

Mission Statement

“We welcome everyone into our community in order to live, love and learn together in the light and example of the life of Christ.”



*Transforming Lives,
Transforming Communities.*

Behaviour Policy

Approved by: Chair	[Louise Price]	Date: [17 th January 2023]
Headteacher:	[Victoria Rivett]	
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St Clare's is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

BACKGROUND

Our task is to nurture a Christ-like way of life for all our children knowing that in doing so we teach them to care for one another, to tell the truth and to know right from wrong. With these principles firmly established children can develop a loving relationship with God through giving service to each other and to their neighbour.

The school's Behaviour Policy is rooted within the Catholic faith we teach and a set of shared values derived from our Christian ethos.

RATIONALE

In keeping with our Catholic ethos the school's policy for managing behaviour emphasises a discipline style based upon dignity, respect and the teaching of self-discipline. The goal is to create a school that encourages children to:

- Own their own behaviour;
- Respect the rights of others;
- Develop a positive self-esteem;
- Build workable relationships.

This is for the benefit of our whole school community. Our school community includes children, staff, parents, governors and parish community. We are also keenly aware of our responsibilities towards community cohesion and attempt to demonstrate our place within a wider community.

All staff have a vision of the type of behaviour that is valued at St Clare's School and have a responsibility to share that vision with our whole school community.

Children do not always work and behave well. It is important to remember that they are not always 'bad' or 'good' but are on different points on the behaviour spectrum on different days. Their behaviour is not always a direct result of what is happening in class - it could be events at home, friendships etc. Giving children clear guidelines will help – they need to know how severe their behaviour is, what will happen if they continue, but similarly what will happen if they choose to behave.

In light of this understanding, the management of behaviour at St Clare's School is conducted through a 'Positive Behaviour Management' approach. This includes a range of strategies to apply to differing situations. They are neither exhaustive, nor in any way a hierarchy, but are used at appropriate times according to the professional judgement of the staff. However, they do form underlying principles regarding the management of behaviour at St Clare's School.

Reasonable Adjustments

In exceptional circumstances and in consultation with senior leaders, reasonable adjustments may be made to the application of St Clare's Behaviour Policy based on an individual child's personal circumstances. This will also apply to exclusions.

Positive Talking – 17 Whole School Strategies for Staff

- 1. Public Praise/Private Reprimand** – Reduce opportunities for public displays of negative attitude by discussing issues privately. Praise should be public and heard. Avoid getting drawn into arguments, or public confrontations or ‘stand offs’. Sometimes children will want the last word and will not back down when confronted in front of their peers. State that you will discuss the issue later when they are calm and polite. It is not appropriate to single a child out in public for severe reprimand – talk about and confront the behaviour but not the child.
- 2. Focus on the primary behaviour** – remain focussed on the original issue. Ignore secondary behaviours such as answering back as these are usually to distract you and gain attention. Keep referring back to the first instruction or issue.
- 3. Non provocative tone and gesture** – Allow a child space. Choose words carefully. Body position and stance should be non-threatening. Avoid sarcasm and threatening language
- 4. Take up time** – Give an instruction clearly. Immediately move away and give attention elsewhere – this allows the child to follow the instruction in their own time, without losing face. Try to give some positive attention to the child once they have followed the instruction.
- 5. Privately understood signals** – This is to avoid repetitive ‘nagging’ about the same behaviour with one particular child. Negotiate a signal with the child. This allows the child to follow instructions or correct their behaviour without other children noticing. Praise or reward the child for behaving in an appropriate way.
- 6. Tactical ignoring** – Withdraw attention from pupils behaving inappropriately. Only do when safe to do so. This avoids pupils getting attention when behaving badly. It can avoid confrontation and secondary behaviours developing.
- 7. Use ‘I’ statements** – Eg – I’m being very polite to you. I’d like you to speak politely to me.
- 8. Distraction and Diversion** – Try to use this before difficult behaviour begins to escalate. Offer an alternative activity. Ask a question of interest to the child. Avoid making reference to the behaviour you are trying to stop.
- 9. Partial agreement** – Meet the child halfway. Agree with statements when you can. Eg – Yes, I can see that you find the work hard. Let me come and help you.
- 10. Mirror behaviour in private** – Mirroring a child’s behaviour or showing them what they look/sound like when they’re being rude can be very powerful. Do it privately, ask first if they mind and possibly make it jokey. Model the kind of attitude and body language that you would expect.
- 11. Positive reinforcement** – Try to phrase behaviour correction positively. State the behaviour that you want to see rather than the one that you want to stop – this can promote and reinforce good behaviour. ‘Sandwich’ correction between positives. Thank the child for correcting their behaviour before they do it.
- 12. Offer choices** – Useful when you feel a child may be reluctant to follow instructions. Eg – ‘You can pop the pencil on my desk or in your bag.’ This makes the child feel that they have maintained a measure of control and creates a ‘win-win’ situation as either outcome is acceptable.
- 13. Label the behaviour and not the child** – Make it clear that it is the behaviour which you do not like, and not the child. Avoid comments that are personal.
- 14. Statement of reality** – State what is happening in a non-judgemental way. Eg – ‘You are wearing a cap in class. Our school rule does not allow that.’ This can diffuse a situation and prevent a child from wanting to argue.
- 15. It will keep** – It is not always necessary to get things sorted out immediately – they can often still be dealt with effectively later. Explain that you will talk about it later and say when. Acknowledge that there is a problem and that you are interested but that there will be time to talk about it later.
- 16. Make politeness a focus in class** – Have a focus on politeness. Reward politeness and praise those who are polite, stating why they have impressed you. Ask them to repeat the sentence they have used as reinforcement for the other children. Maybe have a board for polite phrases used or a table politeness competition.
- 17. Be honest** – Try to consider if our own feelings towards a particular child influences the way we behave towards them or the way that we deal with their behaviour. Use other staff as a sounding board – as ‘is it me, or...?’ Catching a particular child being good and saying what you like about their behaviour can not only improve their self esteem but can also make us feel more positive towards them.

Planning and Managing Good Practice – The Establishment Phase

Whole School Rules

1. **Keep your hands and feet to yourself.**
2. **Walk, talk and move around the school in a quiet manner.**
3. **Ask permission before leaving the classroom or playground.**
4. **Tell your own school news to your family and let other children tell their families about themselves.**
5. **Show respect for other people and their property in what you do and say.**
6. **Follow instructions first time.**
7. **Always try to do your best.**
8. **Speak to someone if you have a problem**
9. **Praise and encourage each other when they have done well**

At the beginning of every school year the most important goal for all class teachers is to establish good classroom management practice. As a team of practitioners this aim has to be implemented and maintained consistently across the school. To do this effectively, staff need to introduce several procedures in the first few days at the beginning of the school year and children should actively participate through discussion e.g. class rules. The following are useful prompts for discussion:-

Rights and Responsibilities

I have a right to a safe school and a responsibility to help keep it safe

I have a right to be respected and a responsibility to treat others with respect

I have a right to know the rules and a responsibility to follow them

I have a right to learn and a responsibility to come to class prepared

I have a right to be heard and a responsibility to listen to others

I have a right to my own personal space and a responsibility to respect others' privacy

I have a right to a safe playground and a responsibility to use the equipment properly

Teachers need a framework for establishing a sense of responsibility on the part of the children that is very much part of their personal and social education that nurtures their ability to become more self-disciplined. These responsibilities relate to a number of small but important classroom routines and rules that taken together will make a significant contribution towards achieving good classroom management. For example to encourage children to use acceptable and non-abusive words positive language posters may be displayed around the building that promote this aim.

Remember - Every right has a corresponding responsibility!

Routines & Rules

Time spent by the class teacher to establish correct procedures for the headings below will not only send a clear signal to the children about the teacher's expectations on these matters it will also help to create the right atmosphere for effective teaching and learning. It may take several days and weeks for some routines and rules to be adhered to by all the children but it will pay off in the long term.

Teachers need to be determined to maintain high standards and never be tempted to let standards slip or allow poor routines and rules to be established.

The following list of routines and rules are good examples of specific areas of classroom management and organisation that will require expectations and procedures to be established:-

- Litter At the end of every lesson the room must be left clean and tidy.
- Chairs Must be tucked in under the desk/table.
- Tables Left clean and tidy.
- Lining up a) use of whistle/bell in the playgrounds
b) register order to start with then adjusted according to need
- Orderly movement around the building and from the playground.
- Keeping corridors tidy – we need to encourage children to help out by promoting our ethos of helping others, in this case by looking after the belongings of others, monitors should also be used to keep corridors tidy.
- Talking in the classroom- when it is not allowed i.e. when the teacher is talking – “look this way and listen”
- How to give answers to the teacher – Hands up, or negotiated classroom practice
- Getting the attention of the whole class – every teacher will have their own strategies
- Policies regarding hats, jewellery, sweets, toys, mobile phones etc
- Going to the toilet – every teacher will need to decide the most appropriate routine and adhere to it. In general, children should be reminded to use the toilet at playtimes and it is quite appropriate for children (especially older children) to be refused permission to leave the classroom to go to the toilet, particularly near the beginning of class sessions. These judgements are at the teacher’s discretion and are based on knowledge of the children.
- Orderly Changeovers - The end of one lesson and the start of the next needs to be planned. To achieve this successfully the following ideas are suggested.
 1. Explain the timetable to the children at the beginning of the session. Many children benefit from a visual timetable for the day.
 2. Plan to allow one activity to flow from the previous one without stopping the whole class e.g. explain in advance to the class what they must do next.
 3. Use the changeover as an opportunity to carry out an appropriate activity e.g. retrieval of coats from the cloakroom, brain gym.
 4. Carry out the changeover in an orderly way e.g. one table at a time.

As soon as possible after the start of the Autumn term it is essential that every classroom has a prominent display stating class and school rules. Other visual displays that reinforce specific aspects of the routines and rules, especially ones produced by the children, are also desirable. Rules should be few in number, positively worded and enforceable.

It is vital that staff work together as a team, with equally high expectations and an understanding of collective responsibility.

Range and Hierarchy of Rewards

All of the children in school are allocated to one of four ‘houses’ – St Matthew (Yellow), St Mark (Blue), St Luke (Green) or St John (Red). In line with the school’s positive behaviour management system, children displaying good behaviour (by demonstrating the class/school rules) earn housepoints for their house.

Each class will display a ‘happy/sad side’ chart. Every tick on the happy side is worth 1 housepoint. House points/ticks cannot be removed.

The happy/sad chart will also display the ‘Star of the Day’ – the child who has earned the most house points. It is essential to have a fresh start every day – most classes will appoint a monitor to collate the house points daily.

On a weekly basis, the Head Boy/Girl from Year 6 will collate the house points to be announced in class and recorded on the school hall display and will be announced half-termly. The children work towards termly and yearly house point

trophy winners. Additionally, classes will display charts to show individual's house points, with negotiated amounts of points linked to rewards.

The above is a whole school strategy and needs to be consistently used across the school by all members of staff for it to be the most effective.

Additionally, individual classes will operate their own systems such as 'table points', politeness chart' etc

Other whole school rewards are as follows:-

- Stickers for good work, manners, behaviour etc
- Notes or certificates to take home
- Speaking to parents at the end of the day or phoning home with good news
- Being sent to an Assistant Head , Headteacher for good work or behaviour
- *One child (Always Good Child) from each class is nominated each week and the name forwarded to HT and WBO one name is drawn at the end of every half term to receive a reward. This is for consistent excellent behaviour (not improvement or a one off good day – which would attract other rewards).*
- *Half termly celebration assembly – Guardian Angel award, Half termly Always Good Child, Star of the half term.*
- *Good attendance and Punctuality is also celebrated termly.*

Range and Hierarchy of Sanctions

The usual system of sanctions available in class is the 'happy/sad side' chart for the day. (There are occasions when sudden extreme behaviour occurs or when a child has individual targets from mentors or as part of an individualised behaviour contract that this is not appropriate. However, it forms the basis for the management and application of sanctions for poor behaviour at St Clare's School). Ticks are placed against a child's name on the 'sad side' for demonstrating behaviour contrary to the class/school rules.

1 tick in a day results in a warning to the child. (**NB** 1 tick equals warning – not warning then one tick as next level)

2 ticks in a day results in time out (5 mins Keystage 1, 10 mins Keystage 2) in a specific place in class.

3 ticks in a day results in a lunchtime detention and a behaviour report sent to the Welfare & Behaviour Officer.

4 ticks Parents informed by teacher

5 ticks or more in a day results in child being sent, accompanied by a Teaching Assistant or other child (with explanatory note), to an Assistant Head, who may in turn refer the matter on to the Headteacher. Parents will also be informed by the teacher (though an Assistant Head may communicate with parents themselves, in which case the teacher will be informed that there is no requirement to call the parents).

NB – The sanctions above are cumulative. i.e. – if a child gets 3 ticks and is sent to detention – then a further tick during that day will lead to parents being contacted etc.

The above is a whole school strategy and needs to be consistently used across the school by all members of staff for it to be the most effective.

Detention – Detention is at lunchtime and lasts for the entire lunchtime (after the child has eaten their meal). It is as a result of 3 ticks on the sad side (given by class teachers), or in response to an incidence of extremely poor behaviour.

Detention is not for children to finish work. If staff, wish to keep children in to finish work, they must arrange to supervise this themselves.

The system operates as follows:-

- The Welfare & Behaviour Officer records the names of any children in detention and the reasons why. Children must have their lunch before attending Detention. During detention the children will sit in silence and do nothing. When the detention is completed the children will be given a 'Record of Attendance' slip to inform class teachers of the child's attendance.
- Detention will be supervised by the Welfare & Behaviour Officer each day and will last for the whole of lunchtime.
- If a child is given 3 detentions in a half term, an afterschool detention will be issued. The Welfare & Behaviour Officer will contact parents to arrange an in school meeting.
- Persistent bad behaviour can result in a lunchtime exclusion in consultation with parents

Record keeping – if a child regularly gets 2 or 3 ticks during the course of a day, teachers should discuss this with the parents. This conversation will determine whether the situation is monitored for a given period, or whether the child is referred to the Welfare & Behaviour Officer for assessment regarding further support.

Any serious incident (in class, 4 or more ticks; or the equivalent level elsewhere in school or on the playground; or any threatening, aggressive, racially motivated or sexualised behaviour) is to be recorded within 24 hours – usually by the class teacher – this should be recorded on the 'Record of Behaviour Incident Form and sent to the WBO. The record will be given an incident number and logged on the computer.

Other sanctions available to staff to enable successful behaviour management are as follows:-

- Loss of responsibilities
- Not being permitted to take part in activities (*eg Golden Time – not removal from curriculum activities*)
- Loss of part or all of playtime or lunchtime play – supervised by teachers/teaching assistants
- Informal/formal communication with parents
- Not being permitted to take part in trips. (*This is only as a response to concerns regarding health and safety where a child's likely lack of compliance would cause unnecessary risk. It would always be the subject of discussion with a member of SLT beforehand and would be communicated to the parents by the teacher with as much notice as possible*)
- Implementation of a Individual Behaviour Plan (IBP) with specific behaviour related targets
- Involvement of External Agencies – eg Behaviour Support Service. Requires parent's permission. Usually organised by SMT
- Part time provision can be offered as a strategy to prevent exclusion for children who are experiencing significant difficulties with behaviour. Requires parent's permission. Applied following meeting with HT or AHT, Mentor Team if involved and parents.
- Exclusion – Lunchtime, Fixed Term or Permanent. See appendix for details. Can only be applied by the Headteacher or a member of the SMT in the absence of the Head teacher.

NB – It is never an appropriate sanction to ask a child to stand outside a classroom or in any other unsupervised environment. Equally, children should not be sent to stand outside the Head teacher's or Assistant Head's offices during classtime or playtime. If a child has been sent to an Assistant Head or Head as a result of poor behaviour, an Assistant Head or Head may require them to stand by/in their office during playtime or lunchtime. The supervision of any other children kept in for any other purpose remains the responsibility of the member of staff taking the decision.

Role of Mentoring in Behaviour Management at St Clare's School

Behaviour management is one of the elements of the work of the mentor. For further details regarding the wider role of the mentor, see the Mentoring Policy. Specific points with relevance to this policy are as follows:-

- Mentoring is a complementary service. It works from the same Mission Statement and rationale with regard to behaviour management and employs the same underlying principles as the whole school strategies, but works through forming slightly different relationships with parents and children
- Children referred for mentoring may have 1-2-1 sessions during class time

- Children on a mentoring programme often have informal access to our mentor at break times. Teachers will be informed of these arrangements.
- Children on a mentoring programme will have individual targets. These will always be discussed with the class teacher, but may require a slight individual adjustment to the reward/sanction systems in place in the class
- Children accepted onto a mentoring programme for behaviour related concerns may also have an IBP completed by the WBO by the SENDCo and or the class teacher. Teachers are welcome to discuss/formulate these with the WBO.

Role of Teachers and Teaching Assistants in Behaviour Management

- To implement this policy in the light of the Mission Statement and Rationale, and in line with the principles which underpin the Whole School Strategies
- To work as a team with shared and consistent expectations of behaviour
- To make use of expertise and individual talents and relationships to manage most effectively the behaviour of the children in their care
- To recognise their whole school responsibility to create and maintain an ethos in line with the background and rationale of this policy
- To manage the consistent application of the rewards, sanctions and structures of this policy
- To contribute IBPs as necessary for children in their classes
- To refer children causing repeated minor concerns to the Welfare & Behaviour Officer in the first instance
- To refer children for mentoring as appropriate
- To liaise with the Welfare & Behaviour Officer, Learning Mentor and external agencies (where involved) as to the implementation and management of individual interventions for children in their classes
- To complete the Incident record within 24hrs and send to WBO.
- To communicate fully with parents as described in this policy
- To make the Welfare & Behaviour Officer aware of patterns of behaviour and to discuss approaches with other colleagues to ensure consistency

Appendix

Exclusion

The decision to exclude a child may only be taken by the Headteacher (or member of the Leadership Team in the absence of the Headteacher).

Immediately following a serious incident it may be necessary for the school to contact parents to require them to come and take their child home especially if their continued presence at school on that day would not be appropriate either because of the nature of the incident or because the child's behaviour gives continued cause for concern on Health & Safety grounds.

Likewise the Headteacher may refuse to allow a child to return to school the day following a serious incident unless he/she is accompanied by a parent. This may mean the child has to arrive late or even has to miss a day. In this scenario it is likely that incident took place near to or shortly after the end of the school day.

Exclusions are either fixed term or permanent. It is the responsibility of the school to establish what is acceptable and what is unacceptable behaviour. All behaviour must be seen in context. The age and ability of the child to understand his or her behaviour must be taken into account, as must the background to any behaviour.

Lunchtime Exclusion

This form of exclusion is appropriate where a child frequently misbehaves in the dining hall or the playground. The exclusion would normally follow several warnings and parents should be informed about the likelihood of the sanction being imposed. Usually the length of the exclusion is for one week but if re-imposition is necessary it can be for longer. Although a lunchtime exclusion is recorded as a half day exclusion, the school is usually prepared to accept children back to school for afternoon lessons.

Fixed term (temporary) exclusions

Fixed term exclusions will normally give the Headteacher sufficient time to seek a plan with the parent/carer and other agencies to break a cycle of misbehaviour. The Headteacher must inform parents/carers, without delay and if possible on the same day of the exclusion, of:-

- the exclusion;
- the length of the exclusion;
- the specific reason(s) for the exclusion;
- their rights to make representations to the Governing Body and/or the LA.

This can be done by telephone with the formal written notification to follow. The school will record a child's exclusion details on the SIMS system for future reference

Fixed term exclusions are limited to a maximum of 45 school days in a school year. A fixed term exclusion lasting from 1 – 3 days will often be appropriate.

Permanent Exclusion

The list below is comprised of behaviours that are unacceptable and where it would be appropriate for the Headteacher to consider permanent exclusion:-

- any assault or threat with a weapon or other implement against staff and/ or children;
- a deliberate assault on a member of staff;
- a deliberate assault on another child;
- selling, distributing or possession of drugs in the school;
- a sexual assault;
- persistent racial abuse;
- persistent bullying and physical abuse;
- verbal and non-verbal threatening and intimidation of staff;
- a disruptive incident preceded by a series of disruptive events, where the school has attempted to gain better compliance through other sanctions and the use of outside agencies.

Permanent exclusion would not be appropriate for the following: -

- pupils who cannot comply with uniform or dress codes
- minor disruptive offences
- non-attendance
- breach of Home-School agreements

A form giving details of a permanent exclusion is sent to the LA's Exclusions' Unit.

Parents have a right of appeal against exclusion. The procedure for such an appeal is outlined in the letter giving formal notification of exclusion.

Positive Handling

It may be necessary on occasions for staff to handle or restrain children in order to maintain the good order of the school and implement this behaviour policy.

Staff receive updated training on safe handling – including when and how it is to be employed. The overarching principle is that restraint is carried out with the minimum force required for the minimum time necessary.

In the main, staff will only handle a child with regard to discipline in one of the following situations:-

- When restraint is necessary to prevent a child from physically harming themselves or someone else.
- When a child is putting themselves in imminent physical danger – eg attempting to abscond by a roadside
- When a child is causing physical damage to school property

In addition to this we have a number of staff trained in 'Team Teach'. Any incident of positive handling is to be recorded as soon as possible, and on the same day (except in exceptional circumstances) by the staff undertaking the restraint in the 'bound and numbered' book which is kept in the Assistant Head's Office.