

ST MARY'S CATHOLIC PRIMARY SCHOOL

# Behaviour Policy



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## Behaviour Policy Principles

St Mary's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy should be read in conjunction with our Anti-bullying Policy, Safeguarding Policy, Positive Behaviour Support & Physical Restraint Policy, Exclusions Policy and Equal Opportunities Policy.

## Aims of the behaviour policy

- To provide a calm, 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 learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour, using restorative approaches and build positive relationships with others.
- To support adults in using consistent language to promote positive behaviour and ensuring that they take responsibility for behaviour and follow-up personally
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

## Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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](#)

## St Mary's Vision, Values and Golden Rules

### Our school vision:

To build a **spiritual community**, secure in its **love of God** and its **respect** for each other: a **dynamic community** which is **enthusiastic** for **learning** and which embraces the **achievement potential** of all.

### Our school values, drawn from our vision:

	<b>FAITH</b>	We love one another as Jesus taught us to do: we show forgiveness and tolerance towards others.
	<b>COMMUNITY</b>	We are respectful to everyone and everything in our school, local and worldwide community.
	<b>KNOWLEDGE &amp; UNDERSTANDING</b>	We enthusiastically seek knowledge and understanding to develop our God-given potential.
	<b>FRIENDSHIP &amp; PROTECTION</b>	We are kind to one another and stand up for what is right.
	<b>GROWTH &amp; DEVELOPMENT</b>	We grow and develop in our own unique ways. We aim to develop a growth mind-set.
	<b>LET YOUR LIGHT SHINE</b>	We are all made and loved by God. We try to let our light shine every day in different ways.

### Our Golden Rules, drawn from our school values:



**Love one another:** show forgiveness and tolerance.



**Be respectful** to our school, local and worldwide community.



**Work hard** to fulfil your God-given potential.



**Be kind** and stand up for what is right.



**Celebrate uniqueness** and try to show a growth mind-set.



**Let your light shine** in your words, actions and talents.

## Roles and Responsibilities

### The Governing Board must:

- Review and approve the written statement of behaviour principles
- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness
- Hold the headteacher to account for its implementation

### The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Use behaviour data to target and assess interventions
- Review this policy in conjunction with the governing board
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour
- Monitor that the policy is implemented by staff consistently with all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Report termly on behaviour to the governors' pastoral committee
- **Support teachers in managing pupils with more complex or challenging behaviours**

*Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.*

### All staff must:

- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use recognition boards to promote our school values
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Take time to welcome and talk to pupils at the start of the day
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to our school values

- Create a calm and safe environment for pupils
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents promptly

**The role of the parent:**

At St Mary's, active parental involvement is welcomed, 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 digressions.

**All pupils will understand:**

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

## The 5 pillars of St Mary's practice:

1. Consistent, calm adult behaviour.
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

### Pillar 1: Consistency in practice at St Mary's

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'* Paul Dix

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals they respect adults and accept their authority. At St Mary's we aim for a consistent approach in the following ways:

1. **Consistent language; consistent response:** *Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.*
2. **Consistent follow up:** *Ensuring 'certainty' at all levels. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.*
3. **Consistent positive reinforcement:** *Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.*
4. **Consistent consequences:** *Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.*
5. **Consistent rules:** *Simple rules/agreements/expectations referencing promoting appropriate behaviour with consistent symbols.*
6. **Consistent respect from the adults:** *Even in the face of disrespectful pupils. There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk. Staff don't join in to express their feelings or comment to a child when the situation has been dealt with; this is 'naming and faming' the behaviour and gives the wrong attention to a situation/behaviour.*
7. **Consistent models of emotional control:** *Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.*
8. **Consistently reinforced rituals and routines for behaviour around the site:** *In classrooms, corridors and around the school building.*

## Pillar 2: Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure **'first attention goes to best conduct'** and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Staff will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or chat to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show St Mary's values and go over and above.

### Ways that children will be recognised for doing so:

#### Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. Our school values are the focus of the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. The aim is for the whole class to get on the recognition board by the end of the week. Children cannot come off the recognition board. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. special celebration dance or song.

*'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'*

*Paul Dix*

#### The Star of the Day

One child from each class is chosen each day as the 'Star of the Day' for going above and beyond. Only one child should be chosen as 'the star' in order to retain sincerity and value.

#### Golden Children

Two children from each class who consistently going 'over and above' with our school values throughout the week will be chosen as 'Golden Child' and receive a certificate. Children will be celebrated on the newsletter/ in assembly. They will be able to choose a reward from the reward trolley.

#### Recognition cards

Children who have been recognised around school displaying our school values can receive a card from a member of staff which will be shared within the class. This card is taken home to share with their families. There are no limits as to how many cards children can receive.

#### Headteacher Awards

Children receive a gold headteachers for showing great work to the headteacher.

#### Achievements outside of school

Children with an achievement outside of school can share it on the weekly newsletter.

### Pillar 3: Relentless Routines

At St Mary's, we establish routines and visible consistencies so the all children know what is expected and we actively try to catch learners who are doing the right thing. Positively praise children for doing the right thing. E.g. Fantastic walking, thank you.

### Pillars 4 and 5: Scripted interventions and Restorative Follow Up

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

#### Staff should:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

#### Adult Strategies to Develop Excellent Behaviour

At St Mary's, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour
- Praise in Public (PIP) Remind in Private (RIP).

#### Classroom support plan for managing and modifying poor behaviour

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will always follow the principle of, '**praise in public - remind in private**'.



Children may have their behaviour monitored by teachers to show progress towards agreed targets. At St Mary's we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

**Staff will display and use the steps in the classroom support plan for dealing with poor conduct:**

The graphic is titled 'Classroom Support Plan' in a blue, cursive font. Below the title, it says 'Calm and easy on every step with plenty of take up time. Resist the urge to jump steps.' There are four numbered steps listed in a blue, cursive font. At the bottom of the graphic, there are six small circular icons: a globe, a sun, a sailboat, a leaf, a sun with a face, and a sun with a face and a blue ribbon.

## Classroom Support Plan

*Calm and easy on every step with plenty of take up time.  
Resist the urge to jump steps.*

- 1. Reminder. Take up time.*
- 2. Warning and a minute. Take up time*
- 3. Last chance and 2 minutes. Take up time.*
- 4. Teacher's choice. Quick catch up, restorative repair, natural consequence, phone call home, note in diary, Y6 loss of privilege*

### 1. The reminder

A reminder of the expectations in our school delivered to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

#### SCRIPTED INTERVENTION:

*I noticed you chose to ... (state the noticed behaviour).  
This is a REMINDER that we need to be ... (state relevant rule).  
Thank you for listening. (Give the child 'take up time' and DO NOT respond.)*

### 2. Warning and a minute

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices.

#### SCRIPTED INTERVENTION:

*I noticed you chose to ... (state the noticed behaviour).  
This is the second time I have spoken to you. You need to speak to me for a minute after the lesson.  
(Insert child's name) ... if you choose to break our school rules again, you will need to see me for another two minutes.  
Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you.  
Thank you for listening. (Give child 'take up time' and DO NOT respond.)*

### 3. Last chance and two minutes

Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Again, they are reminded of their previous conduct/attitude/learning. It may need to be considered asking a child to work somewhere else in the classroom, so that they can succeed.

- If this is at playtime or lunchtime, you should ask the child to stand by a staff member or sit on the bench. You should then tell the child that you will come and speak to them in two minutes.

#### SCRIPTED INTERVENTION:

*I noticed you chose to ... (state the noticed behaviour).*

*This is the last time I will speak to you. You need to speak to me for two minutes after the lesson.*

*(Insert child's name) ... if you choose to break our school rules again, the consequence will be (insert teachers choice consequence)*

*You need to ... (reminder of the behaviour you need to see)*

**Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a child is removed, this must be recorded on CPOMS.

### 4. Teacher's choice

It could be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete or natural consequence (*see consequences section 8 below*)

The following questions may be used during a restorative conversation:

1. *What happened? (Neutral, dispassionate language.)*
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? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)*
6. *How have they been affected?*
7. *What should we do to put things right?*
8. *How can we do things differently?*

### 5. Formal meeting

A meeting with the teacher, pupil and SLT, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

## Consequences

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'* Paul Dix

At St Mary's, we encourage positive behaviour which reflects our school vision and values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised behaviour plan.

### Consequences 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

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Consequences implemented can be '2 minutes owed', 'natural consequences' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Natural consequence'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call or meeting.

**\*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.**

## Language around Behaviour

At St Mary's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and all adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Staff should never describe the child's behaviour to other adults in front of the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher.

## Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The pupil will be allocated a member of SLT as a mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and pupil.
- Develop an appropriate action plan with the pupil
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a pupil does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Assistant or Deputy Head.
- Pupils must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on CPOMS.

## Restorative conference

A restorative conference that takes a 360 degree view of the child will be convened. This meeting will include the SLT mentor, teacher, pupil and parent. The meeting will address the child's progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

Actions agreed at the meeting will come under the terms of the final warning. If the pupil does not complete the actions then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the pupil's behaviour

## Online behaviours

Many online behaviour incidents occur outside of the school day and off the school premises. Parents are responsible for this behaviour.

The school can, if they feel it is necessary, issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## Special Educational Needs and Disabilities

We expect all of our children to adhere to our school values and Golden Rules and St Mary's takes great care to apply rewards and consequences consistently and fairly. It is important, however to be aware of the differences between children and to ensure that effort is rewarded.

All staff will endeavour to identify those pupils whose behaviour may be affected or exacerbated by any disability and to discuss that pupil's behaviour with the Head Teacher or the Special Needs coordinator before applying the school's Behaviour Policy and, in particular, before engaging in physical intervention. Provided that there are no confidentiality issues, all staff will be made aware of children with potential behavioural issues or those being monitored by a behaviour programme by sharing information on CPOMS.

In some cases, it may be appropriate to withdraw a pupil from the school behaviour system. In these cases, the SENDCo parents, teachers and the school Senior Leadership Team will be aware of the support put in place for these children. Behaviour plans will be used so that the pupil is aware of the school values and Golden Rules and how they can work towards meeting it within a supportive and caring environment.

The school will always keep parents/guardians informed of strategies for dealing with any potential problems related to their child.

### Recognising the impact of SEND on behaviour

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (for example, magic room) where pupils can regulate their emotions during a moment of sensory overload

### Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Extreme 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 extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke plans that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Exclusions will occur following extreme incidents at the discretion of the headteacher. See Exclusions Policy.

The school will record all serious behaviour incidents on CPOMS and any restraints using a 'Restrictive Physical Restraint Record of Incident' form. *This can be found in the Positive Behaviour including Physical Interventions Policy.*

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## Physical Attacks on Adults

At St Mary's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Positive behaviour including Physical Intervention Policy* and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home with the consent of the Head Teacher.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

## Permanent Exclusion or Managed Move

Exclusion is an extreme step and will only be taken:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions. *See Exclusions Policy.*

## Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied, but the same principles of promoting good behaviour through the policy will always apply.

## Monitoring and Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back 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 the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive remarks to parents at drop off/collection time.
- Regularly send children for a text home.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

### **Habits of adults who manage behaviour well:**

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They consistently apply our school values and golden rules with positive and negative consequences.
- They sustain a passion for learning that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.



## Non verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

### Assertiveness

Many adults recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

## APPENDIX B: Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the pupil what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

### How to land a difficult message, softly:

- Remind the pupil of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

### Refocusing the conversation

When children try to argue, shift the blame, or divert the conversation you can either:

#### Calmly and gently repeat the line you have been interrupted in.

This encourages the child to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

#### Use an appropriate refocusing line to bring the conversation back to the script.

This allows that pupil to feel as though they are being listened to and avoids conversational Cul-de-sacs.

#### Learner

- 'It wasn't me.'
- 'But they were doing the same thing.'
- 'I was only...'
- 'You are not being fair.'
- 'It's boring.'
- 'You are a ... (name calling).'

#### Adult

- 'I hear what you are saying...'
- 'I understand...'
- 'Maybe you were ... and yet ...'
- 'Yes sometimes I may appear unfair...'
- 'Be that as it may...'
- 'I am sorry that you are having a bad day.'

### Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - e-cigarettes/vapes
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

### Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

### Who can search?

Any teacher who works at the school, and any other person who has the authority of the headteacher.

### Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

### When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

### Screening

It is not the policy of the school to routinely screen pupils without identified cause.

*Further advice for staff can be found at this link:*

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

## **Appendix D: THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all of circumstances the head teacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.