



ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Behaviour for Learning Policy 2022

Date of Review: Dec 2022

Date of Next Review: July 2023

Behaviour for Learning Policy

Rationale and aims

At St. Ethelbert's Catholic Primary School, we recognise that Jesus is our greatest teacher. Following Jesus' example, we strive for our school to be a place where everyone is equally respected and unconditionally loved.

"Never be a dictator over any group that is put in your charge, but be an example that the whole flock can follow" (1 Peter 5:3)

As a Catholic school, the gospel values provide the foundation of everything we do and have shaped this behaviour policy. We strive to create an environment where every member of our community feels safe, loved, valued and respected and this is underpinned by our mission statement: ***Learning, achieving and growing together with Jesus***

To achieve this, we recognise the importance of having clearly stated and shared values. Rules are kept to a minimum and are based on self-discipline and respect for other people, for school buildings, equipment and resources.

We are fully committed to safeguarding the welfare of all children and young people. Our requirement is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop to his/her full potential and feel positive about him/herself as an individual. (See *Appendix 1 for our Behaviour Statement*).

Key principles

- **At St. Ethelbert's we do our best to follow the example Jesus gave us. We always try to make the right choices so that we can be more like Him.**
- Children are actively taught what acceptable behaviour is/looks like.
- Children are **positively** encouraged to demonstrate to high standards of behaviour, showing consideration and respect for other people and their property.
- Children are aware of the consequences of their actions if they choose to behave in an unacceptable way. Pupils are encouraged to understand the impact of their actions on others so that they take responsibility for the choices they make.
- Adults are positive role-models for pupils in the way they interact with each other and with children. **Everyone who is part of our community is equally respected and equally loved.**
- As a school, we believe strongly that our children should be able to show responsibility, self-control and high standards of personal conduct. To illustrate our expectations and to reflect our mission statement, *Learning, achieving and growing together with Jesus*, we have **5 Golden rules**. The five rules encompass all aspects of desirable behaviour and are phrased in positive terms. Through discussion in school, children will learn to use these rules to guide and support them in their choices of appropriate behaviour.
- The class teacher is largely responsible for the behaviour of children within their class and should use the five golden rules as the primary basis for setting expectations for behaviour and supporting children in making "good" choices. The Golden Rules are displayed in all classrooms.



St. Ethelbert's Catholic Primary School

Our 5 Golden Rules

At St. Ethelbert's we always do our best to follow the example that Jesus gave us. He is our greatest teacher.

We will use these golden rules to help us make the right choices

- 1. We show good manners at all times**
- 2. We care for everyone and everything**
- 3. We move around school quietly and calmly**
- 4. We listen and respond appropriately**
- 5. We keep our hands and feet to ourselves**

Rewards and incentives for good behaviour

We believe that children respond well to praise and positive encouragement to choose appropriate behaviour and we have a wide range of incentives and rewards in place.

Class teachers and adults within the school praise the good behaviour of all children frequently and have their own systems of rewarding individuals, groups and whole classes.

In most situations the adult's acknowledgement of appropriate behaviour will be the best reward. This may take the form of:

- Verbal praise for specific things
- Smiles, nods, or thumbs up to pupils
- Using pupils as good role models
- Awarding dojos- please award up to 5 dojos at a time
- Class reward systems such as marble jars

In addition to this there are whole school procedures:

Houses

- All the children will be grouped into four houses; Matthew, Mark, Luke and John.
- The child with the highest number of dojos each week per class stands up in Friday's celebration assembly. The house captains read out the names of the children with the highest amount of dojos and gives them a trophy award. The trophy will be placed on their house chart in the hall and the winning house each half term will receive a treat such as a non-uniform day.

Celebration Assembly:

- Weekly celebration assemblies are held when selected children receive special certificates for good work or showing a good attitude to their learning based on the weekly Gospel themes or half termly 'Learning Power'
- A 'Writer of the Week', 'Reader of the Week' and a 'Mathematician of the Week' for each class will be awarded a certificate each week during Phase assemblies. These are named in the weekly newsletter
- 'Star of the Week' certificates are printed on card with the reason for the award
- **All** adults working in school are encouraged to nominate children for a celebrations certificate.
- Celebration assembly is a time to celebrate other achievements and to foster positive relationships and attitudes

What happens if a child's behaviour is inappropriate or unacceptable?

If, at times, a child's behaviour is inappropriate or unacceptable (i.e. he or she breaks one of our 5 Golden Rules) we will then use a "Steps" system.

The aims are:

- To provide a clearly defined disciplinary procedure with progressively severe sanctions for children whose behaviour does not reflect our 5 Golden Rules
- To provide clear procedures which are clearly understood by all members of the school community.
- To ensure that all pupils will be dealt with fairly and consistently by any member of staff.

- To establish a channel of communication through which teachers inform parents of undesirable behaviour on the part of their child.
- To involve parents as partners in tackling undesirable behaviour in children.
- To enable the school to monitor long-term patterns of behaviour in individuals and the school as a whole.
- To ensure that the child understands that they have a choice in the way that they behave and to guide them to make the right choices.

The “Steps” system is used to deal with low level but potentially disruptive behaviour (see *Appendix 4 for examples of low level behaviour in class and in the playground*). There are three steps or warnings given before a child is required to take some time out in another classroom. Children begin each day with a fresh start.

Children at St Ethelbert’s are taught that they make choices in their behaviour. They know the standard of expected behaviour and understand the sanctions. They are then encouraged to understand that they have a choice in which way to behave. ***At all times the behaviour is criticised and not the child.***

The system builds in time for the child to re-evaluate their choice of behaviour and to refocus. The child should be praised for making the right choices.

Using “Steps” to manage low level disruptive behaviour

If a child chooses inappropriate behaviour (e.g. shouting out, disturbing others) that does not meet our expectations as set out in our 5 Golden Rules, then the teacher will apply the “Steps” system:

Step 1. The teacher reminds the child how to behave and the peg is placed on the step 1 board. **One dojo is removed.**

If the child persists with the behaviour.

Step 2. The teacher reminds the child of the rule he/she is breaking and explains what the correct choice of behaviour would be, the name is moved to step 2. **Two dojos are removed.**

If the child persists with the behaviour.

Step 3. The child is sent to their year group partner’s classroom until the end of the session. Child to take a behaviour reflection sheet with them to complete. (*See Appendix 2*). This step is then recorded on the school CPOMs electronic system and parents are informed. **Five dojos are removed.**

- The child may be accompanied by another pupil or in the case of EYFS/KS1 if they are unable to find their way to their year group partner’s classroom, the child should be accompanied by an adult.
- This process needs to be brisk and calm.
- **The class teacher adds records of Step 3 incidents on CPOMs- use Step 3 tab**
- Once in the year group partner’s classroom, the child should be allowed to sit and be left quietly to “reflect” on their behaviour and complete the behaviour reflection chart. The other children in the class should be encouraged to get on with their own work and not engage with any communication with the child.
- If a child is put on steps by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is made aware of the incident and that the child’s name has been placed on the steps board in their classroom.

If the child persists with the behaviour.

- **Step 4.** If a child persists with this behaviour within the same session, then they are sent to a member of the SLT. The Senior Leader will speak to parents along with the class teacher at the end of the school day. The incident and record of the meeting with the parent is recorded on CPOMs.
- At the end of each day the children's pegs are reset.

(See Appendix 3 for a useful script when dealing with challenging behaviour)

If the child still refuses to comply for the fourth time of asking, the headteacher may make decision to issue a fixed term exclusion. Parent and child will be informed that this is a formal process that will be recorded on the child's file. The process and paperwork for a one-day fixed term exclusion will be applied.

Monitoring of Behaviour:

In order to monitor the behaviour of the class, each class will use a weekly monitoring system.



Each time a child moves down a step in the week, they must move their face down one colour and miss 5 minutes of Golden Time on a Friday afternoon. It might be that they moved to step 3 in one day and therefore are on red and miss 15 minutes of Golden Time. It might be that they move down to Step 1 on 3 consecutive days and would therefore also end up on red by Friday. The faces reset to green on Monday morning. This is an effective way to monitor how many children are moving down steps and to monitor patterns of behaviour.

Positive Steps

All children start the day on the 'Ready to Learn' step. For those children who are choosing to make good choices and follow the rules, class teachers have positive steps that the children can move up.

- Good choices (1 dojo)
- Excellent Effort (2 dojos)
- Outstanding (5 dojos)

A small reward such as dojos, a marble for the class reward jar or verbal praise is given to children who move up the steps in a positive way. Verbal feedback may be given to parents about children who are regularly showing 'Outstanding' behaviour.

The child with the highest number of dojos each week per class stands up in Friday's celebration assembly. The house captains read out the names of the children with the highest amount of dojos and gives them a trophy award. The trophy will be placed on their house chart in the hall and the winning house each half term will receive a treat such as a non-uniform day. The total of dojos received each week resets to zero at 10am on a Friday after the Celebration assembly.

"Fast Track" for Serious Incidents

Most behavioural issues that arise can be resolved by the class teacher with support from lunch time controllers/LSAs by talking things through with the pupils and where appropriate imposing a sanction and informing the parents of the outcomes at the end of the day.

There may be incidents when a child is 'Fast Tracked'. This is when their behaviour is deemed to be **very serious** and may include incidents such as:

- **Deliberately** and/or **unprovoked** aggressive behaviour towards another child (e.g. hitting, kicking, slapping)
- Abusive name-calling or use of inappropriate language
- Stealing
- Racism
- Deliberate damage to property or equipment
- Bullying
- Evidence that prohibited items have been bought into school (see appendix for a list of prohibited items).

A 'Step 4' incident is for persistent poor behaviour (e.g. where a step 3 has been imposed and the behaviour has continued or worsened.)

Recording Fast Track and Step 4 Incidents

It is essential that clear and accurate records are kept recording behaviour incidents. This is to ensure that they are dealt with appropriately and that the school is able to spot patterns of poor behaviour and implement strategies to deal with this effectively.

- The member of staff who has witnessed this incident must investigate the situation thoroughly by speaking to *all* the children and adults involved and record all of the evidence **prior** to referring it up to a member of the SLT.
- It is essential that all children involved are given an opportunity to explain what they saw or did.
- All incidents should be recorded on CPOMs under the appropriate category by the members of staff involved and the appropriate SLT member and Pupil Well-being Officer should be notified.
- If for any reason, it cannot be recorded on CPOMs then a written record should be made and added to CPOMS at a later time. The appropriate member of SLT and the Pastoral Lead (Bernadette Sheehy) should be notified and tagged into the incident.

Referring “Fast Track” or “Step 4” incidents to a member of the senior leadership team

- Fast track or Step 4 incidents should always be referred on the same day to your Assistant Head teacher to enable the incident to be resolved as soon as possible:
 - *EYFS:* *Miss Emma Harper*
 - *Years 1, 2 and Year 3:* *Mrs Jo Rodrigues*
 - *Years 4, 5 and 6:* *Miss Alyssa Mercer*
- In the absence of all staff above, alert the head teacher (Mrs Maynard).

Imposing appropriate sanctions/consequences for “Fast-Track” or “Step 4” Incidents

- It is important that children are taught to understand that inappropriate behaviours will have consequences as this will help them manage their behaviour and make “good choices”.
- For this reason, the member of the senior leadership team who deals with the incident will impose an appropriate sanction (see below) and inform parents. There may be a time when the class teacher or LSA is asked to feedback to parents about what has happened.

Sanctions may include

- *Missing part of a playtime/lunchtime during which they will be required to reflect on the choice they made and the impact of this on their learning and/or other members of our community*
 - *Being required to write a letter of apology*
 - *An internal exclusion – where a pupil is required to work in another class for a period of time (e.g. a morning or afternoon).*
 - *For extremely serious incidents, the headteacher also has the authority to exclude a child on a fixed-term or permanent basis. (refer to information provided below)*
- The sanction imposed will reflect the age of the child and the seriousness of the incident. These are at the discretion of the headteacher or senior leadership team dealing with the incident.
 - On some occasions the child may be required to miss a playtime and complete a ‘behaviour reflection’ sheet. In this instance the child will be supervised by the teacher who has imposed the sanction.
 - If a child is Fast Tracked by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is aware and logging the incident on CPOMs.

Communication with parents

- Working in partnership with parents is crucial in supporting pupils learn how to manage their behaviour and make the right choices. Where there are concerns or there have been specific incidents of unacceptable or inappropriate behaviour, we believe it is

essential that parents are informed so they can work together with the school and their child.

- If a child is issued with a “Step 1, 2 or 3” warning then this is considered as having being dealt with “in-house” and parents will not be informed. However, the class teacher and senior leadership team monitor patterns of behaviour and if there are concerns, then parents will be invited into a meeting to discuss ways the pupil can manage their behaviour more effectively.
- Depending on the nature or seriousness of the incident, the member of the senior leadership who dealt with the incident may ask the parent to come into school for a meeting to discuss the incident. Alternatively, parents may be informed by a phone call from the school.
- When a member of staff meets a parent, a record of the conversation (including date, time, people present, actions agreed) must be recorded on CPOMs. Any actions arising from this meeting must be followed up and recorded.
- If a child has been issued a Step 4 or Fast Track for a **second time** within the half term, parents will be invited in to school to discuss the child’s behaviour with the class teacher and Head Teacher or a member of the senior leadership team.

Searches

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

Where evidence suggests that a pupil has brought a prohibited item into school, legislation states that the Head Teacher, Senior Leadership Team or a member of staff authorised by the Head Teacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a ‘prohibited item.’

Prohibited items include stolen items, weapons, alcohol, drugs, tobacco / cigarette papers, vapes, fireworks and inappropriate images. If a search is necessary, the school will endeavour to conduct it with confidentiality and discretion. Two or more staff members will be present during the search. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

In the event of a strip search, parents will be informed that the police are going to strip search the pupil before the strip search takes place, and ask them if they would like to come into school to act as the pupil’s appropriate adult. If the school can’t get in touch with the parents, or they aren’t able to come into school to act as the appropriate adult, a member of staff will act as the appropriate adult. The appropriate adult will act to safeguard the rights, entitlement and welfare of the pupil, not be a police officer or otherwise associated with the police, not be the head teacher and be of the same sex as the pupil, unless the pupil specifically requests as adult who is not of the same sex. Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Any search will be communicated to parents immediately as well as the DSL, who will consider if pastoral support, an early help intervention or a referral to social services is required. All information will be recorded on CPOMs.

Behaviour beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.

When a pupil is wearing the school's uniform he / she is indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day.

Exclusions

It is for the Head Teacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Examples of when temporary, fixed term exclusions may be used by the Head Teacher are:

- Specific one off incidents of poor behaviour, for example, unprovoked/deliberate physical violence towards pupils or staff (e.g. hitting, kicking), fighting, bullying and stealing.
- Repeated incidents of low level, disruptive behaviour which are in breach of our school rules as set out in the policy; and/or when a pupil has failed to respond to previous sanctions and his / her behaviour is having a negative impact on other pupils' learning, for example, persistent defiance.

Permanent exclusion may be used for extreme poor behaviour, extreme violence towards others resulting in significant injury and possession of prohibited items such as drugs, alcohol or weapons.

Behaviour in the Playground

The member(s) of staff on duty are directly responsible for pupils' behaviour. Positive strategies should be used to recognise and promote positive behaviour in the playground. Positive strategies include:

- To ensure that children know and understand which games are not appropriate and are dangerous games.
- To teach children lunchtime games. (PE: time allocated for each year teaching games and safe use of lunchtime equipment).
- Teach children strategies for resolving minor disagreements and ensure they understand where they should go for help.
- To ensure children are aware when they can use lunchtime play equipment and adventure playground.
- To teach children general rules and routines for playtimes and lunchtimes – e.g. they should not leave the playground without permission, lining up routines etc.
- To follow up serious incidents when on playground duty and inform the child's class teacher.
- To inform a class teacher when their class has been very well behaved on the playground.
- Verbal recognition/praise for good behaviour which is specific about why the behaviour is being praised
- Smiling or other physical recognition (e.g. nod, a wave, a high-five, thumbs up sign)

- Awarding a dojo for good behaviour
- Use of stickers
- Teachers should inform staff on duty of any incidents or particular information which may affect play time and lunch time behaviour.
- To ensure that no children remain inside without adult supervision.
- To ensure that children know and understand that they require permission from an adult to go inside at lunchtime.
- If a child has a genuine medical reason to stay inside the class teacher should inform the lunch time staff: the child will be supervised in a suitable location.
- To consult with designated member of the SLT if a child has particular difficulties in coping with lunch times or is consistently causing concern or intervention.

Pupils should be taught to deal with their own problems successfully. Often by talking things through with the children, conflicts or disagreements can be resolved.

Playground sanctions can include:

- A discussion with all pupils involved, including discussions regarding why behaviour may not be appropriate or sensible and agree alternative positive behaviours
- Helping pupils to recognise the impact of their choices/behaviour on other pupils and when it is appropriate to apologise for this
- Being removed from playground for a short period – e.g. 5 minutes sat on a bench
- Walking around the playground for 5 minutes with a member of staff.

(See Appendix 4 for examples of low level disruption at play time and lunch time)

Serious incidents, including any concerns regarding racism or bullying, are deemed as “Fast Track” incident and must be referred to member of the senior leadership team. **The member of staff who has witnessed the incident or first became aware of the incident must record the details of the incident on CPOMs.** It is essential that the member of staff who records the incident, ensures that all children involved in the incident are given an opportunity to explain their side of the story. Staff must be mindful not to scapegoat or pre-judge an incident, or to use emotive language or phrasing when describing an incident.

Child on Child Abuse including Bullying

Staff are aware that children can abuse other children and that it can happen both inside and outside of school. We have a zero tolerance policy here at St. Ethelbert’s and staff understand the importance of challenging inappropriate behaviours between children. Any concerns regarding child on child abuse will be reported to the DSL (Jo Rodrigues).

Child on child abuse, including bullying and cyber bullying, is regarded as an unacceptable behaviour and is not tolerated. Pupils at St Ethelbert’s are taught this through assemblies, a robust PSHE and Safeguarding Curriculum, circle time, class and group discussions. Pupils are regularly taught and reminded that bullies can only thrive in secret and that “telling” can break the cycle of bullying. It is essential to provide opportunities for children to be able to confide in an adult and for children to feel safe to do so. Children should be reminded that all the adults in school would treat such disclosures seriously.

If any of this behaviour is reported:

- It will be treated seriously
- The Head teacher (Fiona Maynard), DSL (Jo Rodrigues) and the Pastoral Lead (Bernadette Sheehy) will be informed

- Parents of the victim and aggressor will be informed
- It will be tackled as soon as possible
- Incidents will be recorded, with follow up actions and outcomes
- School staff will be informed to increase vigilance
- Both the victim and the person demonstrating bullying behaviour will be supported
- The situation will be monitored

Definition of bullying behaviour

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful
- repeated over a period of time
- difficult for victims to defend themselves against

Examples of bullying behaviour

Bullying can take many forms:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- using text messaging for the above
- inappropriate use of email and social media networking sites

(See Appendix 5 for our Anti-Bullying Policy)

Support for pupils that have been identified as vulnerable to extremism or radicalisation

St. Ethelbert's Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. St. Ethelbert's Catholic Primary School Prevent Strategy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. It is also identifies how the school will support pupils who have been identified as being vulnerable to extremism or radicalisation including make a referral to Channel.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available at <https://www.gov.uk/government/publications/channel-guidance>

St. Ethelbert's British Values statement sets out how the curriculum and ethos of the school promote British Values. These are very much in line with the school's distinct Catholic

identity which values the individual and strives to support the most vulnerable. Our school ethos is one of tolerance, forgiveness and mercy.

Support for vulnerable pupils or for those pupils who present with persistent challenging behaviour

In cases where a child presents with persistently challenging behaviour or their patterns of behaviour are causing concern regarding their well-being, class teachers will consult with the Safeguarding and Pupil Wellbeing Officer, the SENCo and the Head teacher. We believe that challenging or concerning behaviour is a form of communication and that it is the responsibility of the school to understand possible underlying causes of this behaviour.

Examples of concerns that may be raised include:

- Self – withdrawn, poor self-image, unable to accept responsibility, frustration, early signs of disaffection, over anxious, self-injurious, impulsive, unhappiness and stress
- Peers –co-operation/sharing, inappropriate language or aggression, overly possessive of equipment, rejection by peers, provoking conflict
- Adults – building relationships, accepting positive or negative feedback, following instructions, accepting support, inappropriate language or aggression, confrontational
- Work – avoiding tasks, self-direction, independent work, concentration, interferes/destroys work,
- Class – settling, accepting routine, coping with change, attention seeking, shouting out, abuses furniture and equipment, constantly on the move
- Social setting – participation, solitary, difficulty making friends, resolving conflict, provokes conflict leaving playground/ premises without permission

The SENCo, in consultation with the class teacher and senior leadership team will agree appropriate support and/interventions and these will be tailored to the needs of the child. Parents will be encouraged to work in partnership with the school to provide the right kind of support for each child. The Safeguarding and Pupil Well-Being officer will work closely with pupils and their families in this situation.

Where appropriate advice from outside agencies (such as the Behaviour Support Service or Educational Psychology Service) will be sought in order for the school to gain a better understanding of the reasons for the challenging/concerning behaviour and the strategies that can be used by the school/parents/pupil in order to support the child. Parents will always be consulted before any referrals are made to external agencies.

Allegations against staff

Where a pupil makes an allegation against a member of staff, it will be investigated thoroughly by the head teacher and other appropriate staff (such as the Chair of Governors or Local Authority Designated Officer (LADO)). If that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or

the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Staff Responsibilities

- To read the St Ethelbert's Behaviour Policy and understand the systems for managing behaviour.
- To use St Ethelbert's behaviour management systems consistently: (Steps, fast track, dojos, rewards, circle time, promoting self-esteem.)
- To model, expect and reward appropriate behaviour recognising that "positive behaviour" does not happen by accident.
- To implement the schools' child protection policy to ensure that all children feel safe and secure

Appropriate and acceptable behaviour is one of the most crucial contributory factors to a calm, secure and constructive learning ethos. Our school community needs to remember that positive behaviour does not happen by accident. It has to be taught, expected and rewarded. This cycle must be ongoing. Positive behaviour must be an ongoing teaching focus throughout the learner's time at school.

General behaviour

- To get to know the children to bring out the best in them!
- To ensure children know and understand the 5 Golden Rules and the sanctions associated with non-compliance. They are applicable from Nursery to Year 6, and are non-negotiable.
- To display the 5 Golden Rules in the classroom.
- Using the 5 golden rules as a basis, to ensure that children know and understand how they are expected to behave towards each other, towards others and how they should behave in the variety of situations during a school day.
- To teach the children that they have a choice in the way they behave and that if they choose inappropriate behaviour they are then choosing to receive a sanction.
- To use positive strategies for behaviour management - rewarding good behaviour more frequently than imposing sanctions. The focus should always be on noticing the "successes" first. Comments should be specific to what the child is doing well to help children understand what "good" behaviour looks like. In many cases, specific praise about what a child is doing well is best reward!
- To take great care to listen to all sides of the story to ensure that all children are treated fairly and consistently.
- Use strategies such as circle time as a useful way to teach and discuss aspects of behaviour.
- Deal with each other and all members of the school community in a polite and respectful manner. **Our rules apply to both adults and children.**
- To set up specific behaviour targets and rewards systems to support individual children with an aspect of their behaviour
- To ensure that children know and understand the school routines and systems, bells, lining up, permission required to go inside at playtimes etc.
- To welcome children warmly and bring them in calmly in the morning and at the end of each playtime session.
- To ensure a punctual start and finish to lessons particularly sets or groups.
- To teach children to move around the school quietly and calmly.

- To ensure that other classes are not disturbed by the movement of children to library, maths sets, etc.
- Ensure children know and understand the wet play rules and make available games and activities to play with on wet playtimes.
- Help children to understand how to deal with minor disagreements when playing, turn taking etc.
- Ensure that all behavioural incidents (including bullying) are recorded on CPOMs as required by this policy and that all appropriate staff are kept informed.
 - To liaise with SLT, SENCo or Head teacher as appropriate over any individual concerns.
 - Keep parents informed of any behaviour concerns, and remember to let them know when things are going well too!
 - Deal with situations as they arise, in all aspects of school life with all children in the school.
 - Avoid the use of judgmental language e.g. "You are very rude". Remember it is the behaviour that should be criticised and not the child.
 - Reflect upon the organisation of children to ensure that they are not put into a situation where they are bound to fail.
 - Be aware of trouble spots and try to analyse what causes them so that it can be avoided or removed.
 - Have high, appropriate expectations of behaviour in all parts of the school e.g. in corridors, toilets, school hall, playgrounds etc. All adults within the school are expected to reinforce the 5 Golden Rules even if pupils irrespective of whether that child is in their class or not.
 - Observe children in order to undertake trigger analysis of problems and plan to avoid them to prevent inappropriate behaviour.

When a supply teacher is in your class

- Ensure that this policy is available to supply staff so that they can use the Steps and Fast Track system if they need to.
- It is essential that supply teachers are made aware of **specific** and general behaviour issues within the class e.g. thinking of the children who would be anxious, because of another teacher being in the class or if a child is on a behaviour chart.

Responsibilities of the Senior Leadership Team

- Ensure that the Gospel values lie at the heart of our school so that all members of our community feel equally loved, equally valued and equally respected
- To ensure that all staff are informed of the school behaviour policy and feel comfortable with its implementation
- To ensure that all staff understand the school's systems for managing behaviour and use them consistently
- To support positive behaviour management through whole school celebrations and rewards, reinforcement in assemblies and praising good behaviour observed around the school
- To follow up complaints of incidents of bullying and racism and act in accordance with the school's anti-bullying policy (Appendix 4)
- To put in place systems to support the management of children who continually challenge
- To ensure that all staff are supported in their management of children with challenging behaviour and to be aware when staff feel under pressure
- To ensure that all teachers are kept informed of which member of the senior management team is available to support serious incidents

- To deploy support staff to support behaviour management as deemed necessary
- To support staff in meeting with parents of children who present challenging behaviour
- To regularly monitor incidents of behaviour recorded on CPOMs
- To ensure that all staff receive regular training in behaviour management of children and in dealing with difficult situations with adults
- To monitor and plan for improvements in managing congestion of the playground, organisation of lunch period, use of dining hall.
- To regularly monitor and review all systems and routines to ensure support for behaviour management.

APPENDIX 1

ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY Behaviour Statement 2022-23

At St. Ethelbert's Catholic Primary School, we recognise that Jesus is our greatest teacher. Following Jesus' example, we strive for our school to be a place where everyone is equally respected and unconditionally loved.

“Never be a dictator over any group that is put in your charge, but be an example that the whole flock can follow” (1 Peter 5:3)

As a Catholic school, the gospel values provide the foundation of everything we do and have shaped this behaviour policy. We strive to create an environment where every member of our community feels safe, loved, valued and respected and this is underpinned by our mission statement: ***Learning, achieving and growing together with Jesus***

To achieve this, we recognise the importance of having clearly stated and shared values. Rules are kept to a minimum and are based on self-discipline and respect for other people, for school buildings, equipment and resources.

We are fully committed to safeguarding the welfare of all children and young people. Our requirement is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop to his/her full potential and feel positive about him/herself as an individual.

Date of Review: Dec 2022

Date of Next Review: July 2023

APPENDIX 2



Behaviour Reflection

Your light must shine before others so they see the good in you

Matthew 5:16

Name:

Class:

You have made choices that you need to stop and think about

What was my behaviour?

What were the reasons for my behaviour?

How did my behaviour affect others?

Who do I need to apologise to?

What do I need to do in the same situation next time?

APPENDIX 3

Paul Dix's 30 second script

Step 1 and 2 script

(NAME)..... I notice you are....

It is the class expectation That you broke.....

You have chosen to move down a step, this is your verbal warning

Do you remember last week when you(last positive)

That's the (Name) I need to see

Thank you for listening

APPENDIX 4

Low Level Disruptive Behaviour

Shouting out or calling out when an adult is speaking

Running in the corridor

Talking in assembly

Behaviour that is disrupting others

Negative attitude to learning including to refusing to comply

Misusing equipment

Being in the wrong place at the wrong time

Playground Low Level Disruptive Behaviour

Disagreements regarding friendships and resources

Accidentally hurting someone

Deliberately being in the wrong place

Being silly with food

Not tidying up after themselves

Not following instructions immediately

Being disrespectful to staff

Moving between the spaces at lunch in a way that could hurt people

Examples of Prohibited Items

Alcohol

Tobacco or tobacco related equipment including vapes

Fireworks

Matches/lighters

Stolen items

Weapons

Inappropriate images (including images stored on digital devices such as phones)

APPENDIX 5 Anti-Bullying Policy

Definition- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Examples of bullying behaviour:

Bullying can take many forms:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- using text messaging for the above
- inappropriate use of email and social media networking sites

At St Ethelbert's, staff, parents and children work together to create a happy and caring learning environment. This policy derives from the School's Mission Statement which states that at St. Ethelbert's we are "learning, achieving and growing together with Jesus".

Bullying, either verbal, physical or via the internet (cyber bullying) will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Strategies for dealing with bullying:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – sometimes that can be why they bully. Each incident will be treated seriously and tackled as soon as possible.

- Discussions at length with the victim. This will require patience and understanding.
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Head teacher/ SLT/ Pastoral Lead.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable here at St Ethelbert's School.
- If they own up then follow the procedure outlined below and in the School Behaviour Policy
- If they do not own up, investigate further and continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of aggressor and victim

Incidents will be recorded on CPOMs, with follow up actions and outcomes

- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition

- As the behaviour of the bully improves, then favoured activities can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to identify incidents of bullying, at St. Ethelbert's we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- PSHE Curriculum and assemblies to raise awareness
- Posters in school dissuading children from bullying
- Participation in Anti-bullying week and Online Safety initiatives