support, counselling, family therapy etc. There may also be instances where the school seeks to involve Golden Hill (the local Pupil Referral Unit) for outreach support or assessment place.

SUSPENSIONS

If a child's behaviour or conduct is sufficiently serious the Headteacher or designated person may issue the child with a fixed term suspension or permanent exclusion. The parent will be notified of the suspension/exclusion immediately and a letter will be sent home within one day detailing the reason for the suspension/exclusion. The parent will also be provided with a leaflet explaining the suspension process, their responsibilities and providing contact numbers. The Headteacher can suspend a pupil for a fixed period (up to a maximum of 45 school days in a school year).

Parents and/or the suspended pupil can make representations to the Governing Body. These can be in writing or verbal at a meeting. For suspensions of 5 school days or fewer in a term any representations made will be considered. There does not have to be a meeting. The Headteacher's decision cannot, however, be overturned, but the governors' views will be placed on the pupil's record. For suspensions of more than 5 and up to 15 school days in a term a meeting will only be arranged at a parent's specific request. For suspensions of over 15 school days in a term there must be a meeting. For all fixed period suspensions of over five school days in a term the governors can overturn the Headteacher's decision and can reinstate the pupil. This may not be possible where the meeting is held after the suspension has ended but a note of any decision will be placed on the pupil's record.

The Local Authority can provide information and advice and will also recommend other sources of information and support depending upon the circumstances. The Local Authority cannot overturn any suspension decision made by a Headteacher. The Local Authority will provide written comments for suspensions of over 15 school days and may attend the Pupil Discipline Committee meeting.

For short suspensions it may not always be possible for work to be provided, for example a single one day suspension. Generally, however, work will be provided to be completed at home for the first five school days. Parents will usually be required to collect this from school and deliver it back to school to be marked. It is expected that parents should co-operate about arrangements for work during this initial period. From day 6 of any fixed period suspension, full-time alternative education will be provided. For children in care (Looked After Children) provision should be from day 1. The school will contact you to confirm what arrangements have been made if the child is in care.

Pupils with disabilities can be excluded for a fixed term but there must not have been discrimination. If you consider that the pupil has a disability you can raise any issues in your representations to the governors (Pupil Discipline Committee). If the pupil has an EHCP, you can contact the Area Special Educational Needs and Assessment Team. The Lancashire SEND Partnership can also be contacted at SENDPartnership@lancashire.gov.uk and Lancashire SEND IAS will provide advice and support via information.lineteam@lancashire.gov.uk or 0300 123 6706. If the pupil is in public care (a looked after child) you must discuss matters with your Social Worker (who may wish to attend any relevant meetings). Looked After Children should only be excluded as an absolute last resort.

Independent advice about exclusions is available from the Advisory Centre for Education (ACE). ACE is not connected to the Local Authority and can be contacted via the ACE website at www.aceed.org.uk or on their advice line on 03000 115 142 on Monday to Wednesday from 10am to 1pm during term time. Where relevant parents will be provided with links to other local services.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

Communication and Parental Partnership

As a caring community we expect a calm and happy environment, in which all children will develop. We recognise that parents are the first and most important educators of their children and value parental involvement, co-operation and support. We recognise that close co-operation with parents is central to this policy and every possible effort should be made, on the part of both home and school, to work in partnership in the interests of the child.

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concern should be communicated to the SENDCO and Key Stage Leads so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given opportunity to discuss the situation. Parents will be involved in devising individual behaviour plans for children when necessary.

CURRICULUM IMPLICATIONS

Behaviour is learned; therefore, our first response to change unwanted behaviour is to teach positive behaviour. Positive behaviour, friendships and relationships are taught throughout the curriculum and during assemblies.

INDIVIDUAL PLANS AND ADAPTIONS FOR CHILDREN WITH SEND

Whilst our procedures for managing behaviour are successful in most cases, some children may need an alternative approach, especially if their behaviours are a result of an underlying need. Staff and parents will be made aware of individual systems used in these cases. These children may be given additional support and strategies to manage their behaviour which may be targeted on a learning support plan, in line with the Special Educational Needs Policy. There may also be a Risk Assessment for some pupils in school.

A Learning Support Plan may include:

- A description of the inappropriate behaviour
- The target behaviour (preferred behaviour)
- Strategies in place to teach/reach the target behaviour
- Known triggers
- Strategies to avoid incidents (de-escalation)
- Adult response
- Closure
- Follow Up/Further Action
- Date for Review

The Learning Support Plan should be signed by the relevant staff, parent/carer, and class teacher **before** it is implemented. There may be different names for the plan, depending on needs e.g., De-escalation plan, My Checklist, Individual Behaviour Plan, My Reward Chart etc. Depending on the age/development of the child, the plan may be in a child-friendly format and the length of time a child accesses it for will depend on the success of it and whether or not they are ready to return to the regular course of action.

For some children with behavioural concerns, the advice and expertise of external agencies may be sought. This may involve referrals to outreach support, counselling services or mental health services. These referrals would be completed by the SENDCO or family support worker, with the input and support of the parent/carer.

BULLYING

Bullying is not tolerated at St. Mary's and St. Benedict's R.C Primary School. We strongly recognise the importance of the effects of this complex aspect of social behaviour.

We define bullying as a repeated attack by someone in or assuming a position of power, with the intention of causing distress for the bully's gain or gratification.

We use the acronym STOP in school – Several Times on Purpose to reinforce what bullying is.

The following behaviours may constitute bullying:

- **Physical** e.g. pushing, kicking, hitting, punching, violent threats
- **Verbal** e.g. name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** e.g. tormenting, threatening, ridicule, humiliation, exclusion from groups
- **Racist** e.g. racial taunts, graffiti, gestures
- **Sexual** e.g. abusive comments, unwanted physical contact, up skirting
- **Cyber-bullying** e.g. Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child on child abuse

Depending upon the severity of the incident that is perpetrated by one child on another, this could be identified as child on child abuse, as defined in Keeping Children Safe in Education 2023:

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2023)

These acts could be isolated or repeated, it depends upon the seriousness of the acts.

Preventing Bullying

We actively seek to prevent bullying through raising awareness of the impact of bullying. We do this via Anti-Bullying themes/activities on a regular basis. We also raise pupil and parental awareness of Internet Safety and online bullying through curriculum activities and information on the school website. We also create a supportive environment where pupils take responsibility for supporting others in school and know where they can seek help. We strive to make pupils aware of our differences, similarities, special gifts and talents through our R.E. and PSHE work. We aim to support all parties involved in bullying. We not only support the victim but seek to support the offender. This support may be to develop empathy, build confidence and increase their sense of worth, support self-regulation etc.

The Headteacher must be informed of all reported or alleged incidents of bullying and a record of such incidents or allegations must be recorded on CPOMS.

All incidents or allegations of bullying should be dealt with as quickly as possible and when appropriate parents will be informed. Incidents of bullying will be monitored termly to identify patterns and take appropriate action.

As a school we recognise that creating and maintaining an ethos of good behaviour where pupils treat one another and the school staff with respect will minimise the likelihood of bullying occurring. Therefore, we aim to address and reinforce issues throughout the school day, during assemblies, class worship and PSHE.

STAFF TRAINING AND DEVELOPMENT

The behaviour policy is explained to new staff to ensure they are familiar with the school approach and systems. The SENDCO keeps abreast of new developments in behaviour management strategies and works alongside agencies such as Golden Hill. Specific CPD is given to staff when required e.g., a child in their class presents with new and challenging behaviours. Advice is sought from the Educational Psychologist and other agencies in relation to supporting children with challenging behaviours. Whole school training, such as Team Teach, is provided to further assist staff across school.

Roles and Responsibilities

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents through the stepped approach.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct/rules and attend meetings to support the child
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



Parents have a clear role in making sure their child is well behaved at school.

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Behaviour Policy Appendix A - Scripts and Micro-scripts guidance for staff

Stepped boundaries

<p>Reminder of our charter (1st warning)</p>  <p>Be Safe Be a learner Be respectful</p>
<p>Reminder of choice (2nd warning) 10 second script</p>
<p>AMBER – move down a place on the class visual reward system</p> <p>Restorative behaviour conversation with teacher/TA (2-3 mins not in class time)</p>
<p>Reminder of our charter (1st warning)</p>  <p>Be Safe Be a learner Be respectful</p>
<p>Reminder of choice (2nd warning) 30 second script</p>
<p>RED – move to the start of the class visual reward system</p> <p>Restorative behaviour conversation with teacher (approx. 5 mins break time or lunchtime)</p>
<p>4 or more times on red per week move to: Mentoring behaviour conversation and think sheet (10 minutes at lunch) Class teacher – complete think sheet & keep for class records Class teacher to contact parent Class teacher to inform Key Stage Lead</p>
<p>If mentor support at lunchtime proves to be ineffective and inappropriate behaviours continue:</p>
<p>Mentoring behaviour meeting with parent, Behaviour Lead, teacher & pupil (Behaviour Plan) This moves to Appendix C</p>
<ul style="list-style-type: none"> The length of time, or stage of the traffic light will reflect the severity of the behaviour, e.g. deliberately hurting a child would be an immediate red. Support staff to check with the class teacher for individual cases at an appropriate time

Listen

Ask Questions

Check understanding

Summarise

Micro-scripts

<p>Reminder of our charter</p> <p>"I can see that you are _____ (behaviour clearly labelled)"</p> <p>"Our charter is 'Be safe, be a learner, be respectful."</p>
<p>Reminder of choice 10-Second Script (Choose 1)</p> <ul style="list-style-type: none"> I expect you to be... I need you to... I need to see you... <p>I know you will. Thank you.</p>
<p>Reminder of choice 30 second Script</p> <p>Remember when you _____ (label positive/kind behaviour)?"</p> <p>"I'd like to see you _____ (label expected behaviour)"</p> <p>"Thank you for listening."</p>
<p>Restorative behaviour questions</p> <p>What happened? What were you thinking/feeling? Who has been affected? How? What could we do to put this right? What could you do differently next time/how could we help you next time?</p> <p>End with positive shared experience (e.g. that was a great goal you scored at break/ You were resilient in Maths today)</p>
<p>Mentoring behaviour questions</p> <p>What happened? What did you try? What worked? Why do you think that didn't help/work? Where do we go from here?</p>

St. Mary's and St. Benedict's RC Primary

Think Sheet



Be safe



Be a learner



Be respectful

Name:

Date:

Class:

Teacher:

What I did:

How did it make others feel?



Scared



Sad



Worried



Angry

Next time I will:

Student Signature:

St. Mary's and St. Benedict's RC Primary

Think Sheet



Be safe



Be a learner



Be respectful



Learning Mentor/Teacher Signature:

Parent Signature:

Name:

Date:

Class:

Teacher:

What I did:

How did it make me feel?

How did it make others feel?

What I can do to try to make it better:

What I have learnt:

Student Signature:

Learning Mentor/Teacher Signature:

Parent Signature:

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Behaviour Policy Appendix C – Behaviour Checklist

This is a checklist of things that we, as a school, will do with a family to try and ensure the standards of behaviour that we expect from our pupils are upheld.

In school, we expect any child to be respectful and to comply with adult requests. Where a child says 'no' to such a request then this is unacceptable. Refusal to comply with a request from a member of support staff will escalate to the class teacher. A continuation of refusal will escalate to the SLT and then to the Headteacher. A refusal to follow a request from the Headteacher is unacceptable and breaches our ability to keep pupils safe. We cannot accept that behaviour and it will result in the most serious consequences.

Within the behaviour policy:

- Pupils will receive warnings for behaviour incidents.
- Restorative conversations will be held to allow pupils to understand why incidents should not happen again and, most importantly, what changes can be made to try and avoid repetitions.
- Think sheets will be completed, when calm, to facilitate a reflective approach to justice within school.
- Pupils will be encouraged to spend time with the Family Support Worker (FSW), to further encourage this reflective approach to justice within our school.
- Meetings will be held between the family and the class teacher. A member of the Senior Leadership Team (SLT), normally the phase leader, may also attend these meetings. In some situations, the FSW may also be included in these meetings.
- Work between the SENDCo and families may result in a Learning support Plan to try and personalise strategies to support a child.
- The Learning Support Plan would assess progress (termly) using the Lancashire PSED Toolkit and may move to include external agencies.
- An Early Help assessment may also be instigated to signpost families to additional external support to help the pupil.

Moving beyond the behaviour policy:

- Pupils will work with members of the SLT – hopefully to assist to reintegrate a child into the classroom.
- Pupils may work with members of the SLT outside the classroom – but this would only be a temporary situation.
- Where a pupil has needed SLT involvement more than 3 times in 5 days, then a parental meeting will be convened that will be between the family of a pupil and members of SLT. Again, the FSW would be involved in the meeting.
- A behaviour contract in the next step. It is written between a pupil, whilst calm, and the staff in the classroom setting. It should include about what makes a pupil unique and distinct (stressing positive points about the young person). It should also have a section that identifies the pupil's triggers or what he/she struggles with. The next section is about how the pupil calms down – how long it takes, where they can go, what they can do etc. The final section is what staff can do (or not do) to assist in the pupil's calming routine.
- If all of these things have occurred and the pupil's behaviour continues to be uncondusive to school, then a fixed term suspension would be required. Whilst school would want to avoid this, if the behaviour contract has been broken by the pupil, then this step would be highly likely. After any fixed term suspension, a reintegration meeting between the family, the pupil, and a member of the SLT is essential before the pupil can recommence school.
- A series of fixed term suspensions, usually of gradually increasing length, would result in the inevitable consideration of whether this pupil can continue to be a member of our school. The decision to make a permanent exclusion is the most difficult that a headteacher has to make but this checklist demonstrates the number of steps we move through to attempt to avoid this.