St. Columba's Catholic Primary School

Recognising every person is precious to God, our vision is to provide an excellent Catholic Education

Behaviour Policy

Date of issue	Review date	Date ratified by Governing Body
28/09/2023	31/08/2024	29/11/2023

BACKGROUND

Legislation

Behaviour and Discipline in Schools DFE January 2016

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

This behaviour policy is supported by our unique Catholic Ethos and Mission where we follow Christ's example in everything we do. We follow Gospel values and are a caring community which provides for the spiritual, social, emotional, academic and physical needs of all our children regardless of status, gender, race or ability. We have high expectations of all who are part of the St. Columba's school community where respect, self-discipline and motivation are at the heart of all that we do.

Expectations for behaviour in school are based on our School Virtues. These are shared with all staff and parents and communicated to the pupils by class teachers, clearly displayed in all classrooms and referred to regularly. The Virtues are supported by appropriate sanctions and rewards which are fairly and consistently applied by all staff. These are designed to meet the needs of our pupils and are appropriate to the behaviour displayed.

(Please find a copy of our School Virtues in appendix 1)

Encouraging Appropriate Behaviour at St. Columba's Catholic Primary

St. Columba's School has a consistent behaviour management strategy so that all children are treated the same and fairly regardless of which class they belong to or which adult is dealing with the behaviour. All school staff have received annual training on behaviour and are aware of the expectations in this policy.

Step 1: A Proactive Approach to Behaviour Management

All adults working in our school will be proactive in building relationships with children so that they feel that they are valued, supported and safe.

Our school staff will:

- **Treat children consistently and fairly**
- **Be a model of the standards we expect for behaviour**
- **Meet and greet children at the beginning of each day**
- **Understand and actively seek out the interests of the children they teach**
- **Know our children well as individuals**
- **Be aware of the 'invisible children' in their classroom, aim to engage with them daily and seat them in their eye line**
- **Trust children to do jobs around the school**
- **Give positive messages to parents and carers**
- **Build every child's self-esteem**
- **Plan time to listen to the views of all children**
- **Display empathy for all and recognise individual differences**
- **Ensure that children are active and kept busy**
- **Be aware of how the class is functioning during work, frequently monitoring the group for signs of appropriate and inappropriate behaviour**
- **Carefully consider their class seating plans so that children have the best opportunities to learn**
- **Plan transitions carefully**
- **Have equipment out ready for lessons**
- **Give short, concise instructions to learners**
- **Use class contracts and/or class vision statements**
- **Take account of different learning styles and abilities**
- **Use 'show me 5' to gain the attention of their pupils**
- **RIP and PIP (Reprimand in private and praise in public)**
- **Ensure that children are appropriately supervised during transition times such as going to dinner or in the cloakroom**

Step 2: A Positive Approach to Behaviour Management

We aim to give attention to the behaviour we want to see rather than what we do not want to see

We reward good behaviour and good attitudes to learning through the use of:

- **Verbal praise and non-verbal gestures such as smiles, thumbs up etc.**
- **House points**
- **'Gold' and 'Silver' on the behaviour diamond – The Golden Book**
- **Golden Time**
- **Star of the Week/Virtue Certificates**

Individual classes may choose to use their own reward systems such as:

- **Table points**
- **Raffle tickets**
- **Tidying up awards**
- **Stickers**
- **Positive telephone calls home**

We may double the impact of praise by involving other adults including teachers in other classes, the Headteacher, the Deputy Headteacher, the Assistant Headteachers and parents. We will also encourage children to give each other praise.

Step 3: Dealing with Unwanted Behaviour:

It has to be acknowledged that it will be necessary to use a series of sanctions for unwanted behaviour.

In the first instance school staff will use strategies to change this type of behaviour. These strategies may include:

- **Reminders about rules and expectations**
- **Re-engagement strategies**
- **Distractions**
- **Positive verbal redirection**
- **Non-verbal cues**
- **Warnings of consequences**

Sanctions

Where this has no impact, our school staff will use the 'Behaviour Triangle.' These are on display in every classroom and are differentiated depending on the age of the children.

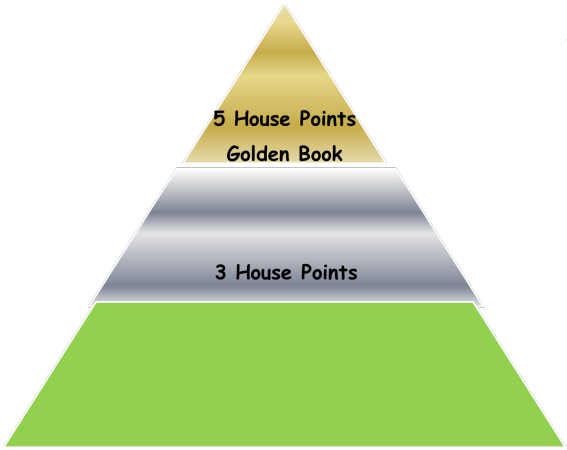
EYFS

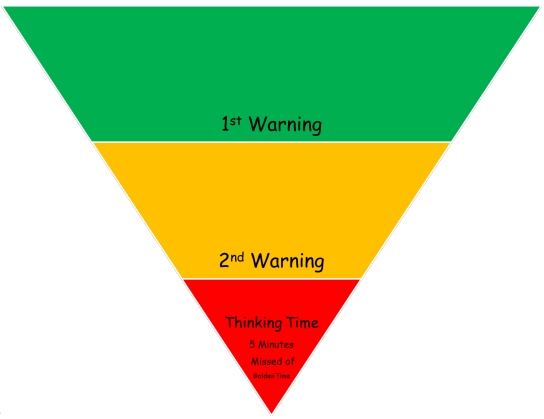
Please see appendix 2 regarding the management of behaviour in EYFS.

Key Stage One

When staff use the behaviour triangle, children move through a traffic light system of warnings. The sanction on reaching the 'red' section begins with a 'time out' and if

the unwanted behaviour still continues this will result in the child losing five minutes of their weekly 'Golden Time.' Should further unwanted behaviour occur, the Phase Leader or another member of the Senior Leadership Team may intervene.





<u>Key Stage Two</u>

In Key Stage Two, should a child reach the red section on the behaviour triangle, the child will be sent to their phase leader to discuss their behaviour. Children who continue to behave in an undesirable way will then miss 15 minutes of their Golden Time. Should a child be persistently disruptive and/or show undesirable behaviour, the child would then spend time reflecting on their behaviour with a member of staff. Phase Leaders will discuss this behaviour with the child and the class teacher will communicate with the child's parents that this conversation has taken place.

During Golden Time, children will have time to discuss their behaviour in a restorative manner with the Nurture Lead, Phase Leader or the Deputy Headteacher.

Parents will be consulted according to the frequency and severity of misconduct.

On occasion there may be times for sanctions to be used instantly depending upon the unwanted behaviour which has been displayed. In these instances, all adults use our <u>'Consequences Match Behaviour Checklist.'</u> (Please find a copy of this in appendix 3) These consequences were composed in consultation with teaching staff, Governors, and children who were elected to the school council.

When a member of staff witnesses unwanted behaviour, they should encourage the child to stop by reminding them of past good behaviour.

It is the member of staff's (who witnesses the unwanted behaviour) responsibility to deal with the behaviour in the first instance. If this is not the class teacher, the behaviour and staff actions should then be reported to the class teacher.

If a teacher feels they need further support with the unwanted behaviour then they should contact the Nurture Team. If the behaviour escalates then staff will refer the incident to one of the Assistant Headteachers or Deputy Headteacher. Where

unwanted behaviour is repeated regularly, parents will be informed by the class teacher. If the incidents of behaviour do not improve, this may escalate to a behaviour meeting with one of the Assistant Headteachers or Deputy Headteacher, Class Teacher, Parents and other professionals who will work together to set targets for improvement. If the unwanted behaviour continues, the decision may be taken to suspend a pupil from lessons, break times or from school for a fixed period of time.

Please find the behaviour flowchart in appendix 4

<u>Step 4: Children Displaying Challenging Behaviour Regularly:</u>
There are instances where children need their own tailored behaviour programme in order to increase their participation in lessons and improve their relationships with adults and other children:

Strategies for dealing with regular challenging behaviour may include:

Individual Behaviour Plans
Personalised rewards
Visual timetables
Personalised timetables
Analysis of when or where the unwanted behaviour takes place (STAR chart)
Risk assessments
Nurture and pastoral care
Partnerships and consistency between school and parents and carers
Involvement of outside agencies – Pupil Development Centre, CAMHS, PIVOT.
Early Help
Educational Health Care Plans
Positive handling and Team Teach
Suspensions (internal or external)

Please note that the school follows DFE guidance on the use of Care and Control and staff have been appropriately trained to deal with such instances. *Please see appendix 5*.

Positive Handling may be used if:
The child is a danger to themselves
The child is a danger to others
The child is destroying the school or another child's property
The child is continuously disrupting the learning of the children in their class

When positive handling has been used the staff responsible will record the incident on CPOMs and parents will be informed.

<u>Restorative Practice</u>
Being able to repair and correct unwanted behaviour or actions is an important part of child development at St Columba's. When children make incorrect choices, they are provided an opportunity to discuss their behaviour with and adult and identify their

feelings during an incident. Through discussion, children are encouraged to repair their behaviour through different strategies such as saying sorry, behaviour reflection sheets (appendix 6) etc.

Recording Incidents of Behaviour

All instances of unwanted behaviour will be recorded on our electronic behaviour system –CPOMs- to assist in reporting to parents and so that the frequency of the unwanted behaviour can be tracked and further strategies put in place. This must be completed by the member of staff who witnessed the unwanted behaviour and not left to the class teacher, however the class teacher will be tagged so that they are aware of the behaviour. Any actions that have been taken, such as consequences or reporting to parents, will also be recorded as an action to the original incident.

Bullying

Please refer to the school's separate anti-bullying policy.

Working in Partnership with Parents

All parents and carers concerns related to behaviour, should initially be shared with the class teacher. If this is not resolved, arrange an appointment with the child's Phase Leader in the first instance. Should a parent wish to discuss the matter further, a meeting should be arranged with Mrs Page (Deputy Headteacher). If parents are not satisfied that the behaviour procedures have been followed, parents should arrange an appointment with Mrs Gautrey (Headteacher). Parents should not discuss issues with other parents as it can lead to conflict or embarrassment. In our Catholic community, we want everyone to feel supported and valued. Conversations held outside whilst dropping off or collecting children, or on social media, can lead to situations becoming more fraught and relationships breaking down.

Discipline of pupils outside of school

St. Columba's follows guidance from the DFE when disciplining children outside of school.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Teachers will discipline pupils for misbehaviour when the pupil is:

- **Taking part in any school-organised or school-related activity**
- **Travelling to or from school wearing school uniform or in some other way identifiable as a pupil at the school**
- **Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.**

(Based on Guidance from *Behaviour and Discipline in Schools DFE January 2016)*

Where there are instances of misbehaviour outside of school, St. Columba's school staff may discuss this behaviour with parents or carers depending how serious the

behaviour is. Where there are instances of bullying outside of school, the school will follow the steps detailed in the Anti-Bullying Policy.

Children who leave the premises without permission
Advice to staff can be found in appendix 7.

Confiscation of Items
St. Columba's follows guidance from the DFE when confiscating items.
The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.
(Behaviour and Discipline in Schools DFE January 2016)

APPENDIX 1

St. Columba's Catholic Primary School
Every Person is Precious to God

Our Virtues

Be Just

Be friendly

Be compassionate

Be trustworthy

Be merciful

Be responsible

Be Attentive

Cherish creation

Cherish God's word

Cherish yourself

Cherish each other

Cherish those in need

Be Loving

Be joyful

Be self-controlled

Be mindful

Be humble

Be of service

Be Wise

Be resilient

Be determined

Be patient

Be hardworking

Be inquisitive

Be Courageous

Be reflective

Be thoughtful

Be a problem-solver

Be a participator

Be imaginative

By showing these virtues it helps us to be faithful, be hopeful and be charitable

APPENDIX 2

EYFS Behaviour Policy feedback

This behaviour management policy is a subsidiary of the school's main policy and has been written to ensure the needs of our youngest children in school are met.

Everyone is responsible for the behaviour of all children across EYFS and children and adults should reinforce the rules and appropriate behaviour at all times. EYFS practitioners should use the 'stay in the green zone' at all times. EYFS staff maintain the 'catch them being good' and work on immediate response to desirable behaviours.

EYFS staff model, support and provide opportunities for children to practise social skills and develop self-regulation skills.
Green - ready to learn, happy, focused
Yellow - excited, silly, unfocused
Red - angry, cross
Blue - sad, lonely, tired, upset

We provide positive interest and concern for children and recognise and help them to express their feelings without judgement. On a daily basis, we work with the children in the here and now to support the development of sharing and encourage the children to work together and include others in their play. We support choices and autonomy and provide challenges for thinking and scaffolding learning.

We recognise the importance of language and consistency in supporting the children's decisions and personal, social and emotional development. EYFS staff use language such as:

- **You need to think are you doing the right thing?**
- **Are you making a good choice?**
- **At school we don't……we use kind hands/feet.**
- **We don't run…..we walk**

Staff use the Zones of Regulation model displayed in each Learning Environment to discuss feelings, choice and consequences of actions. Restorative techniques allow the children to reflect on their choice and reassess their own behaviour. This is taught and modelled in everyday practise. Pictures and colour cues alongside language remind them of what they need to do to follow agreed behaviours.

As children choose a large amount of their own learning through play and their significant experiences and own interests - the intrinsic value of achievement is embedded in practise. Stickers /stampers may be used alongside explicit praise to draw attention to desirable behaviours.

Weekly 'special mentions' for which children are told of their personal achievements are given 'star of the week' certificates and 'virtue' certificates in line with whole school policy. Nursery and Eden children are rewarded with Benji Bear and his special 'library book bag' to take home and share with their families for 2 nights. In our Reception Unit, children are also given the opportunity to enter the school golden book' and achievements documented on parent newsletters, in line with whole school policy. Reception children share their achievements in merit assembly at appropriate times throughout the year. In the second half of the Summer Term Reception children are introduced to the behaviour triangle in preparation for beginning Year 1.
In reception, once the children are settled the introduction of house points and colours will be used. Daily totals will be recorded and shared in line with whole school policy.

As the children learn to modify their behaviour, in a way appropriate for larger group settings they learn to accept the needs of others and tolerate delay when their own needs are not immediately met. The EYFS Framework documents the need for the development of essential Personal, Social and Emotional Development when meeting the end of EYFS expected early learning goal.

In times of distress or tantrums practitioners will remain calm, positive and respectful and give attention and care directly to the children through warm, supportive interactions. It is entirely appropriate to modify the environment to meet the needs of individual children. Should a 'consequence' for behaviour be required; children will be encouraged to 'calm down' in an appropriate quiet space in the classroom (designated as thinking hoop/chair/cushion). Referring to the 'zones of self regulation' once calm the child shall be spoken to appropriately about their behaviour. If appropriate a 'timer' will be used to encourage 'reflection' time (dependent on age of child).

At all times the development of relationships (particularly in Autumn Term) will be at the forefront of behavioural expectations. Time to settle and understanding of home environment and knowledge of individuals prior experiences will always be taken into account. At all times there will be a positive encouragement to 'conform' within a school environment.

For a few children with specifically identified behavioural needs, it may be appropriate to motivate and support with individual reward systems. This will only be introduced with the support of home and a discussion with parents/carers and EYFS Lead.

Remember: ALWAYS Praise, Encourage, Be Positive! WHEN disciplinary procedures are needed; Be Fair and Be Consistent.

APPENDIX 3

St. Columba's Catholic Primary School
Every Person is Precious to God

CONSEQUENCES MATCH CHOICES

Behaviour (deliberate)	Consequence *All incidents of unwanted behaviour will be recorded on CPOMS*
Broken / damaged equipment	Repair it Clean Discussion with parents • Apologise to the adult in the classroom
Intentionally hurt others and retaliation	Behaviour Reflection Sheet Miss a breaktime/lunchtime Discuss incident and consequences of actions Say sorry and show that you mean it Write an apology letter In some instances, external exclusion may be necessary • Discussion with parents
Swearing / verbal abuse	Discussion with parents Discuss incident and consequences of actions Miss breaktime/lunchtime Say sorry and show that you mean it In some instances, internal exclusion may be necessary
Disrupting learning	Use of behaviour triangles Behaviour Reflection Sheet Break time or lunchtime – 1st offence breaktime, 2nd offence lunchtime, 3rd offence golden time, 4th offence miss all Miss Golden Time - If Golden Time is regularly missed, Class Teacher to speak to parents. If adult decides there is too much disruption, it may result in an internal exclusion if all other steps have been taken.
Refusing to work	Use of behaviour triangle Make time up (playtime, work sent home) Inform parents • Discussion with SLT if it happens a lot.
Unwanted behaviour/ time wasting in the cloakroom	Use of behaviour triangle Make up time at breaktime/lunchtime
Repeated unwanted behaviour (x3)	Behaviour Reflection Sheet Class teacher to inform parents Discuss consequences of actions • Meeting with Mrs Gautrey, Mrs Page and phase leader
Playground arguments	Behaviour Reflection Sheet Lunchtime jobs Sort out during playtime with a teacher • Time out area on the playground
Incomplete Homework	Complete homework at breaktime/lunchtime Discussion with parents • Phase leader informed (when regular)

School Council Members met with SMSC Lead to discuss the consequence sheet. They agreed with all the consequences that were set out and the ones in red are the ones that the School Council members discussed and added to the list.

Appendix 4

Behaviour Flowchart

Positive behaviour celebrated by class and whole school reward system.

Child showing undesirable behaviour is reminded about positive behaviour.

Should undesirable behaviour continue, the child moves their name down the behaviour triangle.

Child is given a second warning.

Key Stage One
Child is given thinking time to help correct behaviour.

Key Stage Two
Child is sent to Phase Leader to discuss behaviour.

Child loses 5 minutes of Golden Time at the end of the week.

Child loses 15 minutes of Golden Time at the end of the week.

Child is provided with restorative techniques during Golden Time to help correct behaviour the following week.

Reflection time during playtime/lunchtime with a member of staff.

Behaviour is discussed between parent and class teacher in the first instance. If it continues, then behaviour is discussed with AHT, DHT or HT with parents also being invited. Pupils who continually struggle to follow the whole school behaviour may require an Individual Behaviour Plan.

Appendix 5
USE OF REASONALBE FORCE TO RESTRAIN

Full copy available on request from the school office.

<u>Legislation</u>
Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.
Behaviour and Discipline in Schools DFE January 2016

SUMMARY

I. **It is lawful for a member of staff to use such "reasonable" physical force in intervening with young persons as is necessary in order to prevent and/or restrict injury to the young person, to third parties (including any other young persons), to colleagues and member of the public, and to the member of staff involved.**

II. **Only a Court can decide, after the event, whether or not the degree of physical force used was "reasonable" in the circumstances. The use of "excessive" force – whether in defence of self or others – constitutes assault and is subject to criminal prosecution/civil action.**

III. **Members of staff face a difficult situation when the duty of care can only be discharged through the use of physical intervention. In law, members of staff have a responsibility to take all "reasonable" steps to ensure that young persons in their charge are not exposed to the risk of harm, or suffer any undue injury.**

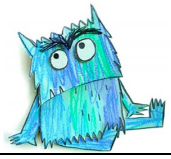
IV. **A member of staff should only use physical force where the member of staff sincerely believes that it is necessary to do so to prevent or restrict injury.**

V. **However, the risk to the member of staff is the definition of "reasonable" as this is open to interpretation. It is therefore essential that members of staff who have to resort to the use of physical intervention should do so as a last resort after other behaviour management techniques have failed to prevent a situation escalating into one where the young person is likely to damage themselves or others.**

VI. **A number of identified staff have received training in the restraint of children.**

APPENDIX 6

Behaviour Reflection

Describe what happened					
How were you feeling at the time?					
					
Unhappy	**Rested**	**Muddled**	**Bothered**	**Positive**	**Agitated**
Sad	**Calm**	**Confused**	**Annoyed**	**Cheerful**	**Nervous**
Gloomy	**Cool**	**Mixed up**	**Angry**	**Happy**	**Fearful**
Miserable	**Peaceful**	**Distracted**	**Furious**	**Delighted**	**Scared**
Upset	**relaxed**	**Flummoxed**	**Livid**	**Excited**	**Terrified**

What different choices could you have made?					
How might you have felt if you chose this option?					
Unhappy	**Rested**	**Muddled**	**Bothered**	**Positive**	**Agitated**
Sad	**Calm**	**Confused**	**Annoyed**	**Cheerful**	**Nervous**
Gloomy	**Cool**	**Mixed up**	**Angry**	**Happy**	**Fearful**
Miserable	**Peaceful**	**Distracted**	**Furious**	**Delighted**	**Scared**
Upset	**relaxed**	**Flummoxed**	**Livid**	**Excited**	**Terrified**

After speaking to a teacher, what choices will you make in the future?					
How do you feel now?					
Unhappy	**Rested**	**Muddled**	**Bothered**	**Positive**	**Agitated**
Sad	**Calm**	**Confused**	**Annoyed**	**Cheerful**	**Nervous**
Gloomy	**Cool**	**Mixed up**	**Angry**	**Happy**	**Fearful**
Miserable	**Peaceful**	**Distracted**	**Furious**	**Delighted**	**Scared**
Upset	**relaxed**	**Flummoxed**	**Livid**	**Excited**	**Terrified**

Take some time to think.

- **Do you need to apologise? If so, who to?**
- **Do you need to clean/tidy anything up? How are you going to clean this?**
- **Do you need to repair anything? How are you going to do this?**

Remember

When you feel like you are in the red or black zones:

- **Take some time to walk away,**
- **Control your breathing,**
- **Speak to an adult.**

Name of pupil completing the form	
Class	
Date	
Name of adult completing the reflection with the pupil	

Appendix 7
ADVICE TO STAFF ON CHILDREN WHO LEAVE PREMISES WITHOUT PERMISSION

1. **Do not chase after the child or send other children after him/her. This tends to make the situation worse. If the child is on the boundary and can be seen, allow 'cooling off' time and then walk over and try reasoning tactics. This can only be done if you have not got the responsibility of a class or group of children.**

   If necessary, send a sensible child to seek support of a senior member of staff, who may be able to talk to the child.

2. **In the event of a child being out of sight, inform the Headteacher, who will:**

   a) **search for the child.**
   b) **contact the parent(s) (if the child cannot be found).**
   c) **contact the police (if no parent can be found).**
   d) **check that the child has been located by the end of the session/day if he/she has not been returned to school.**
   e) **deal with running away as a serious disciplinary matter (truancy).**

3. **In the absence of the Headteacher, inform the Deputy or Assistant Headteacher who will follow steps a – e.**

4. **If there is no-one available to search for the child, then follow steps b – e.**