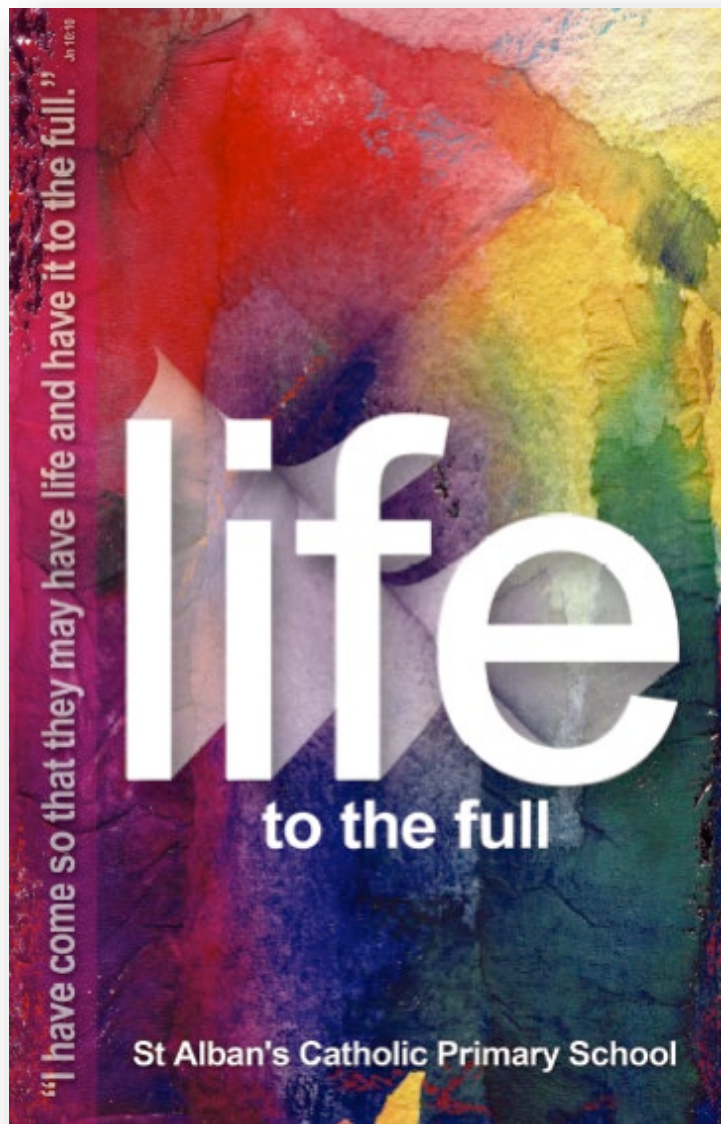


# St Alban's Catholic Primary School



## Behaviour Policy 2024

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## **Aim:**

We are a caring community at St. Alban's Catholic Primary School and our values are built on the teachings of the Catholic faith.

### *Theological Virtues:*

*Faith  
Hope  
Charity*

### *Cardinal Virtues:*

*Prudence  
Justice  
Fortitude  
Temperance*

### *Principles of Catholic Social Teaching (CST)*

*Human Dignity  
The Common Good  
Participation  
Subsidiarity  
Stewardship  
Solidarity  
Preferential Option for the Poor  
Distributive Justice  
Promoting Peace*

### **St Alban's School values:**

- Be loving and kind.
- Be tolerant and compassionate.
- Be honest and forgiving.
- Be brave and courageous like St Alban.
- Be generous by giving and sharing.
- Be fair and seek justice.



The school's behaviour policy is therefore designed to support the way in which all members of the school value each other and develop mutual respect. We aim to promote an inclusive environment where we can encourage self-discipline and self-regulation as well as raise self-esteem and pupil confidence as we follow our mission statement to 'live life to the full'.

Our intention is to manage behaviour by building the school culture and making school a place where pupils work hard, model strong character, resolve conflict, are polite and attentive, and strive to do their best.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and achieve their full potential in a calm, orderly environment. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**Rights:**

At St. Alban's Catholic Primary School, everybody has the right:

- to feel safe, happy and secure in school,
- to be able to learn and play without threat or disruption from others,
- to know that bullying is unacceptable and will be dealt with,
- to be listened to and treated fairly and sensitivity.

**Responsibilities:**

It is the responsibility of everyone in the community of St. Alban's Catholic Primary School to ensure that these rights are upheld in every classroom and around school.

**Roles:**

The pupil will:

- know the school behaviour policy,
- make positive choices,
- practice self-regulation and self-discipline,
- follow and keep school rules,
- recognise and accept any consequences or sanctions.

In addition, Y6 pupils take on the responsibility of becoming a Buddy to a child in Reception Class, being a good role model and always demonstrating positive behaviour.

The class teacher/school staff will:

- nurture each child, treating them with respect and understanding,
- uphold high expectations of behaviour,
- implement the behaviour policy fairly and consistently using positive reinforcement,
- take into account the needs and circumstances of children's special educational needs,
- ensure that school rules are followed,
- apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected,
- work in partnership with parents and carers.

The head teacher will:

- ensure the health, safety and welfare of all children in the school,
- implement the behaviour policy fairly and consistently throughout the school,
- support the staff in implementing the policy,
- work with parents and families in teaching children about good, positive behaviour,
- apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected,
- liaise with parents and families when pupil conduct falls below the standard which could reasonably be expected,
- report to governors on the effectiveness of the policy.

Parents and carers will:

- support the school in encouraging good behaviour, as the first educators of their child(ren),
- keep the Home-School Agreement,
- encourage self-regulation and self-discipline, making children aware of appropriate behaviour in all situations,
- support the school in implementing the behaviour policy,
- work with the school when their child’s conduct falls below the standard which is reasonably expected.

Governors will:

- be responsible for the behaviour policy set at school,
- support the headteacher and staff in carrying out the policy for behaviour fairly and consistently,
- review procedures carried out in school to encourage positive behaviour and to sanction poor behaviour,
- review the effectiveness of the behaviour policy.

<b>Our School Rules</b>	
<p><b>1. Be your best self.</b>            Be here and come prepared.            Work hard and don't give up!  <i>"Whatever you do, in word or deed, do everything in the name of the Lord Jesus."</i>            Colossians 3:17</p>	<p><b>2. Be responsible.</b>            Do the right thing  <i>even when no one is looking.</i>  <i>"Whoever knows the right thing to do, but doesn't do it, is doing wrong."</i>            James 4:17</p>
<p><b>3. Be respectful.</b>            Take care of the little things – yourself, each other, our school, God's wonderful world.  <i>"Outdo one another in showing honour."</i>            Romans 12:10</p>	<p><b>4. Be safe.</b>            Think before you act. Be aware, take care.  <i>"I keep my eyes always on the Lord. With him at my right hand, I will not be shaken."</i>            Psalm 16:8</p>
<p><b>5. Be kind.</b>            Kind words, kind hands, kind feet.            Don't make it bigger, make it better.  <i>"Do to others what you would have them do (or say) to you."</i>            Luke 6:31</p>	

Behaviour is learned, just as Maths, English and other subjects are learned. Behaviour is taught as part of the curriculum so that children know and understand what good behaviour looks like and what is expected at our school. Our school's curriculum for behaviour should be read in conjunction with this policy.

## **Encouraging and recognising positive behaviours**

### **1. Giving praise**

Adults in school will use verbal and non-verbal praise to identify and recognise children who are following our school rules. Adults will also endeavour to 'notice the unnoticed' and catch children doing the right thing, showing approval promptly.

We will remain aware that different children prefer to receive praise in different ways so will adapt the ways we give praise to meet these needs. We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this.

### **2. Sharing the good**

Sharing good examples of behaviour, attitude, classwork, homework, etc., with other children and staff is a powerful witness and strongly encouraged. Children are always welcome to visit other adults in school to receive praise and to be positive role models for the other children in school. Children who undertake small acts of kindness each and every day may have their name written in 'Our little book of kindness' to be read out in weekly Merit Assembly.

### **3. Awarding a Merit**

All children are members of vertically-grouped pastoral houses named after these Saints: Aidan, Bede, Benet, Cuthbert, Hilda, Oswald and Wilfrid. Pastoral Houses meet once a week and follow a programme that includes topical lessons as well as lessons based on personal, social and emotional education. Teachers take on a pastoral role for those children as House Head. Each house also has a House Captain from Year 6 and a Vice-Captain from Year 5 who lead by example and encourage good behaviour. Children following school rules and demonstrating positive behaviours will be given merits which are then added to house merit boards in the school hall. The house with the most merits at the end of each week is awarded a star and the house with the most merits at the end of a term will receive prizes for each individual member.

### **4. Presenting a certificate, sending a message**

Sharing good news with parents is crucial when fostering healthy home-school relationships to encourage positive behaviour and attitudes both in school and at home. Teachers award certificates in weekly Merit Assembly to reward positive attitude, behaviour or work. A record of certificates is kept to ensure a fair system. Other messages may be sent home verbally, through a WOW card, Superstar Award or via Arbor. Send message through the post.

### **5. Headteacher's Award**

Individual pupils receive a Headteacher's Award for special recognition, e.g. excellent behaviour, improved attendance, perfect handwriting, following school rules, etc. All children who have received a Headteacher's Award will be invited to a special treat, such as afternoon tea, a hot chocolate or an ice lolly dependent on the weather.

*Class teachers develop reward systems in collaboration with the children which change and evolve over time. Ideas may include:*

- Special Helper/Helping Hands.
- Extra playtime.
- Table points.
- Raffle tickets for a dip in a prize box.
- A Warm and Fuzzy Jar – every time any pupil in the class does a kind deed or goes the extra mile they get to put a little fuzzy (pom pom) in.
- Class reward chart – children can accumulate their stickers over the academic year and each child who reaches 100 gets to go on a special school trip (indoor play place, farm).
- Reward cards (similar to loyalty cards) – with space for 5 small stamper/tick. Each child has a card and each time they fill the card they get to take it to the head teacher for a well done.
- Curriculum-specific rewards such as ‘Mathmagician’, ‘Star Writer’ or ‘Book Worm’.

## **Response to low-level negative behaviour**

When dealing with low-level negative behaviours, adults will follow the below strategies. Children will not be sent to another member of staff for behaviours to be sanctioned. Once a negative low-level behaviour has been stopped and the below steps taken, **the adult should demonstrate forgiveness and the ability to move forward from the situation.** While certain low-level behaviour may need to be recorded on Arbor at the discretion of the involved adult, they do not need to be directly reported to the class teacher/member of the senior leadership team etc. The adults in our school will endeavour to be:

- forgiving
- unshockable
- persistent
- relentless
- calm

### **1. Visible consistency – visible kindness**

Adult will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

### **2. The drip effect – being relentlessly bothered**

Children who do not respond to ‘visible consistency – visible kindness’ may need more individual focused attention from the adult. This comes in the form of a drip effect with the adult finding ways to build a positive relationship with the child through:

- Verbal/non-verbal praise
- distraction
- changing the mood in the room (e.g. telling a joke, taking a deep breath)
- messages home (note, postcard, certificate)
- stickers
- good work on display
- good attitude/behaviour/work shared with others
- given a specific job/extra responsibility
- time to chat

This list is not exhaustive, the adult should be proactive in building a relationship with the individual child and find out what they respond to.

### **3. 30 second intervention**



Low-level negative behaviour should not be allowed to further disrupt learning or activities in class or in school. A 30 second intervention recognises the behaviour and gives the child the opportunity to correct it, following this script@:

1. "I notice you are ...
2. "It was the rule about ... that you have broken."
3. "Do you remember last week when you ...?" (insert example of positive behaviour)
5. "That is who I need to see today. Thank you for listening."

Adult will the move on and not allow engagement.

#### 4. Advanced Assertiveness

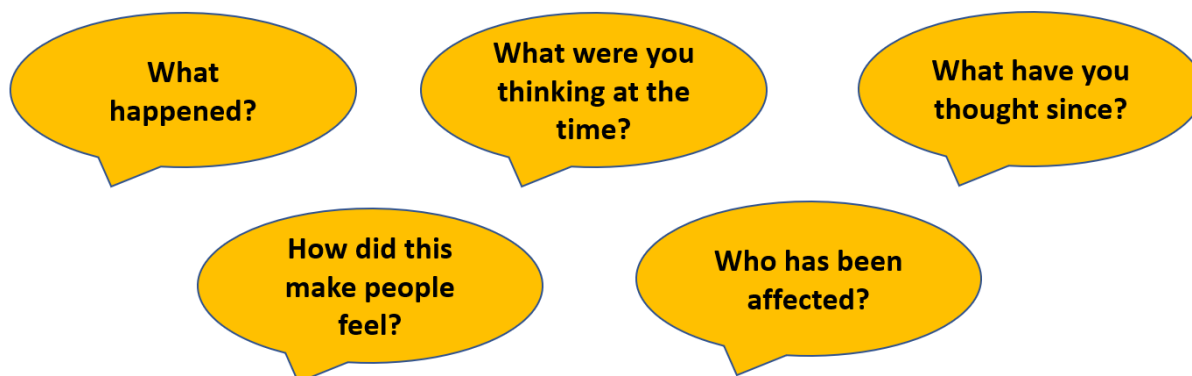
Advanced assertiveness is not only about what the adult says, but how they say it. At no point should an adult be shouting at a child. Adults should be aware that the tone in which they speak will have an impact on the reactions of the child.

#### Teacher Tones



#### 5. Two-Minute Time out and Repair

A two-minute time out and repair will be carried out in response to a situation in which the '30 second intervention' and 'Advanced Assertiveness' did not result in the child correcting their behaviours. The time out and repair should happen in private and when a child is calm. It will be a discussion between the adult and child reflecting on the low-level disruptive behaviours:



#### Response to high-level negative behaviours

High-level negative behaviours may include but are not restricted to:

- use of racist or homophobic language
- physical violence/assaults
- swearing/use of unacceptable language
- persistent low-level negative behaviours
- bullying
- refusal to follow school rules
- behaviour that puts themselves or others at risk of harm
- refusal to complete tasks
- poor attitude

This is not an exhaustive list and may also be dependent on the age of the child/ren involved. Incidents of high-level disruptive behaviour should always be recorded on Arbor and reported to a member of the Senior Leadership Team. Incidents of high-level negative behaviours will always be reported to parents or carers.

School responses to high-level negative behaviours will always involve the parents or carers and may include a team of trusted adults to support the child. This may include class teacher, teaching assistant (where available), lunchtime assistants, House Head, SENCO, senior leaders, headteacher. These trusted adults will be made available to offer support during breaks and lunches, provide short time-outs from class, share positive behaviour, etc.

Strategies to encourage a return to more positive behaviours may include:

**Spots and Stars Chart:** A spots and stars chart allows the child, parents and a team of trusted adults to track a child's behaviour. It is made in agreement with the team of trusted adults and the child at the beginning of the period to be tracked. It will last for a specified period of time, e.g. 1 week. The child must collect either a spot or a star at the end of each session. The aim is to receive an agreed number of stars to allow for a specified reward. The chart should highlight any areas in which the child needs extra support e.g. a child who consistently receives spots during lunchtime may need a trusted adult for those sessions. The chart should be shown to a nominated trusted adult (not the class teacher) at the end of each day. The trusted adult will take this as an opportunity to reflect on the spots and stars received that day and which behaviours the child wishes to demonstrate the next day.

**Reward pot (e.g. Ping Pong Jar, Pebble Pot, Pom Pom Pot)**

At the beginning of the day a small reward will be agreed between the child and the adult working with them that day. Each positive behaviour shown by the child will be rewarded with a ping pong ball/ pebble/pom pom to add to pot. The child receives the reward when the jar is filled.

The jar should be shown to a nominated trusted adult (not the class teacher) at the end of each day. The trusted adult will take this as an opportunity to reflect on the affirmation received that day represented in the pot and which behaviours the child wishes to demonstrate the next day.

### **Consequences and sanctions:**

Consequences do not work in isolation and must be balanced with positive support. They must be something that children will learn from, but they must never be physically or psychologically harmful and do not have to be severe to be effective. Consequences are a choice and should aim to resolve/‘put right’ the initial negative behaviour.

The school uses reasonable sanctions to address a child’s inappropriate behaviour. If possible, children may be involved in developing appropriate sanctions to recognise that certain actions have consequences. If parents have any concern about the way their child has been treated, they should initially contact the class teacher, followed by the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Sanctions may include:

- tidy up any mess made
- catch up on lost learning in own time
- moving seats in the classroom
- loss of privilege/responsibility or missing a ‘turn’
- missing playtime minutes, using a sand-timer
- write an explanation or give apology
- discussion with children and parents leading to regular meetings, if needed
- home/school message book, focusing on the positive where possible
- individual behaviour plans with achievable behaviour targets and activities broken down into manageable steps
- monitoring/tracking of a child’s behaviour in order to identify the triggers
- support during lunchtimes/playtimes
- personalised consequences to deal with an individual’s specific behaviour
- fixed term exclusion
- permanent exclusion

### **Support for children who have significantly inappropriate behaviour**

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents if we believe this would be beneficial.

Other agencies include:

- Educational Psychological Service
- Behaviour Support Service
- Emotional Well-being Team
- Child Emotional and Mental Health Service

### **Off-site behaviour**

Sanctions may be applied when a pupil misbehaves off-site. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. educational visit),
- travelling to or from school,
- wearing school uniform,
- in any other way when identifiable as a pupil of our school.

Sanctions may also be applied if the misbehaviour:

- could have repercussions for the orderly running of the school,
- poses a threat to another pupil or member of the public,
- could adversely affect the reputation of the school.

Sanctions will be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will 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 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, 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.

## **Restrictive physical intervention (RPI)**

RPI should be reasonable, necessary and proportionate and only used as a last resort when all de-escalation and positive behaviour strategies have been exhausted. Instances of RPI are recorded and reported.

In some circumstances, staff may use RPI:

- to keep children and adults safe, preventing harm,
- to prevent damage to property,
- to prevent disorder.

## **Exclusion**

This guidance is based upon current Local Authority and DfE guidance, which sets out the responsibility of the Head teacher, governing body, Bishop Wilkinson Catholic Education Trust and the Local Authority. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Monitoring. It is the responsibility of the governing body to monitor exclusions.

Exclusions will not be used if there are alternative effective solutions available, e.g. reparation (which enables a pupil to redress the harm that has been done), internal exclusion, managed move.

Only the Head teacher has the authority to exclude, notifying parents/carers within one school day by telephone or letter.

Details/records of incidents are kept, and exclusions reviewed by the governing body.

Exclusion will only be used for serious breaches of school policy, e.g.

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive, unsafe behaviour
- Racist or homophobic abuse
- Bullying

The school will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day.

Parents will be required to attend a re-integration interview regarding pupil's fixed period exclusion.

## **Permanent exclusion**

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise following an accumulation of fixed-term exclusions or as a result of a very serious one-off offence. Parents can make an appeal to the governing body against the decision to exclude. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Serious one-off offences may include:

- serious actual or threatened violence,
- sexual abuse or assault,
- supplying an illegal drug,
- carrying an offensive weapon.

Exclusions will not be used for:

- minor incidents (failing to complete homework, forgetting dinner money),
- poor academic performance,
- non-attendance, lateness.

## **Record keeping**

- The class teacher records low-level negative behaviours on Arbor.
- The headteacher keeps records of high-level negative behaviours and serious incidents of misbehaviour including fixed-term/ permanent exclusions.
- We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that is held by the Senior lunchtime supervisor.

## **Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development.

## **Policy monitoring and review**

The headteacher monitors the effectiveness of this policy annually and reports to governors. The governing body reviews this policy at least annually.

## Appendix 1

### Teach Like a Champion Techniques

Addressing distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

The following techniques can be used to step in to fix behaviour, without anyone else recognizing a potential issue:

<b>Technique</b>	<b>Description</b>
<b>Narrate the positive</b>	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'
<b>Be Seen Looking</b>	Scan the room in a highly visible manner. Ensure all students know that you are looking.
<b>Least Invasive Intervention</b>	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
<b>Find a Perch</b>	Stand in a position in the room where you can see all of the students easily.
<b>Means of Participation</b>	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
<b>Brighten Lines</b>	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'
<b>3:30:30</b>	When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room.
<b>Live in The Now</b>	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.

## Appendix 2

Verbal strategies to encourage positive behaviours	Non-verbal strategies to encourage positive behaviours
<ul style="list-style-type: none"> <li>• Positive praise – thank you, well done.</li> <li>• Use their name.</li> <li>• Give personalised praise.</li> <li>• Comment when they are doing what is required.</li> <li>• Comment publicly/privately on good behaviour.</li> <li>• Vary tone of voice – slow and low.</li> <li>• Who would like to help?</li> <li>• Who will I choose?</li> <li>• Positive response even when saying no ('Can I go to the toilet?' 'Yes, after you've finished your work')</li> <li>• Count down – 5 seconds to sit on the carpet</li> <li>• "Let's see..."</li> <li>• Tone of voice – whisper, lower the pitch, calm</li> <li>• Say "I'll have to get my cross voice"</li> <li>• Look at my face – do I look happy?</li> <li>• Come and see!</li> <li>• 1, 2, 3 .... FREEZE</li> <li>• 1, 2, 3, Eyes on Me!</li> <li>• Sh!</li> </ul>	<ul style="list-style-type: none"> <li>• Give a thumbs-up.</li> <li>• Pause, wait (for attention).</li> <li>• Change pace.</li> <li>• Look – smile, glare.</li> <li>• Try to pre-empt .</li> <li>• Click fingers.</li> <li>• Clapping signal.</li> <li>• Ring a bell.</li> <li>• Listen for the clapped pattern 'Now be a statue' which the children don't reply to but freeze.</li> <li>• Hand in air.</li> <li>• Tidy up music.</li> <li>• Use red/green sign.</li> <li>• Walk near to – take away distraction (pencil, note...)</li> <li>• Interrupt own sentence.</li> <li>• Ignore secondary behaviour if child does what is asked (within reason).</li> <li>• Names on board under a smiley face.</li> <li>• Stamper in workbook</li> </ul>
Easy behaviour management strategies	Some simple sanctions
<ul style="list-style-type: none"> <li>• Children to give out merits to others.</li> <li>• Children to choose each other (for tasks) and to be teacher.</li> <li>• Be the line leader.</li> <li>• First person/table to get ready for playtime.</li> <li>• Give choices - make children feel in control.</li> <li>• Give choice of activity.</li> <li>• Sit on special chair/cushion.</li> <li>• Lead end of the day prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Move seats.</li> <li>• Miss a turn.</li> <li>• Engage children in developing appropriate sanctions.</li> <li>• Write explanation, give apology.</li> <li>• Miss playtime minutes.</li> <li>• Loss of privilege/responsibility.</li> </ul>