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

We Grow With Jesus To Be The Best we can Be.

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 are the foundation of our Catholic faith and the opportunity 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 always taught the importance of truth 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/ RHSE, our Come and See RE teaching, use of the school council, chaplaincy team, Playground Pals, 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/ RSE 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.

School Rules

The School rules come under 3 key areas, which are displayed in school:

Be Safe Be Happy Be Kind

- Follow instructions from all adults
- Be kind to everyone
- Use good manners all the time: please, thank you, excuse me, can you....., using the name of the person.
- Look after our school and each other
- Walk calmly and quietly around school
- Wear our uniform with pride

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. Everyone will use and model good manners: for example, using please or thank you, names of children/adults 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.

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

Everyone will call and reply to everybody by their name.

In the lunch hall:

Children sit with their classes, walking into the hall quietly.

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

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 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 at lunchtimes. 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/end of the day when parents and younger siblings are entering and waiting.

Scooters and bicycles must not be cycled, scootered on the playground/ church drive to the school, 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. The same sanctions apply as in class time. Only extreme breaking of school rules or where children cannot resolve the issue through the sanction system/ 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, Science (or other subjects) and RE stars of the week and through end of term other subject/ citizenship/ attendance, pen license 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 and showing the virtues, such as love.

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 house points, they will be awarded the merit certificate and for certain totals the other classifications of merits above. This can also be logged on Arbor-so parents can be informed immediately, and children are also rewarded Dojo points on Class Dojo.

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: such as 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. Reminder/ praise for positive behaviour noted in other children
2. Non-verbal warning
3. Verbal warning- reminded of what is expected and to adhere to the rules. "I need you to..... thank you".
4. Written warning on the child's table (at lunchtime/ PE- given to children), using a post it note: I need you to.....
5. Move to another table in the classroom or outside the classroom, with the reminder.
6. Move to another table in another classroom or the learning zone.
7. If negative behaviour continues- formal behaviour note written, which is a white card- kept in the teacher's desk. (collected by SLT). SLT will note patterns, send letters home/ request meetings with parents/ child to improve behaviour. Playtime missed to think about how to repair to good behaviour and a reflection sheet filled in, which goes home to the parents, signed and returned. Number 8 will also be completed to inform parents of the white card and the behaviour incident will be logged on Arbor, assigned to the SLT, who will check when it has been resolved.
On Arbor- the severity of the behaviour incident can be logged, and parents informed through it.
8. Class teacher contacts parents by phone/ class dojo/ Arbor
9. Child to see a member of the SLT
10. Child to see Headteacher
11. Formal letter to parents and request to meet the Headteacher/ SLT to improve behaviour. Three white cards in a week, or over a fortnight, will result in a behaviour plan/ contract. A SEND cause for concern may also be filled in or further strategies- external agency support requested, if it is deemed negative behaviour due to a SEND need.

See extreme behaviour paragraph.

Restorative justice (see appendices) is used to deal with disputes. 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 through discussion with the staff and children.

12. 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 on Arbor. 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.)

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

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 must 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.

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. The child may have behaviour/ relationship IEP targets.

SUPPORT

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

- Playleader Scheme
- ELSA
- Friendship Bench
- House groups
- Learning Mentors
- Anti- bullying award and Leicestershire County Council education effectiveness partners.
 - St Thomas Aquinas Academy advice
- 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 suspension between 1 and 5 days and will be logged as such. This can only be agreed by the headteacher. 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 suspension.

This will result in an agreed home/ school sanction. The child cannot return to school without this meeting. All suspensions will be reported in writing to the parents and the Chair of Governors and information given to parents about rights and appeals.

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, this is a suspension, which only the Headteacher can decide, then the debriefing must happen before the child/ children return to the classroom, with the child's parent.

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 suspensions and incidents will be logged on Arbor, monitored by the SLT (Senior Leadership Team) and kept in the behaviour incidents file held by the Head Teacher and on Arbor to monitor incidents and report incidents anonymously to the local authority and Governors.

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/ Team team/ EDR training; 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 learning/ safety 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.

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 behaviour policy can be applied. See anti-bullying and school internet policy.

Searching, Screening and Confiscation

This is the right to search a pupil:
St Mary's will consider a search if;

There are reasonable grounds for suspecting that a pupil is in possession of a prohibited item; any item banned from the school, for which a search can be made, or if the pupil has agreed.

Prohibited items are:

- mobile phones and smart watches
- Top trump and football cards/ cards of any kind that can be swapped
- knives and weapons
- alcohol
- illegal drugs
- Chewing gum/ sweets/ items that they may sell to other pupils without permission from staff
- stolen items
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to property of; any person (including the pupil).
- Damaging or hateful material that shows prejudice to another, such as inappropriate reading material
- An article specified in regulations
- A vape, cigarette, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Tablets/ ipads/laptops

Conducting a search

A search will be carried out only by the Headteacher, Deputy Head and if they have gained permission from the SLT, the class teacher. These members of staff will ensure there is another member of staff present to witness the search.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have the right to respect for their privacy. In the context of these rights and obligations, we understand and will facilitate a pupil's right to respect a reasonable level of personal privacy.

When exercising the right to search, we will consider the age and needs of the pupil being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before carrying out a search, we will ensure that the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Only as a last resort will a staff member conduct a search, always trying to get the pupil to give us the prohibited item.

If the pupil refuses to co-operate, the member of staff will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item;
- Do not understand the instruction;
- Are unaware what a search may involve or have had previous distressing experience of being searched.

If none of these apply, the staff member may sanction the pupil in line with this behaviour policy-such as a white card and calling parents.

If the pupil still refuses to co-operate, the member of staff will assess if it is appropriate to call a parent to search or if others are in immediate danger to use reasonable actions to conduct a search for a prohibited item that will cause danger to others. As much as possible, the staff member conducting the search will be the same gender as the pupil being searched, with another member of staff present to ensure the policy is being followed.

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.