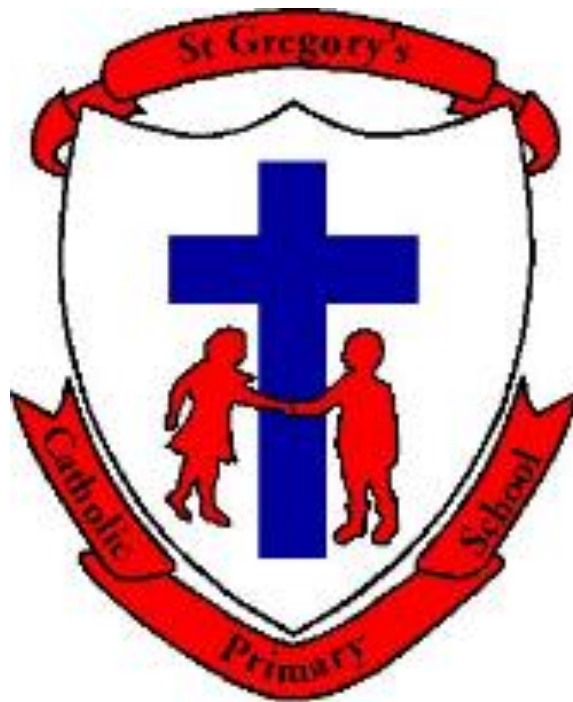


St Gregory's Catholic Primary School



Policy for Supporting Positive Pupil Behaviour

A guide for children, parents and staff.

Living, Loving, Learning and Celebrating
with Jesus.

Mission Statement

Our aim as an inspirational Catholic school is to live, love, learn and celebrate together, following in the footsteps of Christ. We nurture and promote a love of learning with Jesus as our guide by creating a globally minded family of safe compassionate and lifelong learners.

We will do this by;

- Living close to Jesus
- Being a community that loves learning and provides challenging opportunities for all to grow and develop
- Developing a partnership between home, school, parish and the wider community

Philosophy

All children need a well ordered, disciplined environment in which to learn and develop their self-control, respect, and appreciation of others. We believe that to promote good behaviour, and thus work to the best of their abilities, children need to be offered positive role models. They need to feel secure in the knowledge that approaches to their behaviour will be consistent and fair.

St Gregory's Aim

- ❖ To encourage a calm, purposeful and happy atmosphere within school.
- ❖ To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- ❖ To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- ❖ To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
- ❖ To create a common sense of direction and feeling of purpose for pupils, staff, and parents.
- ❖ To ensure that our children experience success which can be developed through the National Curriculum and wider curriculum.
- ❖ To ensure that our children recognise their own personal development and mental health as a priority.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff, and parents. These are as follows:

Children's responsibilities:

- ❖ To work to the best of their abilities and allow others to do the same.
- ❖ To treat others with respect.
- ❖ To comply with the instructions of members of staff.
- ❖ To take care of the school property and environment.
- ❖ To cooperate with other children and adults.

Staff responsibilities:

- ❖ To offer good role models.
- ❖ To provide a challenging, interesting, and relevant curriculum.
- ❖ To create an environment that is safe, secure, interesting, and pleasant.
- ❖ To treat all children fairly and with respect.
- ❖ To use rules and sanctions clearly and consistently.
- ❖ To foster good relationships with parents/carers.
- ❖ To recognise that each child is an individual and to be aware of their needs.

Parents' responsibilities:

- ❖ To be aware of the school rules and expectations.
- ❖ To support staff in the implementation of the policy.
- ❖ To foster good relationships with the school.
- ❖ To make their child aware of appropriate behaviour at all times.
- ❖ To show an interest in all that their child does in school.
- ❖ To encourage independence and self-discipline.

St Gregory's Whole School Ethos

All children, staff, parents and governors have contributed to our school's vision, Christian Values, and our School rules.

Our Vision

Our Christian vision is to grow, love and celebrate together,
following in the footsteps of Christ.

Christian Values

Our Five core Christian values underpin every aspect of our work at St Gregory's and set out our expectations of children's behaviours for learning:

- ❖ We are kind and respectful (Friendship, Love)
- ❖ We are curious and ready to learn (Commitment, Responsibility, Gratitude)
- ❖ We are resilient and learn from our mistakes (Honesty, Forgiveness)
- ❖ We cooperate and work together (Patient, Love)
- ❖ We aspire to be the best we can be (Inspiration)

Our school rules

We have a simple set of school rules which are:

- ❖ Treat others with kindness, dignity and respect.
- ❖ Follow instructions the first time you are asked.

- ❖ Keep your hands and feet to yourself.
- ❖ We tell the truth.
- ❖ Listen carefully and take turns in speaking.
- ❖ Get on with your work and allow others to do theirs.

Strategies for positive encouragement include:

- ❖ Staff congratulating children / positive praise
- ❖ Celebrating achievements with others, either in class or during Celebration Assemblies.
- ❖ Positive feedback to parents
- ❖ Class Dojo points
- ❖ Stickers
- ❖ Star of the Week
- ❖ Presenting good work to the Headteacher or other class teachers
- ❖ Note pads / Post Cards home

ClassDojo Points

ClassDojo is a behaviour management tool for the classroom. Each child has a profile – complete with their own dojo emoji – to which teachers can assign positive (or 'dojos') throughout the lesson. The programme will be operated by a teacher or teaching assistant from their computer or Ipad. This information is then recorded on each child's profile so that it can be reviewed throughout the year. Parents also have logins so that they can view their child's achievements from home. Any child who has shown good behaviour; for caring for each other; politeness, respectfulness etc. during the week is awarded a dojo point by any member of staff. Lunchtime supervisors will also give out dojo points.

When a child receives 100 Dojo's they will receive a Bronze Certificate.

When a child receives 200 Dojo's they will receive a Silver Certificate.

When a child receives 350 Dojo's they will receive a Gold Certificate.

Class / School behaviour management.

It is widely recognised that when children have clear and consistent approach to behaviour, they are more likely to also behave in a more consistent manner.

At St Gregory's we operate a very clear approach to how we can gather a class back together / larger group together quickly. The following process is to be used by all staff.

Raise your hand – wait for children to respond or positive praise for those children to raise their hand.

As this system becomes more embedded in school, we will simply raise our hand and children will know what we expect and react accordingly.

Coming into school

How the day starts sets the tone for the rest of the day. At St Gregory's we firmly believe that all children should receive a warm welcome as they enter school. Mrs Roney and other members of the Senior Leadership Team will be on the playground at the start and end of the school day to greet children and families. When the children arrive at their classroom door, an adult will also be there to welcome them into school.

Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At St Gregory's we operate the following system:

At the end of the break a bell is rung – all children will walk sensibly to the designated place for their class to line up. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

Encouraging good behaviour

Children's good behaviour is noticed, encouraged, and often rewarded. Strategies include:

- ❖ Emphasis on encouraging and motivating pupil e.g., positive feedback, descriptive praise, give attention for success
- ❖ Promoting respect for individuals by:
 - including their culture and background
 - modelling desired behaviour
 - listening to children and communicating that you have heard what they have said.
- ❖ Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
- ❖ Raising self-esteem by ensuring pupils experience and recognise their own success.
- ❖ Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible.
- ❖ Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

Managing incidents of unacceptable or inappropriate behaviour

We follow the following stepped behaviour code:

1. Non-verbal warning
2. Reminder of expected behaviour
3. Final verbal warning
4. Consequence one issued: 5 minutes missed break time (detention) or 'Thinking Time' for EYFS

5. Consequence two issued: 10 minutes missed break time (detention)
6. Consequence three issued: 15 minutes missed break time (detention)

A 'sent out' request could be issued where a child consistently fails to conform to behaviour rules. A record of these incidents will be recorded on CPOMS.

If a child misses any of their break time because of their behaviour, their parents will be informed by the class teacher.

If there are several break times missed within a week, parents will be invited into school to speak with a member of the Senior Leadership Team to discuss their child's behaviour and steps that will be put in place to support the child moving forward.

If there is no improvement after this, the child will be placed on a Behaviour Card to monitor behaviour. If there is still no improvement after this the child is at risk of exclusion, the Local Authority will be informed and the Social Inclusion Team will become involved. At this point, a move to another school could be arranged by the Local Authority, a placement in an Alternative Provision could be sought or Permanent Exclusion.

It may be required for a pupil to spend a limited time out of the classroom at the instruction of a member of staff, this is known as removal from class. This would happen in cases of serious disciplinary reasons. This would be different from a 'sent out' request in which pupils are asked to step outside of the classroom to calm down and a conversation about school rules. The use of removal will allow for a continuation of the pupils education in a supervised setting.

Managing incidents of unacceptable or inappropriate behaviour from playtimes

School will follow the same guidance as above.

If the negative behaviour takes place during lunchtime, they will then miss time the following day from that session and not the first playtime.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school they will be referred to one of our school Learning Mentors for social support.

Managing incidents of unacceptable or inappropriate behaviour outside of school The DfE

state the following in their guidance:

Pupils' conduct outside the school gates – teachers' powers What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- ❖ Everyone must be given enough time to calm down before the restorative discussion takes place.
- ❖ Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be an adult that was involved in the incident who supports with the discussion.
- ❖ All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent, and respectful.
- ❖ Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. What were your thoughts at the time?
3. How were you feeling at the time?
4. What have your thoughts been since?
5. How do you feel now about what has happened?
6. Who has been affected by what's happened?
7. In what way/s have they been affected?

8. What needs to happen to make things right?

Managing Behaviour over time:

The headteacher / Deputy Headteacher, SLT and Learning Mentors monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of incidents. Classroom staff should inform the headteacher/deputy headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

The class teacher retains responsibility for managing behaviour of children in their class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- ❖ Positive reinforcement through reminders of expectations in line with the values of the school
- ❖ Awarding Dojo points in recognition of compliance with school expectations, such as completion of homework
- ❖ Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

When there is no improvement in behaviour overtime, the following strategies could be used:

- ❖ A formal conversation between a member of SLT and the child when the child has had repeated reportable incidents
- ❖ A conversation with child, parents, and teacher to identify any hidden causes of behaviour
- ❖ Referral to Learning Mentor to identify possible strategies
- ❖ Creation of behaviour improvement plan and regular review meetings
- ❖ Liaison with SENDCO to discuss possible SEND

The headteacher's involvement will include:

- ❖ Liaison with external agencies for support
- ❖ Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- ❖ Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for resolving conflict

At St Gregory's our strategy for resolving conflict is using Restorative Practices. Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used. Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) What the other(s) has/have done to upset them
- 2) How they feel about it
- 3) How they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. They make sure that:

- ❖ The turns are taken
- ❖ Children adhere to the three steps
- ❖ They listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Restrictive Physical Interventions

Where Restrictive Physical Intervention may have to be used, it must always be considering full adherence to national and local legal requirements and guidance, and in full accordance with the spirit as well as the letter of the law.

Conclusion

It is by emphasising the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all the, Staff, Governors, and Parents to ensure that the children of St Gregory's Catholic Primary School are educated in a caring, friendly, and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

The Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at our school among pupils.

All staff at St Gregory's have been fully trained in the use of reasonable force (Positive Handling), and will only use this in exceptional circumstances.

APPENDIX A: Managing Sexual Behaviours

The school's approach to managing Harmful Sexual Behaviours is based on the AIM project and uses their research and methodology. Sexual behaviours can be defined as:

- ❖ Sexual violence –rape, assault by penetration or sexual assault
- ❖ Sexual harassment – unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes or online harassment.

A St Gregory's our ethos is based on a culture of respect, acceptance, and diversity. Any incidents of sexual violence or harassment will not be tolerated. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school will use the guidance set out in the AIM project to deal with all allegations of sexual behaviour.

Curriculum

The school's RSE and PSHE curriculum is focused on healthy relationships and teaching the values of respect, acceptance, and diversity. All children will be educated through the school curriculum to understand these values. (See PSHE/RSE curriculum). Children will also be taught the importance of identifying and reporting harmful sexual behaviours through the safeguarding curriculum.

Reporting

- ❖ All incidents of sexual behaviour should be recorded on CPOMs by staff and reported immediately to the safeguarding team.
- ❖ Staff should be alert to any 'lower level' incidents of sexualised language/sexism. These incidents should be tackled through educating the child and reporting to the DSL.
- ❖ Children should understand that any incidents of sexual violence or harassment should be reported to a member of staff immediately.
- ❖ The safeguarding team will review weekly any incidents of sexualised behaviour and identify and respond to any patterns.

Responding to incidents

All staff will be trained in understanding and managing sexual behaviours. They will know how to report and respond to any incidents.

Incidents will be considered on a case-by-case basis, considering the age and developmental stage of the child who has been harmed and the child who has harmed.

The child who has been harmed and the child who has harmed will be given a safe space with at least two members of staff to explain the incident.

Significant incidents of sexualised behaviour will be assessed by the safeguarding team using the AIM checklist. This checklist will categorise any behaviours as normal, inappropriate, problematic, or abusive/violent. This work should always be undertaken as a team.

Following this assessment, the team will decide on appropriate actions and sanctions. These must always consider the views of the child who has been harmed and the child who has harmed and be proportionate. They may include:

- ❖ Cautionary advice
- ❖ Educational intervention
- ❖ Reporting to parents
- ❖ Reporting to the police
- ❖ Involvement of social care
- ❖ Enhanced supervision
- ❖ Restrictions on movements within the school
- ❖ Use of a Risk Assessment Management Plan (RAMP)

- ❖ Suspension
- ❖ Exclusion

Support for the child who has been harmed

Support will be provided for the child who has been harmed in discussion with the child and parents/carers as appropriate. This may include:

- ❖ Therapy provided by the school or outside agencies
- ❖ Educational intervention
- ❖ Additional support from school staff for the child and parents/carers

Support for the child who has harmed

Support for the child who has harmed will be in discussion with the child, safeguarding team, SLT, parents/carers, police, and social care as appropriate. This support may include:

- ❖ Therapy provided by the school or outside agencies
- ❖ Educational intervention
- ❖ Additional support from school staff for the child and parents/carers

APPENDIX B: Managing Discriminatory Language

Educating your pupils, staff and parents helps tackle all forms of discrimination, such as racism, sexism, or ableism. Stopping these behaviours early can help to educate and prevent more serious forms of abuse and discrimination from taking root.

In addition, we comply with the Public Sector Equality Duty (PSED) in your school. This means you must have due regard for:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations in your community

Guiding principles when challenging behaviours

It is recognised that there's no "one size fits all" approach to these conversations. Staff and Leaders need to judge the most appropriate way to raise the topic, depending on the situation. These are the principles we will use when dealing with these behaviours

1. Don't let it go

If you hear or see a pupil or a member of staff saying or doing something that feels sexist, racist or discriminatory in any way, respond to the situation there and then. By doing nothing, you're sending the signal that you're okay with what you've witnessed.

2. Be reasonable

Make sure your response to anything seen or heard is proportionate. If you have a zero-tolerance approach to even the most minor of comments, pupils are unlikely to be honest with you or feel they can talk to you about these issues. Explain why the behaviour is inappropriate and accept that a conversation may be all that's needed.

3. Handle incidents calmly

Depending on the severity of what you've witnessed, reacting immediately with anger or harsh discipline will likely cause the pupil to become aggressive and defensive in turn. If appropriate, turn the situation into a teachable moment. Explain why what was said or done was inappropriate and encourage a conversation rather than just handing out punishment. Stop the behaviour right away but pick up with an individual child have the conversation later when the child is calm and away from peers.

4. Be precise

Always explain exactly what was inappropriate, in as much detail as possible, so there's no room for doubt.

For example, instead of saying "don't say words like that" or "don't swear" to a pupil, instead state exactly which word is inappropriate, always giving a reason why. Depending on the age of the pupil, you might want to say something like:

"Do you know what [that word] means? [Explain in age-appropriate terms, if necessary] You might hear and use that word at home, but it can offend and hurt some people, so we don't use it in school."

Reporting

- ❖ All incidents of discriminatory language should be recorded on CPOMs by staff and reported immediately to the safeguarding team.
- ❖ Staff should be alert to any 'lower level' incidents. These incidents should be tackled through educating the child and reporting to the DSL.
- ❖ The safeguarding team will review weekly any incidents of discriminatory language and identify and respond to any patterns.

Responding to incidents

- ❖ All staff will be trained in understanding and managing discriminatory behaviours. They will know how to report and respond to any incidents.

- ❖ Incidents will be considered on a case-by-case basis, considering the age and developmental stage of the child who has been affected and the child who has harmed.
- ❖ The child who has been harmed and the child who has harmed will be given a safe space to explain the incident.

Following this assessment, the team will decide on appropriate actions and sanctions. These must always consider the views of the child who has been harmed and the child who has harmed and be proportionate. They may include:

- ❖ Cautionary advice
- ❖ Educational intervention
- ❖ Reporting to parents
- ❖ Reporting to the police
- ❖ Involvement of social care
- ❖ Enhanced supervision
- ❖ Restrictions on movements within the school
- ❖ Suspension
- ❖ Exclusion

Support for the child who has been harmed

Support will be provided for the child who has been harmed in discussion with the child and parents/carers as appropriate. This may include:

- ❖ Therapy provided by the school or outside agencies
- ❖ Educational intervention
- ❖ Additional support from school staff for the child and parents/carers

Support for the child who has harmed

Support for the child who has harmed will be in discussion with the child, safeguarding team, SLT, parents/carers, police, and social care as appropriate. This support may include:

- ❖ Therapy provided by the school or outside agencies
- ❖ Educational intervention
- ❖ Additional support from school staff for the child and parents/carer

APPENDIX C - Reflecting on my behaviour

What happened?
What were your thoughts of at the time? How were you feeling at the time?
What have you thought about since?
How do you feel now about what's happened?
Who has been affected by what you have done?
In what way have they been affected?
What needs to happen to make things right?