

St Philip's Catholic Primary School

Behaviour Policy Spring 2019 Review Spring 2020



Mission Statement

St Philip's is a welcoming community where everyone belongs.

With Christ at the centre, we pray together and show our love for God by living the Gospels. Showing care and compassion for each other, we are kind and sharing; treating each other fairly and with respect. We value everyone as unique children of God.

We create a caring, stimulating environment where everyone feels safe and secure.

We foster a love of learning, embracing challenge and never giving up. With support and encouragement, we learn from our mistakes and always strive to do our utmost.

We find the best in all, nurturing our individual strengths and developing the confidence to allow everyone to reach their potential, preparing ourselves for the journey ahead.

INTRODUCTION

At St Philip's Catholic Primary School we:

- Raise *aspirations* to *achieve excellence*
- Develop *resilient* and *independent* learners
- Teach a *broad* and *exploratory* curriculum
- Create a *positive* and *exciting* learning environment
- Foster a *motivated* and *compassionate* community
- Grow *responsible* and *tolerant* global citizens

Teaching children positive learning behaviours is central to our vision and values at St Philip's Catholic Primary School. We believe that every child should be given the best opportunities to learn. This document outlines our positive approaches to learning behaviours that promote resilience, responsibility and independence and is designed to give a clear summary of approaches and procedures.

At St Philip's we aim to:

- live out our Mission Statement (written by the whole school community Summer 2015);
- have good communication and co-operation between home and school;
- foster a Catholic Christian setting for the acquisition of skills, knowledge, values and attitudes needed for life;
- develop in pupils' self-esteem and a sense of self-worth, respect for themselves and the needs of others;
- foster in pupils a respect of God's world and the people within it;
- ensure that pupils have equal access to all areas of the curriculum without discrimination;
- maintain 'prayer in action';
- promote good behaviour, self-discipline and respect;
- prevent bullying and address bullying issues;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

Our Courtesy Code was introduced in Summer 2015:

Smile and welcome visitors.

Let adults and young children through doors first.

Offer to hold doors open.

Remember to say 'please' and 'thank you'.

Walk quietly in school and on pathways.

Wait for a break in conversation and say 'excuse me'.

We believe that each pupil should be given every opportunity to take responsibility for and to make a full contribution to improving behaviour in school.

At St. Philip's we live by Gospel values and put Christ at the centre of all we do.

- We believe everyone has the right to be happy and to learn at school so fulfilling their potential in all areas.
- School Rules are devised to keep children safe and to ensure that all children can access the curriculum and fulfil their potential. Our rules are embedded in our Mission Statement which is displayed in every classroom.

Children will:

- always be considerate and respectful towards others by treating them as they would like to be treated;
- arrive in class on time with the necessary equipment;
- do as they are asked;
- look and listen if someone else is talking;
- do their best and allow others to do their best;
- let someone know if they have any problems;
- take care of their classroom and school environment;
- wear their school uniform with pride.

At all opportunities staff promote and expect good behaviour. We treat pupils with respect and model the behaviours which we expect in the school. This expectation is also developed through work in EPR and PSED. Expectations are made explicit.

Staff:

- carry out the agreed school policy on behaviour in a consistent way;
- take responsibility for all pupils' behaviour;
- have high expectations of behaviour for learning
- deal with misbehaviour and do not ignore it;
- have clear systems and routines in place;
- establish a classroom environment which is calm and purposeful;
- are polite, considerate and enjoy relating to pupils;
- are firm and fair;
- are alert to racism and avoid stereotyping and sexism;
- do not humiliate children or show favouritism;
- supervise classes when moving through the school
- arrive on time to collect classes from the playground
- interact with the children when on playground duty
- are prepared for the lesson;
- make sure that tasks are well matched, differentiated, stimulating and delivered with pace enabling children to achieve their potential;
- develop positive relationships with children and nurture self-esteem;
- take into account Gospel values including forgiveness for those who are sorry for what they have done and are determined to try and improve.

When addressing a behaviour problem staff will listen to all sides and find out what happened before.

Think ABC:

- Antecedence – what happened before
- Behaviour – what actually happened
- Consequences – what happens next

At St. Philip's we:

- create a climate in which pupils lose rather than gain popularity by causing trouble;
- spot a disruptive incident in the making and select an appropriate tactic to deal with it;
- take appropriate intervention at the right time;
- observe and "scan" the class;
- adopt appropriate stance and tone of voice;
- praise good behaviour and do not accept poor behaviour.

At St. Philip's we do not:

- use sarcasm
- act with aggression
- punish whole groups
- give punishments which humiliate pupils
- criticise the person

Teaching and Learning

St. Philip's Teaching and Learning Policy sets clear guidelines which outlines the approach to teaching and learning throughout the school. There is a strong correlation between behaviour and the standard of teaching and learning and strong classroom management.

Children and staff have an entitlement to work in a positive learning environment. No child should prevent another from working. Pupils should have an environment where learning can take place and all children should be aware of their responsibility to ensure this occurs.

Dealing with a Disciplinary Matter within the Classroom:

- The majority of disciplinary matters in the classroom are minor and will be dealt with by the class teacher.
- It is the class teacher's responsibility to maintain good order and discipline in the classroom

If there is a recurrent problem within a class, teachers should consider the following areas:

The physical organisation of the classroom:

Is the room organised to maximise:-

- accessibility of materials?
- -ease of movement?
- -positive interaction?
- Is the room stimulating?
- Does the work match the needs of the child?

e.g. is the task too easy?

- is the task too difficult?
- is the work inadequately planned?
- is the style of teaching appropriate?
- Does the task consolidate or extend in an appropriate way?
- Has the task been presented in an interesting way?
- Does the child know the purpose of the activity?

We use the Restorative Approach to dealing with incidents whereby pupils have time to talk to each other, reflect on the incident and find a way of moving forward in a positive way.

Staff are aware of individual needs and circumstances including Special Educational Needs and Disability.

All staff, including support staff and lunchtime supervisors are trained in our management of behaviour where least to most intrusive strategies are used.

We provide additional support for identified pupils through work with our Nurture support assistant and taking part in social groups, some may have support with a Thrive practitioner or trained counsellor.

When pupils are sent out of class- they should be provided with accessible work that they can do independently (this links into whether the behaviour is a result of inaccessible work in the first place).

If a colleague refers a problem to a senior member of staff, it is likely that these issues of differentiation will be addressed first. **We believe that our expectations should be high.**

When a child is struggling to conform to behavioural expectation, In the heat of the moment we follow the 5 point response plan



Why is it important to respond like this?

- Irritation, anger or even disappointment can have a long term negative impact on a child's well-being and self-concept.
- When children don't act in a way we want, there's always a barrier –our job as education professionals is to work out what this is and teach the skills.
- It is only worth problem-solving and goal-setting with a child when s/he is DEFINITELY regulated and in their rational brain.

Searching

Searching, screening and confiscation. These guidelines are taken from: Advice for headteachers, school staff and governing bodies January 2018 states that:

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Prohibited items are: • knives or weapons • alcohol • illegal drugs • stolen items • tobacco and cigarette papers • fireworks • pornographic images • any article that the member of staff

reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Power to use Reasonable Force:

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force. 'Reasonable in the circumstances' means using no more force than is needed. Reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force can be used to prevent pupils from hurting themselves or others; to physically separate pupils found fighting; to remove a pupil if they refuse to leave a room when instructed to do so; to prevent pupils from damaging property or from generally causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school will comply with the legal requirement to make reasonable adjustments for disabled pupils and those with SEN.

Lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Parents will be informed of serious incidents involving the use of force

Dealing with Disciplinary Matters outside the school gate

If staff are aware of an issue outside of school. This will be investigated by the classteacher and referred to SLT if it is serious. All parties will be spoken to and a restart form completed. Parents will be informed and if relevant, outside agencies eg Children's Services, Police

Staff accused of misconduct – see the Disciplinary Policy

Training

Staff will receive at least annual training on managing behaviour. They can request additional training by asking the CPD co-ordinator or their line manager.

Transition

Children are visited at nursery where possible and parents are invited into meet the teacher at various events before children join the school in Reception. We have close links with the two secondary schools most of our children transfer to. Vulnerable children are able to access a specific programme to aid their transition.

Confidentiality

Although behaviour incidents may be apparent to other children the steps taken by the school beyond the warning system may not be so publicly apparent.

We respect the confidentiality of all children involved in any of the school's behaviour management strategies, and also their families.

Following our Mission Statement and working within the school ethos, we rely on other parents also respecting the confidentiality of those involved in such situations. We ask that they trust the school to take action as required.

Please refer to our Confidentiality Policy.

THE GOLDEN LEARNING RULES

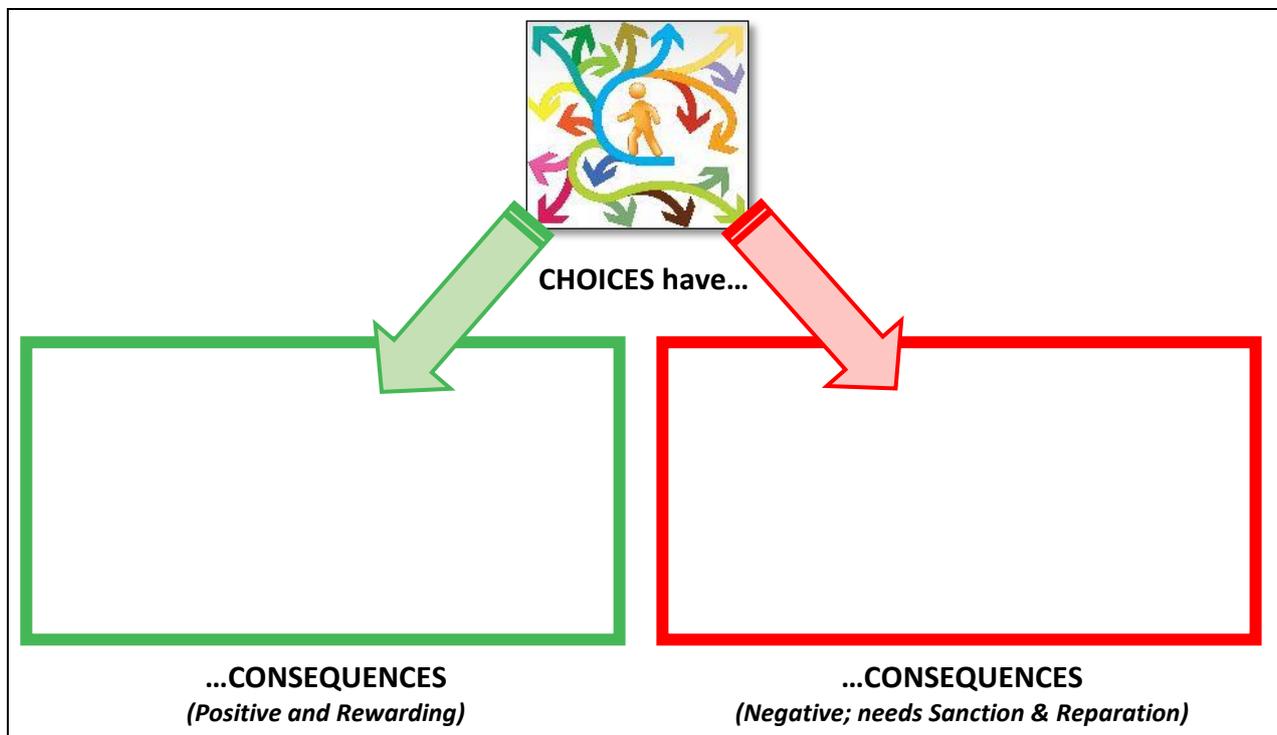
At St Philip's Catholic Primary School each child is expected to follow the six **Golden Learning Rules** which have been chosen carefully to allow all children to feel safe and to learn.

The six Golden Learning Rules are:

- We try our best
- We are good listeners
- We look after each other
- We look after things
- We tell the truth
- We respect ourselves and each other

The Golden Learning Rules are displayed prominently around the school and in classrooms. Teachers speak explicitly about them every day and ensure that children have the opportunity to think about how best to achieve them.

THE SPARKY BRAIN SYSTEM



We teach children at St Philip's that life is about the choices you make and the inevitable consequences of those choices. The Sparky Brain System is used throughout the school and is a visual support that encourages children to think about their choices and ask themselves, "Are my choices allowing me to be an effective learner?"

The 'Sparky Brain' system is displayed vertically (as below) in each classroom and learning space and consists of four laminated boxes. Each box is designed to be large enough to clearly display each child's name if necessary. During every learning session, all children start with their names in the **Learning Brain** box. This signifies that the child is choosing behaviours that are conducive to good learning and their name will stay in this box if they continue to make positive behaviour choices. Their name can even be moved from the Learning Brain to the **Sparky Brain** box if they consistently demonstrate outstanding learning behaviours during a session. They will be given a Sparky Brain conversation-prompt sticker if this happens.

It is very important to label behaviours using positive language focused on learning and be explicitly clear with the child why their **choices** are impacting positively upon **learning** e.g. *"You listened really carefully to that instruction and I can see that you understand the task. Excellent listening skills"*. If behaviours are not having a positive effect it is equally important to use positive learning language to support a child to be a more effective learner e.g. *"John, you appear unsure of the task. I will explain again and I would like you to repeat back what I have said when I have finished. Understand?"*.

<p>Super Sparky Brain Children are moved here if they have made continually good choices that allow them to be extremely effective learners. They are continually 'growing' their brain.</p>	
<p>Sparky Brain Children are moved here if they have made choices that allow them to be extremely effective learners. They are 'growing' their brain.</p>	
<p>Learning Brain All children start every session here. Children are making behaviour choices that allow them to be effective learners.</p>	
<p>Thinking Bubble A child's name will be moved here from the Learning Brain to consider their behaviour choices. When they have demonstrated effective learning behaviours, they are moved back onto the Learning Brain.</p>	
<p>Restart If children continue to make poor behaviour choices when on the Thinking Bubble, they are given a restart, the duration of which is decided in accordance with their age. Reflection may be necessary.</p>	

THINKING CLOUD

Behaviours that prevent a child from being an effective learner will result in their name being moved from the Learning Brain to the **Thinking Bubble**. This is used to visually remind the child to think about their behaviour choices whilst continuing to engage in learning activities. If the child changes their behaviour and makes positive choices that allow learning, their name will be moved straight back onto the Learning Brain; this should happen as quickly as possible. However, if whilst on the Thinking Bubble the child continues to make choices that impact negatively upon their learning, the consequence will be a **Restart**.

RESTARTS

Children required to complete a **Restart**, move to sit on a specially designated chair or carpet spot, depending on their age. This is located away from other children but in clear view of the teacher and in a position where the child will still be able to access learning. They will remain here, supported by a timer, for an age-appropriate length of time. If a child is unable to complete the time out in this chair or spot, they must complete their time out in their partner class. As soon as the **Restart** has finished and the child has had/ planned the opportunity to talk about why the **Restart** became necessary, the child's name is moved back to the Learning Brain picture and they are expected to continue learning with their peers.

REFLECTION TIME

If a child has needed to Restart, it may be necessary to follow this up with a **Reflection Time**. This would happen at the end of the session and allows the child to think through their choices and try and prevent the same situation arising again. A prompt sheet should be used (see appendix 1) and children can either talk or write down their responses.

BEYOND THE SPARKY BRAIN SYSTEM: THE POSITIVE BEHAVIOURS LADDER

The Sparky Brain System is used constantly to frame positive behaviour choices and makes up the first four rungs of our behaviour ladder. Sometimes the consequences of choices are more profound than the Sparky Brain System has scope for, both in terms of rewards and sanctions.

1	Excellent continued commitment to Learning Sparky Brain Sparkly Brain sticker given to Learner	
2	Excellent commitment to Learning Sparky Brain	
3	Learning safely in class with peers Learning Brain	
4	Behaviour is below expectations Thinking Bubble	
5	Behaviour continues to disrupt learning/is unsafe Learning Restart (timed, on carpet/at table) OR Learning Restart (times) in class Reflection Zone *monitored by class teacher over time	

CONSEQUENCES: REWARDS BEYOND THE SPARKY BRAIN

If children consistently make choices that allow them to be successful learners, a clear system of rewards is in place to recognise their efforts. It is important to note that at St Philip's we believe in having growth mindsets and will always focus praise and reward on the **effort** made and not just the achievement.

Reward	Examples of behaviour choices
Feeling safe and positive!	The best reward for keeping safe, looking after others and trying your best!
Afternoon tea with the Headteacher	Any child that has made excellent progress in learning as a result of excellent effort.
Letter home from Headteacher	Exemplary and prolonged effort in learning leading to excellent progress over a noticeable period of time.
Gold Standard Award	Given during Celebration Assembly on Fridays, this certificate recognises particularly good effort with learning.
Celebration Assembly	Every Friday morning, teachers will choose examples of good learning to be shared during assembly.
Headteacher Gold Award sticker	Children can be sent to the Headteacher to receive special gold stickers in recognition of their hard work.
Email home from class teacher	Teachers can use our email service in the office to send home positive messages regarding effort.
House Points	House Points will be given liberally for excellent effort with learning.
Opportunities to share learning with peers and adults	Children can share good learning with adults and peers across the school.

CONSEQUENCES: SANCTIONS BEYOND THE SPARKY BRAIN

Sometimes children will continue to make poor choices despite opportunities to take responsibility and restart their learning. If this happens, sanctions need to be put in place in line with our Behaviour Ladder.

6	Behaviour continues to disrupt learning despite Restart Learning in designated Relction Zone in Buddy class Recorded in monitoring folder	
7	Behaviour seriously disrupts learning/is unsafe Learning in designated SLT reflection zone Recorded in monitoring folder and reviewed	
8	Behaviour falls way short of behaviour/learning expectations Internal seclusion at school Recorded in monitoring folder and reviewed	

9

Behaviour falls way short of behaviour/learning expectations
External Exclusion at home
Recorded on SIMS and reviewed



If behaviours are significantly unsafe or disruptive to learning, the Positive Behaviours Ladder outlines next steps to support the child(ren) affected. The table below offers additional guidance when choices have led to sanctions and reparation.

Stage of Ladder	Examples of behaviour choices	Immediate action taken by adult	Follow-up actions
5. Restart 	<i>Lower-level disruptive behaviour e.g. calling-out inappropriately, not following instructions, not joining in, not listening to others, stopping others learning</i>	Ask child to ready themselves for learning with a Restart and then join in. Child's name returned to the Learning Brain.	Monitor closely number of Restarts over time. If becoming a pattern, log in monitoring folder and class teacher to speak with parent to share concerns.
6. Restart in Buddy Class 	<i>Disruptive behaviour e.g. Becoming angry, refusal, attention needy behaviours such as flicking or throwing items 'safely' around, making noises</i>	Direct child calmly to Reflection Zone in buddy class for Restart Return to class upon completion	Class teacher to share with parent/ carer. Record in monitoring folder.
7. Restart with SLT 	<i>Disruptive and/ or Unsafe behaviour e.g. Continued & prolonged refusal to learn, hurting others, uncontrolled anger, prolonged shouting or screaming, serious verbal abuse, prejudice based language, deliberate damage to property</i>	SLT called Child learns with member of SLT until at least the end of the session and completes a Reflection Time before returning to class.	SLT to phone parent/ carer.
8. Seclusion	<i>Serious unsafe or disruptive behaviour. Prolonged.</i>	SLT called Child removed for designated time and parent immediately informed.	Reintegration meeting between child, carer and member of SLT before returning to class. Reflection time. <i>Is an Individual Behaviour Plan in place?</i>
8. Exclusion 	<i>Serious unsafe or disruptive behaviour. Prolonged.</i>	SLT called Child excluded or reverse excluded for designated time and parent immediately issued with letter.	Reintegration meeting between child, carer and member of SLT before returning to class. Reflection time. <i>Is an Individual Behaviour Plan in place?</i> <i>Report to Governors</i>

SECLUSION

If choices have led to extremely disruptive or unsafe behaviours, the consequence will be time away from the class with SLT. A child can be sent straight away or the following day by arrangement of a

member of SLT. After a period, a parent or carer will escort the child to a reintegration meeting with a member of SLT before re-joining their class.

EXCLUSION

Exclusion will only be used in the most serious situations and if behaviour has been extremely unsafe and/or disruptive. In some cases, 'reverse' exclusion may be used; in these instances, parents/ carers are requested to come into school and support their child to complete learning in the nurture room.

BEHAVIOUR OUTSIDE AT PLAY AND LUNCHTIMES

Children need to recognise that the same standards of behaviour are expected outside as well as in classrooms and inside spaces. There are rules for the specific use of some play equipment and in certain outside areas.

OUTSIDE: RESTART DURING OUTSIDE TIMES

There is a designated bench on both the field and the playground for restarts when outside. The supervising adult should ensure that any child completing a restart is calm enough to leave the bench at the end of the designated time.

OUTSIDE: UNSAFE BEHAVIOUR

There is also a Reflection Zone outside the headteachers' office staffed by a member of SLT. This is for more serious incidents where reflection and reparation may be needed. It will be left to the member of SLT manning the Reflection Zone to decide on the length of the reflection time and any follow-up consequences deemed appropriate.

OUTSIDE: FOLLOWING-UP BEHAVIOUR INCIDENTS

All staff have a responsibility to ensure that any incidents are followed up after play and lunch. This might mean speaking with the class teacher or a member of the SLT. All incidents should be recorded in Monitoring Folders. Monitoring Folders will be regularly monitored by a member of the SLT.

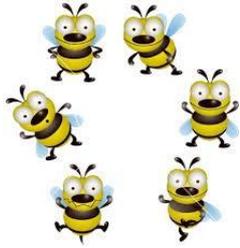
LEARNING CHARACTERS: TEACHING CHILDREN HOW TO BE EFFECTIVE LEARNERS

To understand how to be a successful learner, children need to be taught how and have frequent reminders of the skills necessary. At St Philip's, we have developed our own Learning Characters that display the attributes necessary to be an effective learner.

Busy Bees

Busy Bees teach the children the importance of working hard and working collaboratively.

"Busy Bees remind us that effort is the key to successful learning and that working with others can help us get better!"



Listening Lion



Listening Lion teaches the children the importance of active listening to both adults and other children. Listening is a key skill!

“Listening Lion reminds us to be actively listening to the teacher and each other and focus hard!”

Determined Dog



Determined Dog teaches the children the importance of sustained effort and not giving up when the challenge is hard. This is critical to being a learner and teaching children that mistakes play a positive part in the process.

Effort brings special rewards!

“Determined Dog reminds us that we must keep trying, especially when learning is challenging!”

CREATIVE UNICORN



Creative Unicorn teaches the children how to use our own ideas building on ideas we may have learned somewhere else. Creativity is about having lots of ideas and selecting the best ones.

“Creative Unicorn reminds us to use our own ideas and think creatively when learning!”

Connecting Spider



Connecting Spider teaches the children to use what we already know to solve unfamiliar problems. What have we learned or tried before in another situation that might help us?

“Connecting Spider reminds us that the best learners link learning together and use things they have seen or heard when learning before!”

INDIVIDUAL LEARNING PLANS

Some children have significant Social, Emotional & Mental Health (SEMH) need or may be going through difficult periods. They will need Individual Learning Plans that highlight holistic approaches to improving access to learning and positive behaviours and how any additional resource is deployed. These should be driven by the class teacher but supported by the Inclusion Lead. Parents and carers should be as involved in this process as possible.

PARENTAL ENGAGEMENT

It is vital that parents are actively involved in the positive behaviour of their children. It is important to celebrate successes but also to expect better when behaviours are not of a high enough standard. Teachers are expected to work closely with parents and communicate regularly to ensure a consistent and joined-up approach to positive behaviours.

STRATEGIES TO SUPPORT INDIVIDUAL LEARNING PLANS

At St Philip’s we take our responsibilities under the Equality Act 2010 and recognise that some pupils need a different approach. When children are struggling to choose behaviours that keep them safe and help them and others learn, an individualised approach may need to be adopted. At St Philip’s we use individual reward cards in the first instance and these have a proven track record for helping children to improve their choices. Points are awarded for each session over the course of the school day depending on the quality of choices made by the child. This card is shared with a member of SLT and parents/carers every day.

5 points awarded	Excellent choices result in excellent learning
4 points awarded	One reminder needed, good outcomes achieved due to good choices
3 points awarded	Some good choices made after a few reminders. Some good effort.
0 points	Not enough good choices made and/or unsafe/ disruptive behaviour
*2 bonus points	For outstanding effort

The maximum points score for a session is 7; 5 plus 2 additional bonus points for excellent effort. system each session with rewards for meeting points targets. The child agrees a target score with the teacher at the beginning of the day or week and if this is achieved a special reward will be earned e.g. extra play, playing football with a friend, etc.

If this approach is unsuccessful, it will be necessary to look at establishing an Individual Behaviour Plan and involve parents/ carers and external agencies where appropriate.

EXTERNAL SUPPORT

Sometimes a child, and the adults working closely with that child, will need additional support from external agencies if they are going to thrive. A brief description of some of these agencies is included for information.

SCHOOL NURSE

The School Nurse service will support when a child has additional medical need that may be impacting upon behaviour. This service is also regularly available for drop-in support hosted at the school.

ESBAS

The Education Support Behaviour and Attendance Service (ESBAS) will support any child that is referred to them and meets their criteria. They focus on challenging behaviour that presents as a barrier to learning in the classroom. Support can be offered in class and includes helping staff to use inclusive strategies particularly when dealing with challenging behaviour.

CAMHS

The Child and Adolescent Mental Health Service (CAMHS) will offer support when children are referred due to difficulties at school or home with mental health and subsequent behaviours. Support can be at different levels and for different amount of times depending on the complexity of need.

Scott Unit

The Scott Unit will support children when further diagnosis of issues is required and when an Education Health Care Plan (EHCP) may be necessary to support learning.

PUPIL REFERRAL UNIT (PRU)

The PRU is used for 12-week placements for children whose behaviour has become very extreme and they are unable to access mainstream education for a time. The aim is to work intensively with a child experiencing difficulties and support them back into their mainstream classroom after a period of time. In rare instances, children will receive permanent placements at the PRU.

Name:

Date:

Work it out!



What happened?



What could I have done differently?



What could I do to sort it out?



What will the consequence of my behaviour be?

Adult:

Child: