

Policy for:

# Behaviour Policy 2024 - 2026



**Committee: Premises, Health and Safety**

## Document Control

### A. Confidentiality Notice

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### B. Document Details

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### C. Document Revision and Approval History

Version	Date	Version Created by	Version Approved by	Comments
Version 1	4.6.2024	D Quinn Assistant Headteacher	Curriculum & Standards	Behaviour Policy reviewed and rewritten following research project by D Quinn which has informed revising new approach to managing Behaviour in school.

## Excellence For All Through Jesus' Love

### Rationale

Effective teaching and learning requires a safe, calm and consistent environment. We believe that it is our duty to provide this environment for all pupils and staff in order for them to achieve excellence. With the Catholic faith at the heart of everything we do, we are guided by the Gospel values and the virtues in the Catholic School Pupil Profile and aim to foster these qualities in the pupils we teach resulting in positive, respectful learners who can achieve their full potential. We believe in a positive and proactive approach that rewards good behaviour and quickly and kindly deals with inappropriate behaviour with a focus on healing relationships and restoring an optimum learning environment. Desired behaviours and consistent routines must be learnt and practised regularly to maintain high levels of behaviour. This policy is informed by the works of Paul Dix, Simon Ellis and Janet Tod.

### Aims of the Policy:

- To provide a clear guide of expected levels of behaviour for children, staff and parents.
- To provide a safe, caring environment where optimum learning takes place.
- For all to show respect for themselves and others.
- For all adults to take responsibility for behaviour.
- For adults to use consistent language and a calm approach to promote positive behaviour.
- To help pupils realise the value of good behaviour choices and the impact it has on their future.
- To develop pupils learning behaviours so that good behaviour choices are internally motivated.

### The purpose of the policy is:

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' children, just 'bad' choices.
- Encourage children to recognise that they can, and should, make 'good' choices.
- Promote self-esteem and discipline.
- Teach appropriate behaviour through positive intervention and restorative approaches.

### All staff must:

- Believe that behaviour can change and every child can be successful.
- Develop positive relationships with pupils and demonstrate care and compassion.
- Use targeted, positive praise to reinforce positive behaviours.
- Praise in public and reprimand in private.
- Never walk past or ignore children who are failing to meet expectations.
- Always redirect children by referring to 'Be safe, be respectful and be ready to learn'.
- Minimise disruption to learning through timely interventions and precise and consistent use of language.
- Be consistent and stay calm in challenging situations.
- Never apply sanctions to a whole class.

## **The headteacher and leadership team (including SENCO and Inclusion Manager) must:**

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, certificates and stickers.
- Support teachers in managing children with more complex or challenging behaviours.
- Listen to and act appropriately to concerns raised by parents, pupils and members of staff.
- Work with class teachers to help build individual behaviour pathways for pupils who will struggle to maintain the school expectations of behaviour due to development stage or a specific learning or behavioural need.

## **Behaviour for Learning – the Saint Modwen’s Way:**

1. Be safe
2. Be respectful
3. Be ready to learn

These three core principles act as guidelines for our behaviour expectations and all behaviour interactions will use this language. They are easy to understand which helps pupils, parents, staff and other stakeholders to build a positive learning environment.

## **Creating a Positive Learning Environment**

We aim to build a community of learners who pursue excellence by developing a supportive, respectful atmosphere which focuses on pupils being recognised and celebrated for hard work, effort levels and standards of behaviour. Staff aim to see and celebrate first, those pupils who are demonstrating positive learning behaviours. Positive comments will far outweigh corrective comments.

## **Recognition and Rewards**

### **We will recognise good behaviour in the following ways:**

- with smiles.
- with verbal recognition.
- commendations from other teachers or SLT.
- with recognition board mentions (boards displayed in all classrooms).
- with Dojo points/team points.
- with stickers and stamps.
- with recognition awards in assembly .
- with prizes for achievement and effort from staff.
- with good behaviour and effort comments to parents either face to face or via the telephone.
- prearranged rewards or recognition for pupils on an individual behaviour pathway.

## **Whole School Approaches**

### **Teaching Behaviour for Learning**

We will teach a behaviour curriculum which aims to develop excellent behaviour for learning to ensure pupils get the most benefit from every lesson. This will be done through classroom activities and through whole school/Key Stage assemblies delivered regularly (Tuesday slot). Staff will be explicit in their expectations of behaviour and will be provided training to help ensure lessons and activities are designed to maximise learning and minimise possible behaviour issues.

### **Excellent Routines**

Staff will teach pupils consistent routines to help create an excellent learning environment. These routines will be consistent across the school but adapted to the age and needs of the pupils. Embedded routines will be critiqued and improved regularly and new routines will be established when necessary. We will have a half termly (or two weeks if appropriate) whole school behaviour focus. This will be displayed in the communal areas and recognition boards in the classroom, shared with pupils in assemblies and with parents via the newsletter. Some examples are provided below:

#### **Excellent listening is:**

Facing forwards.  
Hands empty.  
Tracking the speaker.

#### **Excellent focus is:**

Be ready to answer a question at any point in the lesson.  
Contribute to partner/group discussions.  
Share your ideas with others.  
Listen and build upon the answers of others.

#### **Excellent walking is:**

Face forwards.  
Arms by your side.  
Calm and quiet.  
One behind the other in a line.  
We stop and let adults pass by first.

### **Responding to Inappropriate Behaviour**

Occasionally pupils will make choices which fall below the expected standards of behaviour which can result in disrupted learning for that pupil and others. Staff will aim to address this behaviour as quickly as possible with minimal disruption to learning. In lessons, we aim for pupils to be focused and working hard throughout the lesson and will ensure that low level disruption is dealt with swiftly in a manner which minimises the disruption to other learners. Teachers refer to the three principles in the St. Modwen's Way when correcting behaviour (Safe, Respectful, Ready) and will reprimand in private. Natural consequences are a guiding principle in dealing with inappropriate behaviour and they are used to help restore and undo any poor choices. For example, a child is talking and repeatedly off task during a lesson despite being given an option to make the correct choice by a member of staff. As a result, they have not completed their work. Therefore, they will need to spend some of their breaktime/lunchtime

completing the work to ensure they do not fall behind with their learning. Staff will show disapproval of negative behaviours, not the pupil. They will remain calm and considered and focus on the immediacy and certainty of the consequence rather than the weight of the punishment. This policy talks about yellow behaviours and red behaviours. All our interactions with pupils are rooted in the principles of emotion coaching where we will aim to ‘connect before we correct.’ Not all incidents of negative behaviour will require a restorative conversation.

### Four Steps of Emotion Coaching

1. Recognise and empathise with emotions and feelings.
2. Validate and label the feelings.
3. Setting limits on behaviour/setting expectations.
4. Problem solving with the child/ how to put things right.

Below is a table which demonstrates how one of these interactions might take place:

### Yellow Behaviours – Low level incidents/ persistent offending.

	Communication	Possible script
Stage 1.	Reminder: Gentle approach using child’s name, at their level or delivered via gesture to minimise disruption to learning. E.g. Pupil is talking so staff member says pupil name and puts finger to lips. Pupils reminded that they can remove the reminder by making good behaviour choices.	<i>I noticed that you are talking. This is a reminder that you need to be ready to learn. You now have the chance to make a better choice. Thank you for choosing to focus.</i>
Stage 2.	Warning: Yellow Behaviour Pupil is quietly reminded of the fact that they had been reminded of the expected behaviour and have chosen to continue that behaviour resulting in a restorative action (work alone, two minutes in quiet area – concourse, apologise – written/verbal, finish work at break or lunchtime) or 2 minutes of break/lunch missed.	<i>This is the second time that I have spoken to you. You need to speak with me at the end of the lesson/finish your work at.... You now have the chance to make the correct decision like you did yesterday or you will be asked to complete your work in the concourse. Thank you for making the right choice.</i>
Stage 3.	Follow up, repair and restore:  Pupil’s undergo the necessary restorative step after a calm conversation with staff member who reminds the pupil of the rules (safe, respectful, ready) and how to restore and repair. Staff will give pupils an opportunity to reflect on behaviour and set a target to demonstrate correct behaviour in the next lesson/activity. Restorative conversation resets the behaviour process before next lesson. Yellow behaviour recorded via Arbor.	Possible questions and path to follow:  <i>What happened? What were you thinking/feeling at the time? What have you thought since? How did it make others feel? I understand that you felt ____ but we must follow the rules because... Who has been affected? What should you do to put things right? What could you do differently next time? Next lesson, work on...</i>

Stage 4.	If a pupil gets 5 yellow behaviours or equivalent in a week, they must attend a behaviour intervention session at lunch time with a senior member of staff. This will be an opportunity to explore triggers for particular negative behaviours, a time to reflect on the impact on learning and relationships, target setting and preventative actions. Parents will be notified of this via an email. The tally of negative behaviours may change to suit the needs of the school and this will be communicated to parents in advance.	
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**Yellow Behaviours Sanctions**

- Repair and restore - cleaning up the mess, repairing the display, re-organising the classroom, making up with peers, apologising.
- Repeat or re-do – children may be asked to repeat their words in a more polite tone of voice or re-do their work to a higher standard.
- Re-direction – working away from other pupils helps all to re-focus on the learning.
- Re-focus - school staff may move items away from pupils (such as iPads, pencil cases, fiddle toys, whiteboard and pens). This may necessitate a different way for the child to participate in learning for a short amount of time.
- Re-set – if a child is sent out of the classroom (to sit in the concourse or to walk to an area and back again to calm down), it should be for a maximum of 2 or 3 minutes so that there is minimal disruption to learning.

**Red Behaviours– Serious incidents of negative behaviour/ immediate cooling off period required.**

	Communication	Possible script
Stage 1	Staff member is made aware/notices negative behaviour. Remind the pupil of the rules (safe, respectful, ready). Explain the need for a cooling off period and the need to reflect on their behaviour choice. De-escalation techniques will be deployed if necessary to immediately lower tensions and ensure the safety of pupils and staff.	I notice you are behaving disrespectfully towards another pupil. We need to be respectful at all times. You need to have some reflection time alone to think about your choices and what you can do to restore and repair. Playground – stand by the concourse doors/stand by a member of staff. Classroom – sit outside in the concourse area/ complete your work in another classroom (Phase Leader’s classroom if possible).
Stage 2	Follow up, repair and restore:  Restorative conversation focusing on helping pupils identify where they went wrong and what they can do next time	Possible questions and path to follow: <i>What happened?</i> <i>What were you thinking/feeling at the time?</i> <i>What have you thought since?</i>

	to prevent a similar incident. Exploration of the event and possible trigger. Staff will remind pupils of the rules and then set them a behaviour target for the next lesson/playtime etc.	<i>How did it make others feel? Who has been affected? What should you do to put things right? What could you do differently next time? Next lesson, work on...</i>
Stage 3	Involving senior members of staff:  Depending on the severity/frequency of the incident, the member of staff may decide to involve a senior member of staff (phase leader, assistant headteacher, deputy headteacher or the headteacher). Initially this would be done as a joint conversation involving the pupil and both members of staff. It would take the place of stage 2 – follow up, restore, repair.	Possible questions and path to follow:  <i>What happened? What were you thinking/feeling at the time? What have you thought since? How did it make others feel? Who has been affected? What should you do to put things right? What could you do differently next time? Next lesson, work on...</i>
Stage 4	Behaviour recorded on Arbor. Parents contacted and alerted to the incident and the actions taken if appropriate. A red behaviour is equal to 2 yellow behaviours. If a pupil gets 5 yellow behaviours or equivalent in a week, they must attend a behaviour intervention session at lunch time with a senior member of staff. Parents will be notified of this via an email. The tally of negative behaviours may change to suit the needs of the school and this will be communicated to parents in advance.	

**Red Behaviour Sanctions**

- Lost Learning Pay Back – If the behaviour has resulted in significant learning time being lost, the teacher may decide that the work needs to be taken home to complete (or completed at playtime/lunchtime).

- Five minutes at break or lunchtime – holding a pupil back for 5 minutes is inconvenient for the child and makes it clear that they have over-stepped the mark. This time will be used to discuss the behaviour and/or hold a restorative conversation.
- Being sent to the concourse or a different classroom – children can be sent to a neighbouring classroom (usually within their phase) for supervision until an appropriate break-time if it is not appropriate to speak about their behaviour immediately. This is to ensure that children do not miss out on learning time and so children are expected to continue the work that their class teacher has set for them.
- Confiscation of inappropriate items – school staff may confiscate items from pupils. These items should be stored securely until they are returned to the child or the parent with a discussion as to why they are not to be brought into school.
- Loss of playtime – Children whose behaviour is persistently disruptive on the playground will lose the privilege of playing with others for one or more playtimes. The decision to remove this privilege will be based on evidence recorded on Arbor. According to the nature of the incident, children will either remain inside, will sit on the bench or will have to remain with an adult on duty.
- Temporary loss of privileges used sparingly (school trips, representing the school at sports events etc.).

### **Sanctions should:**

- Make it clear that unacceptable behaviour affects others.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
- Not apply to a whole group for the actions of individuals.
- Be in proportion to the offence.

### **Serious Red Behaviours**

The most serious behaviour incidents are dealt with by senior leaders and could include:

- Racist, sexist or homophobic comments.
- Deliberate physical aggression - striking adults or children causing harm.
- Deliberate damage to school property or property of other adults and pupils.
- Putting themselves or others at risk of serious harm.
- All forms of bullying.
- Peer on peer abuse.

Parents/carers will be contacted by the Headteacher, Deputy Headteacher or Assistant Headteacher should the incident be of a more serious nature and consequences are likely to involve an internal isolation/exclusion from the classroom/playground; a suspension; or a permanent exclusion.

### **Suspension and 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 behaviour 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 themselves at risk of harm or is putting other children or staff at risk of harm then a fixed-term suspension 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.

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.

Parents have the right to appeal.

### **Safe Handling**

Staff are trained in Team Teach safe handling and behaviour support. Staff will do everything possible to de-escalate situations and avoid stand offs. However, if a pupil is in danger of harming themselves or others, staff are trained to undertake dynamic risk assessments and to use reasonable, proportionate, and necessary actions to ensure the safety of all involved. Physical interventions can range from guiding a pupil to safety by the arm or restraining them in a safe and timely manner. Physical interventions will be used sparingly and will be short in duration. All incidents which involve safe handling will be recorded on CPOMS.

### **Lunchtimes**

OPAL Rangers and Lunchtime Supervisors have a vital role to play in the behaviour standards. Stickers, certificates and special duties can be used as rewards by the OPAL rangers to reward the good choices that pupils make around their own behaviour. OPAL Rangers/Lunchtime Supervisors will follow the same reminder, warning, follow up format as that used in classrooms. OPAL Rangers/Lunchtime Supervisors will record all red behaviour incidents using a simple template which will be passed to teachers at the end of lunchtime or communicated directly. Teachers will then input the information onto Arbor. The OPAL Rangers use “time out” to enable children to reflect on their behaviour choices as deemed appropriate. A member of the Senior Leadership Team is always available during the lunchtime period to support OPAL Rangers/Lunchtime Supervisors.

### **Behaviour Pathways**

We understand that for some pupils, following our behaviour expectations are beyond their current development level and that some pupils will have specific learning and behaviour needs which will require a more bespoke, individualised approach. For these pupils, we will follow our behaviour pathway. Our behaviour pathway helps create a positive behaviour plan for our pupils by liaising with the pupil, their family and school staff. We aim for the pathway to be a transient approach with helps pupils improve their general behaviour, minimise or eradicate extreme behaviour issues and to help pupils transition off the pathway and back to the whole school approach. However, we acknowledge that some pupils may need a bespoke approach for the duration of their education at St. Modwen’s. Behaviour Pathways are designed to help pupils manage their emotions, self-regulate and have a happy, successful time at our school.

### **Identifying Behaviour Pathway Pupils**

Pupils may be identified as requiring a behaviour pathway in several ways:

- 1) By the SENCO – specific SEND profile requires bespoke behaviour support.
- 2) By an external specialist (Entrust Behavioural Support, Educational Psychologist etc.).

- 3) By a senior member of staff/ Inclusion Manager after a consultation period with the class teacher.
- 4) A pupil is frequently showing negative behaviours and has attended several behaviour interventions in a short period of time.

### **Structure of the Pathway**

The structure of the Pathway is dependent on the individual needs of the child. We strive to work in partnership with parents and carers to create a behaviour pathway which helps the pupil succeed at school. Our staff have received training in the following learning and behaviour strategies: Thrive, Emotion Coaching and Team Teach. Pupils who are identified for the pathway, will undergo a baseline check and information will be gathered from all appropriate sources (class teacher, support staff, parents and external agencies). The baseline findings will then be used to create a bespoke behaviour pathway.

Each behaviour pathway will consist of the following areas:

- 1) Behavioural Difficulties.
- 2) Expectations.
- 3) Triggers and Preventions.
- 4) Staff who will help me.
- 5) Red behaviours (the most extreme behaviours we are working to eradicate quickly).
- 6) Reasonable adjustments – Classroom.
- 7) Reasonable adjustments – Breaktimes.
- 8) Rewards.
- 9) Review Period (half termly/termly reviews).

### **Linked policies:**

Safeguarding Policy  
Anti-Bullying Policy  
Peer or Peer Abuse Policy