St Gregory's Catholic Primary School

Policy for Supporting Positive Pupil Behaviour

A guide for children, parents and staff.

Living, Loving, Learning and Celebrating Together.

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.
- Attend meetings to support school with behaviour if and when needed.

St Gregory's Whole School Ethos

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

Our Vision

Our Christian vision is to live, love, learn 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 **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
- Dojo Shop

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.

When a child receives 500 Dojo's they will receive a Platinum Certificate.

Class / School behaviour management.

It is widely recognised that when children have clear and predictable 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 great 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 whistle is blown – 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

KS1 – Stars next to names – non-verbal warning – if all 3 stars are removed – 5 minutes lost.

Afternoon 'time out' if needed so all KS1 children can start each day fresh.

KS2 – 3 lines on each desk, when class rules/non-negotiables are not followed after receiving a warning, lines will start to be removed, each line representing 5 minutes of break/lunch time.

In both Key Stages at the teacher's discretion, other classroom sanctions will be used.

At the teacher's discretion, reasonable adjustments will be made for children who need it.

A ‘sent out’ request could be issued where a child consistently fails to follow school rules. Any work missed during this time will be caught up on during break or lunch time.

If a child misses several break times or requires frequent time out of class to regulate their behaviour within a week, parents/carers will be informed by the Class Teacher.

If there is no significant improvement in the child's behaviour, parents/carers will be invited to attend a meeting with the Class Teacher and a member of the Senior Leadership Team to discuss concerns and agree appropriate support strategies. Any meetings held between school staff and parents/carers will be recorded on CPOMS.

If there continues to be no improvement after this, the child will be place on a Behaviour Report Card to monitor behaviour. If there is still no improvement after this the child is at risk of an internal exclusion. An internal exclusion will mean the child will spend time in another class. This could be for part of a day, whole day or number of days, including break and lunch times.

If a child is at risk of exclusion, the Local Authority will be informed and school may request support from alternative agencies such as the Behaviour Intervention Team. If no improvement continues, a move to another school could be arranged by the Local Authority, a placement in an Alternative Provision could be sought or Permanent Exclusion.

As the natural consequence, children who miss their break or lunch time due to negative behaviour will participate in a Behaviour Reflection time with a member of staff to discuss what has happened and what can be changed moving forward.

If a child consistently fails to follow school rules, school may decide that they are unable to attend school trips or residential visits.

Where a child's behaviour is considered by school to pose a risk to their own safety or the safety of others, school may decide that the child is not permitted to leave the school site as part of a school activity. This may include swimming lessons, school trips and residential visits and will be determined via a risk (dynamic or written) on the basis of health, safety, and welfare considerations.

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.

Behaviour in Schools - Advice for headteachers and school staff Feb 2024

Behaviour outside of school time will be considered when completing dynamic or written risk assessments for school trips and residentials.

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion. Restorative discussions will only take place during break and lunch time.

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, predictably 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 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.

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 tacked 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 tacked 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

Behaviour Reflection

NAME: DATE:

APPENDIX C - Reflecting on my behaviour

Which expectation did you not meet?

Treat others with kindness, dignity and respect ☐
Follow instructions the first time you are asked ☐
Keep your hands and feet to yourself ☐
Tell the truth ☐
Listen carefully and take turns in speaking ☐
Get on with your work and allow others to do theirs ☐

What Happened?

What were your thoughts at the time? How were you feeling at the time?

How do you feel about what has happened now?

Who has been affected by what happened? How were they affected?

How do we make things right? What help do you need to achieve this?