St John the Baptist RC School



Draft Behaviour Policy

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| **Policy Date** | Spring 22 |
| **Date of Review** | Spring 23 |

Everyone that works at St John the Baptist RC Primary School is responsible for encouraging and ensuring the high standards of social, emotional and academic behaviour. We believe that everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race or social circumstance. As a Catholic community we are committed to living, working and growing together as one in God’s family.

We aim to catch children going above and beyond expected behaviour, praising it. We set high expectations for our school community with an emphasis on building an ethos of respect. It is our aim to have simple yet clear structures in place to establish positive behaviour. We recognise that children, regardless of circumstance, all have the capacity to succeed and we will support all children with this.

These can also be seen in association with our CAST Gospel Values that should be promoted in all we do:

Humility – seeing life as a gift

Compassion - empathy

Kindness - gentleness

Justice – working for a fairer world

Forgiveness - reconciliation

Integrity – do what you say Peace – committed to peace-making, non-violence

Courage – standing up for truth.

# Legislation and statutory requirements

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

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
* [DfE guidance](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online) explaining that academies should publish their behaviour policy and anti-bullying strategy online

**Expectations:**

As a school, we set high expectations for behaviour. However, we recognise that some children need extra support to meet these expectations, therefore strategies are used to help these children and where necessary a behaviour support plan is implemented. To encourage going beyond expectations we use a house points system which recognises and rewards improvements and excellent behaviour.

The Governing Body are responsible for monitoring this behaviour policy’s effectiveness and holding the head teacher to account for its implementation.

All children are expected to abide by the Motto

‘Kind hands, kind feet, Kind words’

They are introduced to this when they start in the Early Years.

All pupils are expected to:

* respect yourself always by making the right choices;
* show respect to everyone with whom you come into contact;
* always have good manners;
* always show respect, consideration and kindness towards everyone;
* take care of and respect other people’s belongings, the school building and resources;
* wear school uniform tidily and proudly;
* be responsible for the tidiness of your classroom and cloakroom area;
* walk quietly along the corridors and in spaces outside of the classroom
* remember and respect the school’s online-safety rules when using electronic devices.

In the playground all pupils are expected to:

* show respect and consideration towards other children and adults on duty;
* show kindness, especially to those children who seem lonely by including them in your play;
* play in the correct areas and ask permission to leave the playground;
* play safe, sensible games and use school equipment responsibly.

In the classroom all pupils are expected to:

* listen respectfully to others;
* focus completely on the adult when they are talking to you;

All staff are expected to:

* Abide by the Plymouth CAST staff code of conduct
* model exemplary professional behaviour within the school community and beyond;
* build positive professional relationships with all children;
* to use school agreed mantra when dealing with any behaviour issues,
* to look beyond behaviour and remember behaviour is a voice for emotions;
* be emotionally regulated when dealing with all behaviour;
* ensure that only a calm and quiet voice is used when admonishing or giving instructions – remember how do you fight fire? With water;
* apply consequences fairly in accordance with this policy and support children to make the best choice and when managing their consequences;
* listen to children and ensure you have all the information before acting;
* to seek a debrief and support after dealing with difficult behaviour;

to adopt an attitude of PACE (playful, loving, accepting, curious, empathic)

All parents are expected to:

* model good behaviour, particularly within the school community;
* support staff in delivering the behaviour policy;
* communicate with staff about positive behaviour as well as those of concern;
* engage with your child at the end of the school day to establish how their day has been.

All governors and senior leaders are expected to:

* model good behaviour within the school community;
* monitor behaviour across the school;
* support all staff in delivering the behaviour policy.

The mantra ‘Kind hands, Kind feet, Kind words’ should be displayed should be clearly agreed and displayed so that expectations about behaviour are clearly understood by all.

Respect for the right of others to learn is crucial and is the responsibility of each child to follow

If a child is making learning difficult for their peers the teacher should explain why that is a problem using the agreed mantra.

All staff need to ensure that behaviour issues are followed by a period of ‘restorative reflection.’

Staff need to personally deal with behaviour issues to ensure a consistent approach.

Staff must ensure that the agreed protocols are used. See Relationship Policy.

If there are several incidents in a week then the class teacher should involve the parent directly.

**Support:**

As a school we set high expectations for behaviour. However, we recognise that some children need extra support to meet these expectations, therefore strategies are used to help these children. The following interventions are used to help children form positive attachments; develop coping strategies and succeed in school.

Interventions are targeted based on specific need. This is not exhaustive:

* Emotional Check-ins
* Meet and Greet
* Leadership roles
* Personalised reward charts
* Behaviour logs
* Home school book
* Buddies
* Whole school PSHE
* Lunch time support
* 1:1 support

**Consequences:**

Consequences are an important part of managing behaviour. They help children to understand cause and effect. Consequences are not always negative, the motivators already listed are consequences of positive behaviour. Equally, there are consequences for negative behaviour. We recognise that children may need support managing these consequences and should be given the opportunity to repair negative behaviour.

In delivering the behaviour policy adults are responsible for supporting pupils to repair and ensuring that they have the strategies to improve their behaviour.

**Restore, Redraw, Repair**

In situations where children have made the wrong choices, which need repairing, it is important that the children understand the consequences of their actions. A period of restorative reflection will allow the children a chance to think about why things went wrong, who was affected and what can be done to prevent this happening again.

Restorative reflection meetings can be done verbally or using a written restorative reflection sheet. It is important to remember that the purpose of the meeting is to restore the specific misdemeanour in a calm and supportive manner and not be distracted by any secondary behaviours.

# In severe cases which involve physical attacks on other children or adults, verbal abuse of adults, extreme vandalism or serious disruption to the class this will be dealt with by the head teacher

# Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) on ‘Moving Up Day, which is generally in July. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

# Training

Behaviour management forms part of continuing professional development. Training is formed as part of the annual review of this policy. Individuals may need some extra support from headteacher/SENDCO or training from external providers.

# Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and staff at the end of every academic year. It will then be reviewed during the Autumn term. At each review, the policy will be approved by the headteacher.

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the head teacher to account for its implementation.

**Links with other policies**

This behaviour policy is linked to the following policies:

* Exclusions policy
* Safeguarding policy
* Anti-bullying policy
* SEND policy
* Relationship Policy

Spring Term 23

All staff are invited to read *When Adults Change Everything Changes By Paul Dix* as forms the rationale behind our policy.

Appendix 1

Behaviour Care Plan

NAME YEAR

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| Green- calm and relaxed- proactive strategies used that keep the pupil calm |
| Amber- anxious, aroused or distressed- early de-escalation should be used with the aim of returning to the green stage |
| Red incident-agreed reactive strategies should be used |
| Blue-calming down but still need to be mindful- details of red incident need to be made and calming strategies used. |

Support strategies -Green

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| Support strategies  Green- strategies to help pupils remain calm and regulated | Behaviour |
| Meet and greet first thing in the morning  Ensure x has regular sensory breaks  Transition/calm down activities after break/lunchtimes  Reminders of what has been achieved  Give x special jobs/areas of responsibility  Have reasonable expectations of tasks that require manual dexterity  Ensure that children that are triggers are not sat in close proximity to x  Always use aspirational language, acknowledging what has been done well, not what x is not doing. | Sitting at the table/on the carpet  Participation in discussion/earning strategies  Talkative  Working well with others adults and children  Eager to please |
| Additional Green strategies | Behaviour |

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| Amber- Things we can do to prevent a situation from escalating and return a pupil the Green phase as quickly as possible  Support strategies | Behaviour  What a pupil does says that shows they may be becoming anxious or aroused |
| Distraction techniques if frustration is creeping in, move onto less challenging task, moving away from situation  Reassurance about things that x may not like to do | Gets up and starts moving around  Voice gets louder  Reluctant to have a go |
| Additional Amber strategies | Behaviour |

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| Red – the things that we can do or say to prevent injury, destruction ton property or upset | What a pupil does, says when they are deregulated |
| Strategies should be clear and step by step. They might include:  Ensure safety  Send for another adult for support if needed  Reduce language  Stay calm and be reassuring  Use Pace  Ensure only 1 person talks at a time  Move to a quieter calmer space  Ensure gates/doors are locked  Move to the outdoors if this helps to calm  Ensure own safety by not moving into the space of a deregulated child | Shouting, No, Go away or other negative language  Lashing out at other children  Throwing objects, tipping tables  Walking, running away from the adult  Hiding |
| Additional Red strategies | Additional Red Behaviours |

Restorative Phase

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| The things that we can do to get pupils to return to the proactive phase. | What an individual does, says and looks like to show that they have become calmer |
| Talk to individuals discussing feelings  Draw a comic strip of the incident so that individual can communicate what they were feeling before, during and after the incident  Complete onto CPOMS  Home-school communication  Restorative work- Apology to who they hurt, clear up any mess that they may have made | Less movement  Calm voice  Make eye contact  Interact with adults and other children  Come out of hiding place |
| Additional Blue strategies | Additional Blue Behaviours |

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| Behaviour Plan completed by | Behaviour Plan  agreed by | Signed by Parent | Signed by teacher |
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