

Policy for: Behaviour		 
Date of policy:	September 2022	Committee: Curriculum & Standards
Next review:	September 2023 Review Period – 1 Year	

Excellence For All Through Jesus' Love

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This policy sets out the expectations of behaviour at St Modwen's Catholic Primary School. As a caring community, we work hard to ensure the best possible outcomes for each individual child.

We have high expectations for good behaviour throughout the school and at all times during the school day. This behaviour policy is closely linked to the ethos and Mission Statement of our school:

To aim high and achieve our God given potential as socially responsible citizens, loving one another as Jesus loves us.

1. Safeguarding

All staff plan their learning for pupils in this area by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2022'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings May 2019 and Addendum May 2020 This Policy covers all offline and online activity by the same principles and is used in conjunction with our safeguarding policies in Appendix 1.

We have a responsibility to help each child to build and maintain a high self-esteem and must remember how easily our words and attitudes can damage a child's self image. We are in a unique position to foster self-esteem with positive care and concern.

As a staff we are in agreement as to our expectations of behaviour, our attitudes are positive and we are consistent in our treatment of children. We believe in the use of praise, recognition, interest, approval and the

encouragement of good behaviour, at the same time recognising the necessity of correction for the minority of the less biddable pupils. Our behaviour policy is underpinned by the Gospel Values and our Catholic ethos.

Obligations of Staff working in a Catholic School regarding Behaviour Management:

- Foster conduct and behaviour governed, ordered and guided by the seven cardinal virtues and rooted in Gospel values.
- Model Gospel values which unite society by promoting a citizenship rooted in a commitment to social justice and the common good
- Attend to the spiritual needs of children and young people as a constant priority.
- Care for the pastoral and special needs of children and young people in accordance with Gospel values and the teaching of the Catholic Church.
- Engender a culture of vocation.
- Uphold the dignity of the human person through the maintenance and care of school buildings, resources and, through external and internal symbols and displays, manifest the centrality of Christ and the Catholic faith.
- Support children to manage their own behaviour in order to thrive in the classroom.

Gospel Values (from the Sermon on the Mount, as witnessed in the Gospel according to St Matthew- The Beatitudes)

“Blessed are the poor in spirit, for theirs is the Kingdom of heaven”

Values: **Faithfulness & Integrity**

“Blessed are those who mourn, for they shall be comforted”

Values: **Dignity & Compassion**

“Blessed are the meek, for they shall inherit the earth”

Values: **Humility & Gentleness**

“Blessed are those who hunger and thirst for righteousness, for they shall be satisfied”

Values: **Truth & Justice**

“Blessed are the merciful, for they shall obtain mercy”

Values: **Forgiveness & Mercy**

“Blessed are the pure in heart, for they will see God”

Values: **Purity & Holiness**

“Blessed are the peacemakers, for they shall be called children of God”

Values: **Tolerance & Peace**

“Blessed are those who are persecuted for righteousness’ sake, for theirs is the kingdom of heaven.

Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way

Values: **Service & Sacrifice**

2. Parents: How to report behaviour concerns

Initial Concerns: Please go directly to your child’s class teacher. Repeated poor behaviour would be monitored by the child’s class teacher and so the teacher would need to be informed of the behaviour. In cases where it involves pupils from more than one class, the teachers would liaise. If the incident occurs in class, the teacher or TA would deal with the behaviour and liaise directly with you as a parent.

Further Concerns: If systems which the teacher puts into place are not working, the teacher will set up a further meeting with parents to review the situation or may call upon more senior staff. Alternatively, if you consider, as a parent, that the attempts made by the class teacher to resolve your concerns are falling short of your expectations then please make an appointment with the **Key Stage Leader**. A member of the senior staff will liaise and work with the class teacher, the parents and the child.

Serious Concerns: Staff may refer a child/ the family to the Deputy Head Teacher or to the Assistant Head Teachers for further input. If the Deputy Head or Assistant Head considers that the matter requires Headteacher involvement as steps made by the senior staff are not improving the situation, the Headteacher will become involved. **If a parent considers that the Key Stage Leader has not dealt with the matter effectively and the concerning behaviours are still present then parents can make an appointment with the Head Teacher or Deputy Head Teacher via the school office.**

Parents can make an appointment in the first instance to see the Headteacher or Deputy Head Teacher for all of the following situations: serious violence; violence or swearing; behaviours which compromise another child's safety; bullying (actual not perceived, 'Several Times on Purpose') behaviour which could be an attempt to radicalise a child; racism or other discrimination; inappropriate internet behaviour; any child protection related concerns; any form of coercion.

3. Our Aim

At St Modwen's all pupils and adults are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times.

Objectives

For children to show:

- self confidence
- self control
- respect for others
- pride in their achievements
- an interest in their activities
- empathy with others' feelings

For children to develop:

- responsibility for their learning and their environment
- an independence of mind and self esteem
- a sense of fairness and sportsmanship including ability to take turns
- a knowledge of when and how to intervene
- conflict resolution skills
- responsibility for their own choices and actions
- an understanding of the need for rules
- a respect and understanding for others' ways of life and different opinions
- the ability to accept fair criticism
- non-racist and non-sexist attitudes
- a persistent approach to tasks
- an awareness that bullying and abuse by anyone are unacceptable
- high personal expectations

Please also refer to our policy on Prevent in which it explains how we encourage and teach children to avoid forms of radicalisation and extremism; and our Anti-Bullying policy for a more detailed account of how we educate the children as to how to protect themselves from forceful pressure from peers and what constitutes coercing others.

At the start of the school year, classes will negotiate and agree a small number of rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment.

4. Praise and Reward

At St Modwen's, we create a school ethos which promotes acceptable behaviour. Full support from all school staff, governors and parents is essential for this to succeed.

These are many ways in which we encourage positive behaviour:

- Varying groups to develop social skills
- Involving children in devising class rules/code of conduct
- Rewarding positive behaviour
- Giving children responsibilities
- Avoiding interruptions in lessons
- Minimising waiting times for assemblies, lunch
- Being organised and prepared
- Circle times to discuss aspects of school life
- Establishing an atmosphere appropriate to the activity
- Careful grouping and positioning of children within the classroom
- Using targets to encourage good pace and achievement of objectives
- Having children's resources to hand
- Having play equipment during lunch times as part of OPAL

A consistent approach to reward and consequence across the whole school is essential. Children need to know exactly what is or is not acceptable and the consequences of their actions, and strategies need to be implemented by all adults working in the school – teachers, teaching assistants, staff in the office, lunchtime supervisors and parents.

Rewards System

Class rewards

Each class operates a reward system which allows children to be instantly rewarded in class for good behaviour linked to our house points system.

House Points

To encourage positive behaviour and good work, all staff in the school can award house points. These are recorded on Class Dojo. Each term, Team Captains from Year 6 will share the winning house in celebration assembly. The winning team over a term will gain extra privileges such as additional minutes for one playtime and an opportunity to have a non-uniform day wearing their team colours.

Children will also receive certificates from the Headteacher and Deputy Headteacher for reaching house point targets.

Awarding of stickers, certificates and praise postcards

A teacher might choose to send a child to the Headteacher or Deputy Headteacher in recognition for good work or effort. These children will receive a Headteacher Award sticker. For sustained good work and effort in a certain area, a teacher might also choose a child as 'Worker of the Week' or for our Jesuit Virtue certificate where parents are invited in to see their child receive this award in front of the whole school. Children can receive or show other awards in celebration assemblies, both those gained in and out of school.

Unacceptable Behaviour

A consistent approach is essential for dealing with unacceptable behaviour, with an agreed hierarchy of consequences, which all children understand, and all adults implement. Unacceptable behaviour includes racial intolerance or harassment, sexual harassment, violence and bullying.

5. Recording, monitoring and evaluating poor behaviour

Incidents of disruptive behaviour are recorded on Arbor, which are monitored by class teachers and senior leaders. Behaviour concerns during lunchtime are also recorded on Arbor by class teachers or lunchtime supervisors. All adults in school are responsible for praising and correcting children. If a child misbehaves repeatedly, he or she will be referred by any member of staff to a senior colleague.

Action, Behaviour and Consequences (ABC) charts will be used to monitor repeated poor behaviour to look for patterns in behaviour and identify any reoccurring actions (triggers).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again? The gospel value of forgiveness will be promoted and Catholic Social Teaching referred to.

Playtimes and Lunchtimes

At play and lunchtimes, we aim to provide a range of activities to engage children in positive play, meeting all 18 play types; Outdoor Play and Learning (OPAL) provides a play provision that is welcoming and accessible to every child, irrespective of gender, economic or social circumstances, ethnic or cultural background or individual abilities. Child-led activities allow children to enter a flow state; allowing children to stay completely immersed in the activity they are involved in. This state can continue after playtime and provide improved concentration during lesson time.

We also have a system of Year 6 Play Leaders to support younger pupils and we have invested in additional lunchtime Sport Coaches to support 60-active minutes per day. Small nurture groups take place for a therapeutic nature to teach children how to take turns, share and socialize in an age-appropriate way. There is a dedicated adult to run these sessions during lunchtime.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of house points.

Consequences

Adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

Some children will be refused permission to take part in activities which represent our school in the wider community if they present with poor behavior e.g. football matches, school trips etc. This will be discussed between the class teacher and either the Headteacher, Deputy Headteacher or Assistant Headteacher before being actioned. Parents will be informed.

6. Exclusions

St Modwen's, as a Catholic school, is committed to social inclusion. Catholic schools tend to have very low rates of pupil exclusions due to our strong ethos and standards of behavior but also because we keep trying with children who have difficulties behaving and we promote forgiveness. However, we are also committed to keeping all children safe and if a child is not responding to our rewards/sanctions systems and is putting him or herself at risk of harm or is putting other children at risk of harm then exclusion options will be explored. In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

Fixed term exclusions can be issued by the Head Teacher, or in the absence of the Head Teacher, by the Deputy Head Teacher, informing the Head Teacher and liaising where appropriate. Permanent exclusions can only be made by the Head Teacher.

The Role of staff

- It is the responsibility of each and every member of staff to have high expectations in terms of behaviour, ensure that the school rules are followed and that the children behave in a responsible manner at all times.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, staff may stop an activity and prevent the child from taking part for the rest of that session.
- If children fail to follow the school rules the school may employ the sanctions detailed in the 'Unacceptable behaviour' section of this policy.
- A range of positive reinforcement strategies may be used as appropriate to the age and needs of the child and the nature of the behaviour, so it is important to be flexible in our approach.
- Staff and those who are commissioned to teach at St Modwen's are consistent and treat all children fairly.
- The class teacher reports to parents about the progress of each child in their class, including their general attitude and behaviour at parents' consultation evenings and at other times as they deem necessary.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to completely eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. **12 of our staff have additional training in positive handling.**

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the relevant bodies have been notified.

The Role of Governors

The governing body has the responsibility of establishing this policy.

The Headteacher has the day-to-day authority to ensure the policy is implemented. The governing body may hear appeals from parents if their child has been permanently excluded. The governing body have a delegated power of authority from the Archdiocese of Birmingham to ensure that the school maintains its Catholic ethos and strong model of Catholic Life at all times.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy with all staff on an annual basis and reports to the governing body. The governing body reviews this policy annually.

Policy for
Behaviour principles written statement (2022)



Date of policy:	September 2022
Next review:	September 2023 (Review Period 1 Year)

Committee:

Excellence For All Through Jesus' Love

St. Modwen's Catholic Primary Vision and Values:

Faith and Catholic Life

Ensure our children develop a comprehensive understanding of our Catholic Faith, in line with Gospel values, which underpin the ethos of the school. Celebrating our faith in all that we do and by our actions provide witness of God's love to the world.

Success

Provide the highest quality of teaching and learning for all. Inspire our children to be passionate about learning and ensure all children experience success.

Partnership

Develop an active partnership in learning with our families, the parish and the local and wider community, celebrating diversity.

Knowledge and Understanding

Build on children's knowledge and understanding so that they can achieve their God given potential.

Learning Experiences

Make learning challenging and enjoyable within a curriculum which is creative, broad and balanced. Where every child has the opportunity to become a thinker, leader, organiser, communicator, explorer, creator, inventor, performer and artist.

Behaviour Management Stages-Staff

Date: September 2022

Next review: September 2023



STAGE 1

In the first instance, whoever sees the incident or is told about the incident by another child, deals with the incident and a verbal recount will be given to class teacher. A warning can be issued and if the incident is repeated a sanction needs to be put into place. Before any child is sanctioned, or before escalating an incident to another stage, it should have been fully investigated- any witnesses? What led up to it? This is to be recorded on Arbor to track repeated incidents.

STAGE 2

Repeated poor behaviour will be monitored by the child's class teacher and so the teacher would need to be informed of the behaviour. If the incident occurs in class, the teacher or TA will deal with the behaviour. In cases where the incident involves disputes which may continue from the playground into the classroom, it should be dealt with by ensuring minimum disruption to the next lesson. Teachers should return for their classes in a timely fashion after lunch to enable lunchtime staff to pass on messages. The witnessing staff member will record this using Arbor and CPOMS if there is a safeguarding concern.

STAGE 3

If behaviour systems which the teacher puts into place are not working, the teacher will set up a meeting with parents. If any one incident is likely to evoke a parent response after the child has gone home, the teacher will preempt this by informing the parents first, either in person at the end of the school day or by passing on a message or phoning home. Ideally, behaviour can be addressed at class level, with home and school working together.

STAGE 4

If a teacher has worked with a child and their parents but there is still no improvement then the Key Stage Leader will become involved at the request of the class teacher. **EYFS: Mrs Chadfield; KS1: Miss Crutchley, KS2: Mr Quinn, SEND: Mrs Davison.** A member of the senior staff will liaise and work with the class teacher, the parents and the child.

STAGE 5

Senior staff may refer a child or the family to the Deputy Headteacher (Miss Smith) or to the Assistant Head Teachers (Mrs Chadfield & Mr Quinn) for further input. If the Deputy Head or Assistant Head considers that the matter requires Headteacher involvement as steps made by the senior staff are not improving the situation, the Headteacher will become involved.

Straight to a member of the Senior Team (Mr Quinn, Mrs Chadfield, Miss Crutchley)

Violence towards another child (to be determined by the member of the SLT as to whether to tackle this or to involve Head/Deputy). Rudeness from a child towards the member of staff dealing with him/her; perceived bullying; issues where previous strategies and/or warnings have been exhausted from above stages; issues that have the potential to escalate to serious issues or for parents to be involved beyond class teacher level.

Straight to the Headteacher (Mrs Sherratt) or Deputy Headteacher (Miss Smith)

Serious violence or violence from pupils who have already been dealt with previously, swearing towards staff, behaviours which compromise another child's safeguarding such as bullying (actual not perceived) behaviour which could be an attempt to radicalise a child, racism or other discrimination, inappropriate internet behaviour, sexual discrimination or sexual language.

Behaviour Management Stages-Parents		 
Date:	September 2022	
Next review:	September 2023	

STAGE 1 – Initial Concerns

Please go directly to your child's class teacher. Repeated poor behaviour would be monitored by the child's class teacher and so the teacher would need to be informed of the behaviour. In cases where it involves pupils from more than one class, the teachers would liaise. If the incident occurs in class, the teacher or TA would deal with the behaviour and liaise directly with you as a parent.

STAGE 2 – Further Concerns

If behaviour systems which the teacher puts into place are not working, the teacher will set up a further meeting with parents to review the situation or may call upon more senior staff. Alternatively, if you consider, as a parent, that the attempts made by the class teacher to resolve your concerns are falling short of your expectations then please make an appointment with the Key Stage Leader.

EYFS: Mrs Chadfield; KS1: Miss Crutchley, KS2: Mr Quinn.

A member of the senior staff will liaise and work with the class teacher, the parents and the child.

STAGE 3 – Serious Concerns

Staff may refer a child/family to the Deputy Head (Miss Smith) or to the Assistant Head Teachers (Miss Chadfield & Mr Quinn) for further input.

If the Deputy Head or Assistant Heads considers that the matter requires Headteacher involvement as steps made by the senior staff are not improving the situation, the Headteacher will become involved. If a parent considers that the Key Stage Leader has not dealt with the matter effectively and the concerning behaviours are still present then parents can make an appointment with the Head Teacher or Deputy Head Teacher via the school office.

Parents can make an appointment in the first instance to see the Headteacher (Mrs Sherratt) or Deputy Headteacher (Miss Smith) for all of the following situations:

- serious violence
- violence or swearing
- behaviours which compromise another child's safety
- bullying (actual not perceived, 'Several Times on Purpose')
- behaviour which could be an attempt to radicalise a child
- racism or other discrimination
- inappropriate internet behaviour
- any child protection related concerns
- any form of coercion.

