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St Mary's Catholic Primary School, Loughborough Positive Behaviour Policy			

With Jesus as our guide
We promise to care for one another
To work hard
To build a community in Christ's Love

Aims:

At St Mary's school we believe that children need to feel happy, secure and valued in school before any learning can take place and understand the importance of building positive relationships based on the example and teaching of Jesus.

Developing positive communication skills, so children can talk about any incidents that arise and know when they have made the right choices.
Being able to reach a restorative outcome.

Children need to: know they are cared for and respected, feel they can rely on and trust all around them and know they will be listened to when problems arise. Forgiveness and reconciliation is the foundation of our Catholic faith and the opportunities for restoration follows Jesus' example.

To achieve these objectives our discipline is fair, firm and consistent, with children knowing the boundaries, respecting others and showing love and forgiveness. A system is used at St Mary's with children and parents being aware of the school rules and sanctions. Parents are informed of the Positive Behaviour Policy when a child enters school and made aware that the school and family must work together for the good of all, following the Catholic ethos.

Principles

The most important principle is following Jesus' example and the commandment of loving your neighbour, as you love yourself. Children are taught the importance of truth at all times and are expected to treat

each other as they would like to be treated themselves. Staff model and lead by example in the way they respond to one another and to the children themselves.

Fairness is important and all children need to know that they will be treated fairly and always listened to. They must have the confidence to tell an adult if they have a problem or if they know of others with problems. Children are taught not to retaliate but to talk about the issue, solve and forgive and to seek help. We consider that any action that causes anyone to be, or feel upset must be dealt with. Only by taking action, can we maintain a school where children feel secure and confident. (Please see the separate Anti-bullying policy).

Help for others is nurtured through regular charity work, PSHE, our Come and See RE teaching, use of the school council, chaplaincy team, peer mediators and little leaders on the playground at playtimes. Every member of our school community has a responsibility to teach children socially acceptable behaviour and find positive solutions. Through our RE and PSHE programme and our aims as a school we endeavour to create an atmosphere and relationships where children aspire to the behaviour expected of them and the model of Jesus.

See the Covid Addendum added at the end.

School Rules

1. Follow instructions given by all members of staff.
2. Treat others as you would like to be treated yourself.
3. Use hands, feet and objects positively and with respect for others.
Look after your school and each other.
4. Always walk quietly in school, unless instructed otherwise.
(currently corridor usage limited: one way system and children to keep to the left.)
5. Speak positively and nicely to others using their name and showing good manners: please, thank you, excuse me, can you.....

Routines and Expectations

When appropriate, children line up sensibly and quietly in a reasonable way, or will walk in quietly from the playground, when their class is called in. On the first whistle at playtimes children will stand still and silently and leave the trim trail or activities, to listen to instructions.

In school, children abide by the school rules and will also abide by class rules which are agreed by the children at the beginning of each school year.

Copies of class and school rules will be displayed in each classroom.

Classes arrive into assemblies, liturgies silently with their hands in prayer, with a member of staff leading at the front of the line.

Children and staff walk along the corridors quietly: one way only using the left hand side.

Everyone will use and model good manners: for example using please or thank you and use quiet voices.

A member of staff is present in the cloakroom when children collect their coats and belonging and is also present at the entrance, exits doors at the beginning and end of the school day to encourage the following of the school rules. (Covid Addendum: limited use of the cloakroom: to avoid mixing of the classes and pinchpoints. Items kept in class and the teacher/ teaching assistant to lead children out for staggered collection times.)

Children hang their coats and bags on a peg in the cloakroom and do not interfere with other children's/ staff belongings.

Everyone will call and reply to everybody by their name.

In the lunch hall:

Usually Children will sit with members of their class/ house and help each other, except on a Friday, where children can choose their places if good behaviour has been shown all week. (Covid Addendum: class bubbles not to mix: children to sit in classes. Most classes will need to eat in their classrooms.)

Children say 'please' and 'thank you' for their school lunch and help each other to tidy up.

Children abide by the Dining Room Code of Conduct. This applies if eating in the classroom or if out on a school trip.

KS1 will leave their packed lunch on the trolleys, others on their pegs. If there are covid restrictions: children will leave it in classrooms. There must be respect for other's property.

On the Playgrounds:

Equipment and sport's coaches and little leaders are provided to encourage children to play games and develop their social skills with each other. Children will follow and keep to the rules in games routines, including to where ball games can be played, which is not at the beginning of the day when parents and younger siblings are entering and waiting. (See Covid Addendum: Parents and pre-school siblings not permitted on the playground. Contact sports will not be played, Once Covid restrictions are lifted parents can come on the playground.) Scooters and bicycles must not be cycled, scootered on the playground, but should be walked from the gates to the provided bicycle and scooter sheds, in order to avoid accidents. This also includes parents and siblings who are not at the school.

If inappropriate behaviour and breaking of the school rules occurs on the playground, pupils will be asked Thinking bench or go to the adult on duty to take part in restorative justice or to talk to peer mediators/little leaders/ play pals. If it occurs at the end of playtime it will be reported to the class teacher. If this behaviour occurs again it is written in the school behaviour/ lunchtime behaviour books and the class teacher asked to look at it and discuss it with parents.

If the child's name appears again in the behaviour book for the same negative behaviour, a meeting will be called with the child's parents with a member of the SLT. Only extreme breaking of school rules or where children cannot resolve the issue through restorative justice, will go straight to the Headteacher or member of the Senior Leadership team and parents will be called immediately.

Rewards/ Value- virtue character development

We encourage the children and staff to praise each other and celebrate success, using specific language from our chosen route to resilience values which are displayed around school and the school virtues, which are linked to the Gospel values and our Ten Ten programme. We aim for positivity at all times and give praise for good behaviour, effort, ability to forgive and restore relationships and good work, with behaviour praised for specific character developments.

This policy aims to reward all children through a system of house points leading to Merit awards, culminating in Bronze, silver, gold, platinum and diamond awards.

30 for a merit, 60 for bronze, 90 silver, 120 for gold, 150 for diamond and 200 for platinum.

Staff through English, Maths and RE stars of the week and through end of term other subject/ citizenship/ attendance, pen licence awards and staff bringing praiseworthy action and work to the notice of others, including phone calls, notes home and discussions with parents, including for children showing Route to resilience qualities, such as resilience and encouraging others.

Assemblies/ Collective worship are used to praise children and team spirit is encouraged through our house system, to which families are invited.

The house cup is awarded weekly and termly to the winning house: certificates and merit certificates are distributed in the weekly achievement assembly. When children have received thirty housepoints they will be awarded the merit certificate and for certain totals the other classifications of merits above.

Some class teachers may choose to have different class awards, such as class dojos, marbles in jars, whole class rewards of extra playtime etc, depending on the age group and needs of the class. Classes may have systems to reward good social skills and especially collaborative working.

Children earn praise for positive behaviour and work and in this way we reward children who are constantly good as well as those who work hard to improve their behaviour. Stickers can be given out of lunchtime in the classroom for effort and appropriate behaviour, as well as positive notes home.

The most effective way to have positive behaviour is to use praise and behaviour that is required: so using assertive language and requesting for what is needed, not what is not.

Assertive Language

The Consistent use of assertive language by teachers and other adults will create a climate that supports children's self- esteem, develops their emotional literacy and makes instructional language clear and precise.

This language is effective in managing behaviour but also models the language that they should be using to each other.

Assertive language structures to be used are;

"I need you to..... Thank you"

"We/ You need to..... Thank you"

"I can see you are....."

" You seem to be....." (a feeling)

"I feel..... when you.....(so that....)"

Learning:

Missed or insufficient work will be completed with the adult at break time in the classroom. If this is a persistent pattern, a meeting will be called between the teacher and parents of the child.

Strategies and Sanctions to deal with inappropriate behaviour and the breaking of class and school rules.

1. Warning- a child is reminded of what is expected and expected to adhere to the rules. " I need you to..... thank you". Following an incident staff will use language from the "No Blame Approach": ie the use of the three part statements (I feel.....when you.....so that) to ensure that children's behaviour is challenged, the child has the opportunity to respond.

When children do not comply to reasonable instructions the "Broken Record Technique" will be used. (see Appendices) This combines active listening and assertive language to the child only.

Restorative justice (see appendices) is used to deal with disputes. If a child persistently does not adhere to the rules - at a teacher's discretion the child may be sent to another teacher's classroom with their school work or moved to a table on their own in the classroom or outside of it. (If there are covid restrictions, children must be moved in the classroom and not to another class.)

Parents will be informed by the class teacher if this has had to happen during the school day.

Where there are disputes between children or groups of children an adult will facilitate the resolution. This has a restorative outcome. Each incident will have an outcome particular to the needs of the victim and take into account the effect on the perpetrator. A list of possible restorative outcomes will be compiled though discussion with the staff and children.

2. If the child continues to show negative behaviour and has not made an effort to follow what is asked of them in restorative justice, then

they must visit the Headteacher/ Deputy Headteacher/ Member of the Senior leadership team to give an explanation and to discuss ways in which the child can correct their behaviour or be removed from the classroom by a member of the Senior leadership team. This will be noted in the behaviour book. Parents will be contacted to discuss their child's behaviour. (If there are covid restrictions a member of the SLT will visit the child, to restrict movement of pupils around school.)

If a child is posing a danger to others, the other children may be removed and the child left insitu. An adult should then use the 'Broken record' from a distance. When the situation has deescalated the child is calm, a new "I need you to" will be used to remove the child to appropriate calming down/debriefing room. Disputes should be debriefed as soon as possible but after there has been enough time for all protagonists to calm down. If the child/ children have been sent home for a serious breach of the behaviour policy as pupils and staff are not safe and learning is disrupted, then the debriefing must happen before the child/ children return to the classroom, with the child's parent.

3. Further sanctions will be discussed including denial of playtimes to put into place the restorative justice.

SEND

Some children may need a behaviour plan put in place in agreement with parents or have other special needs and attachment issues where other behaviour strategies may need to be used. Different strategies, warnings and protocols may have to be used or altered from this behaviour policy.

SUPPORT

Children can be supported in behaving as we expect through the following means:

- Playleader Scheme
- Friendship Bench
- House groups
- Learning Mentors
- Worry Box
- Parental involvement in support programmes
- One to One: TA support/ Support from Oakfield.
- Help from Behaviour forums
- SENco/Headteacher involvement in support programmes

- Educational Psychologist and Assessment Service
- Use positive rather than negative phrasing eg. stand next to me, walk beside me to... stay seated in your chair
- Limited choice eg where shall we talk, here or in the library?

4. Extreme negative behaviour

e.g. violence to another, threatening, swearing, persistent bullying and repeatedly disruptive behaviour will result in time out. A member of the school leadership team may be called to intervene.

Behaviours causing concern will be communicated to parents and the incident will be discussed with the child and their family, with non-negotiable sanctions.

If a child's behaviour has been out of control, violent or abusive to another adult or another child and/ or the child/ family refuse to engage with the school and its behaviour policy, this will result in a fixed term exclusion between 1 and 5 days and will be logged as such. This can only be agreed by the head/ deputy head. The parent must meet with the head/ deputy and any other persons involved to debrief the incident with the child upon return from the fixed exclusion. This will result in an agreed home/ school sanction. The child cannot return to school without this meeting. All exclusions will be reported in writing to the parents and the Chair of Governors and information given to parents about rights and appeals.

If there is no improvement and the behaviour is so detrimentally negative to others, it can result in a permanent exclusion, which can be appealed to the Governing body.

All exclusions and incidents will be logged, monitored by the SLT (Senior Leadership Team) and kept in the racist and discipline incidents file held by the Head Teacher to monitor incidents and report incidents anonymously to the local authority annually.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Leicestershire County Council; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and always be used as a last resort.

Parental permission may be sought in advance if deemed necessary

Refer to our intimate care policy:

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so but only when all other means have been exhausted and the class cannot be removed;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used

- as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents

Beyond the School Gate / parents:

Whilst this behaviour policy refers mainly to the behaviours of pupils within the school premises, the school reserve the right to discipline beyond the school gate whilst taking part in any school organized or related activities, travelling to or from school whenever in school uniform or in some way is identified as a pupil within our Academy Trust. Parents must not confront other parents about issues with behaviour and should address the school to rectify issues. Parents that do not model polite and

positive behaviour to each other and staff will not be allowed to drop or collect children on the school playground. Parents must follow the school's complaints procedure.

Cyber bullying

The school expects children to behave politely and appropriately online. Parents will be contacted if the school has evidence that a pupil has been behaving inappropriately to others online and sanctions in the behavior policy can be applied. See anti-bullying and school internet policy.

Health & Safety:

Staff have been trained how to positively handle others and how to develop positive behaviour annually. Children will be supervised at all times.

Other points:

See anti-bullying, complaints policy, Performance Management, Teaching and Learning Policies, uniform policy, Special Needs policy/ DSEND inclusion policy/safeguarding policy/PSHE/ RE policy and complaints policy.

Positive Behaviour Policy 2021- Covid-19 Addendum - if there is a local outbreak and restrictions are needed to be put in place.

At St Mary's Catholic Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy and E-Safety Policy.

TO BE REVIEWED IN LINE WITH GOVERNMENT GUIDANCE

These adjustments are set out below:

Pupil Code of Conduct Pupils are expected to:

Arrive at and depart from school premises at the agreed time. (Adults should maintain a two metre distance to other families when dropping off or collecting their children from school. • Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.

- Remain in their designated seating within the classroom during lesson time.
- Keep a safe distance from other pupils and refrain from physical contact with their peers.
- Maintain healthy practice when coughing or sneezing - The main principle is to 'Catch it, Bin it, Kill it': cover any cough or sneeze with a tissue, then throw the tissue in a bin. Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

There is a pupil-friendly version of these rules at the end of this document which explains the rules to pupils. Class teachers will ensure that these are displayed in the classroom and that they are explained to pupils.

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance at the agreed time. Children will enter without their parent/carer and will go straight to their classroom, keeping at least a 1m distance from any other individual. There will be markers on the floors and wall poster to support children/ parents with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor or posters on the wall to ensure they stay at least 1m from peers and adults, particularly pupils in other year groups. Children will follow an adult from their class on their designated route. Children must not be outside of their class areas or designated playground space during breaks/ lunchtimes or lesson times. They cannot enter other pupil's classrooms or designated playground space in order to minimize risks and make swifter track and trace systems. Until notified, Year 6 pupils will not be able to practice key roles with other pupils

outside of their year group: such as school librarians, house captains or little leaders.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils. Pupils will be supplied with their own stationary, which must not be shared with other pupils for the time-being.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. Pupils must not bring their own hand-sanitisers to school. Younger pupils will be supervised and staff will account for medical needs and allergies.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from other peers and adults in school, not in their class bubbles and on the playground/field at all times. Pupils are not expected to socially distance in their own class bubbles, but pupils in year two and above should be encouraged to limit close contact. Pupils in year Two and above will be in pairs, seated side to side and front facing only. Only side- to side talk for learning strategies will be used currently.

When children enter their class bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying , the usual disciplinary procedures and sanctions will be used (see below). We understand socially distancing may be more difficult for younger children,

they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible. Limited amounts of time for carpet time and children should not be facing each other.

Children cannot be moved to other classrooms for negative behavior choices.

Toilets

Children will be supervised and encouraged to use the toilets two at a time (this may not always be possible with reception children). When a child has finished in the toilet they must wash their hands.

Break times / lunchtimes

Children will have a designated place to play during break times, which will be staggered for different year groups. Children must stay in their designated area at all times. Some indoor time may have to be allocated at lunchtimes in order to avoid classes mixing. Contact sports such as football cannot be played currently. Each class can have a box of equipment, which is kept for that class only to play with. It must be quarantined for 72 hours, before another year group can use it. The trim trail is not to be used. The lunch hour will finish at 1.20p.m instead of at 1.30p.m, as all children cannot run the daily mile together. Class teachers will need classes to run the daily mile in their classes only.

Rewards

The merit point system will be in use during Covid-19. However teachers will mainly use the class dojo system. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, the headteacher will be holding a virtual celebration assembly each week for Award and Star of the Week awards, these will be given to children in the class to take home.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their classes or deliberate behaviours that put themselves or

others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance, however this will be only at taking advice from St Thomas Aquinas Academy. Exclusion is the last resort and should only be considered once all other avenues have been exhausted. Where possible, part time timetables should be considered and discussions had with the Local Authority to alert them to the need. Exclusion from maintained schools, academies and pupil referral units in England:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include; • Anxiety; lack of confidence • Challenging behaviour; fight or flight response • Anger; shouting, crying • Hyperactivity and difficulties maintaining attention For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable

endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists, Oakfield or Early Help.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Class dojo/ the school's homework email account/Purple Mash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Appendix A - Pupil-friendly Code of Conduct

School has changed since you were last here and we have some new rules and responsibilities for you. You need to follow all of them to keep you safe. I know you may want to hug your friends but we can't do that at the moment.

I know that you can do these things:

- Wait outside the gate with your parent until it is time for you to come in.
- Line up with your group. Smile at each other and chat but no hugs or holding hands.
- Sit at your desk. Your teacher will show you which one is yours. You will stay at the same desk and have all of your equipment in your own tray. Put your lunchbox and water bottle under your desk with your coat.

- Wash your hands when your teacher says to or use the hand sanitiser. Ask a member of staff if you need to use the toilet. You will go one at a time and wash your hands very carefully.

Wash your hands when your teacher says to. Ask a member of staff if you need to use the toilet. You will go one at a time and wash your hands very carefully.

- If you sneeze it is very important to use a tissue and throw this in the special bin. If you cough you need to use your elbow.

- We will stay in our seats but go outside for break times and at lunchtime play. We will eat our lunch in the classroom.

- If you have a question put your hand up and someone will help you. Stay in your seat.