



## Behaviour Policy (LIGHT)

Adopted by Local Governing Board:

Date: **May 2024**

To be reviewed: **May 2027**

### **Credits:**

Larkrise Primary School, Oxford (River Learning Trust)

Brighton and Hove City Council

The Jesuit Institute



# 'A Doorway to a Life of Love and Learning in the Light of Christ'

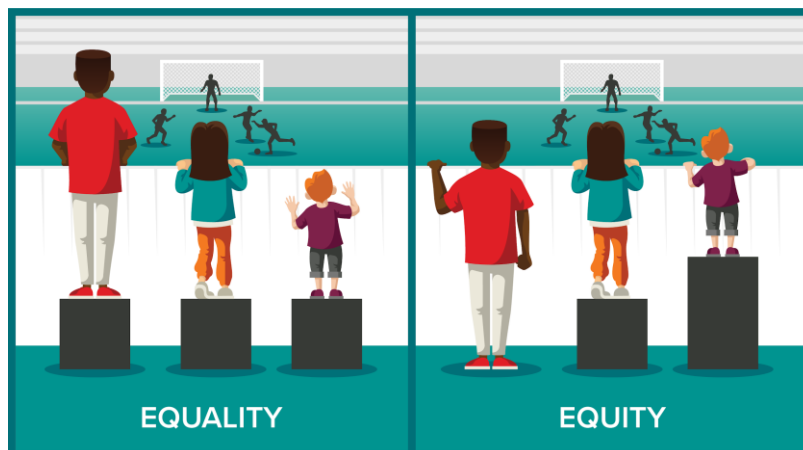
This policy was created in consultation with pupils, staff, parents and Local Governing Board Representatives.

The behaviour of all at St Mary's is based on the Gospel message of love and its values of respect, justice and tolerance. It is our responsibility and duty in a Catholic School that God's presence is felt and that a Christian perspective on life and relationships is at the heart of our existence.

**Matthew 5:15-16** *People don't light a lamp and put it under a basket but on a lamp stand, and it gives **light** to everyone in the house. In the same way let your **light** shine in front of people. Then they will see the good that you do and praise your Father in heaven.*

## **Key Principles of our Approach**

Being fair is not about everybody getting the same (equality) but about everyone getting what they need (equity).



- **Behaviour is a form of communication.** The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEM) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Learners that find developing effective behaviours for learning difficult need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. Thinking of a child as behaving badly disposes you to think of punishment rather than understanding the cause of the behaviours and providing an effective plan of support around the learner and the other learners in their classroom and beyond.



- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, learners and their parents/carers. It also relies on creating a positive school culture and climate that fosters kindness, connection, inclusion, respect and value for all members of the school community.
- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help learners feel safe, their educational environment needs to be high in both nurture and structure. Learners need predictable relentless routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise learners from their peers, school community and family, leading to potentially more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of learners are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful. Instead what choices can learners be supported to make to get back on track to learning.
- **Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).
- **Encouraging parental engagement and involvement** is absolutely crucial when addressing and planning support for learners.
- **A whole school approach to supporting behaviours for learning** using guidelines from Pivotal Education and "When the Adults Change Everything Changes" by Paul Dix.
- **Five Pillars of Pivotal Practice.** For more information visit <https://whentheadultschange.com/>
  - Calm Consistent Adult Behaviour
  - First Attention to Best Conduct - Noticing the children who are showing good behaviours for learning first.
  - Relentless Routines - Whole school routines such as 'Wonderful Walking' and 'Legendary Line Up'.
  - Scripted Interventions - This enables the adults to respond to behaviour for learning using consistent interventions.
  - Restorative Practice - Enables the learner to be supported to understand their behaviours and to be given an opportunity to restore relationships.
- **Pace Approach.** PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people.



## OUR BHEAVIOUR EXPECTATIONS

To support everyone in achieving our school's mission, we have agreed a charter to support our school's aims. This, in conjunction with the Gospel Virtues are used daily to support and prompt our children and staff about our expectations of each other.

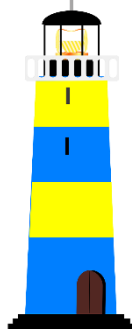
Look to Jesus and follow his example

Involve yourself in the community

Give it your best

Have high Expectations

Teach others by example



*Jesus is the Lighthouse*

*These aims are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential. This, in turn, demands a positive policy of encouraging good attitudes, rewarding and praising where possible and the setting of a good example.*



## RECOGNITION AND REWARDS

We recognise and reward learners who meet and exceed our expectations. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. It is also important that adults remember to give their “first attention to best conduct”,

**‘It is not what you give but the way that you give it that counts.’**

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

- Each week, at a red carpet event: ‘Congratulations Assembly’, individual children from each class are awarded a variety of different awards including overall achievement, The Golden Book (KS1) and KS2 certificates for exceptional work (gold/silver/bronze). Half termly awards are given to a child who has behaved in a way that reflects the Gospel Virtues our behaviour policy is built upon.
- Each child is a member of a house team. Lighthouse points are awarded and a weekly score is calculated. The Congratulations Board reflects the running tally of weekly house winners displayed. The winning team earns a reward e.g. extra playtime every half term.

In addition:-

- A visit to a member of staff, another class, the Headteacher for commendation, e.g. written or verbal comment, lighthouse points and reward stickers.
- An exercise book comment, lighthouse points, whole class rewards e.g. selecting specific points or ideas which give pleasure.
- A quiet word, a smile, etc.
- Conferring of special responsibility.
- Acknowledgement of achievements, Christian attitudes, etc., outside school hours.
- Nomination for afternoon tea with Headteacher
- Mission Award – annual award for children ‘living our mission’ during academic year.
- Use of school reports, pupil profiles, Home/School Reading Records, Newsletter, Parents’ Evenings to comment favourably on good work, behaviour, attitude and achievement.
- Letters commending the school from outside agencies on display.
- Positive Behaviour System for whole class/table rewards e.g. earning points equating to amounts that can be exchanged for certain reward.
- End of year awards ceremony.



## SUPPORTING LEARNERS TO GET 'BACK ON TRACK'

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or a nudge in the right direction is all that is needed. Although there are occasions when it is necessary to manage behaviour more formally, it is important to remember every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Learners are held responsible for their behaviour. This responsibility increases with age and cognitive ability. Staff will deal with behaviour without delegating. Middle and senior leaders will work alongside staff to support, if and when needed.

Staff will use the steps in behaviour for dealing with poor conduct and to get learners back on track to learn.

**Step 1 - Reminder:** A reminder of the expectations for learners using the agreed script 1 which is delivered privately to the learner whenever possible. The staff member makes the learner aware of their behaviour and reminds them of their previous good conduct to prove that they can make good choices. The learner has a choice to do the right thing.

**Step 2 - Reminder and Choice:** Another reminder to make the learner aware of their behaviour and to clearly outline the consequences if they continue to not follow the school's expectations, delivered privately to the learner, using the agreed script 2 ,

**Step 3 - Reflection Time in Class:** The learner is asked to speak to the teacher or teaching assistant away from others.

- Boundaries are reset.
- The learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning using the agreed script 2 ,
- The learner is given a final opportunity to re-engage with the learning / follow instructions.



- Learners are asked to take a moment to reflect on their actions. This could be in a space within the classroom/learning space or can be just outside the classroom/learning space if the learner needs to cool down and/or to defuse a situation. In general, three to five minutes should be enough.

**Step 4 - Reflection Time away from the classroom/learning space and restorative follow up:** If the step above is unsuccessful, or if a learner refuses to take a reflection time then the learner will be asked to leave the classroom/ learning space. If this happens the adult dealing with the original behaviour must engage the child in a restorative follow up using the agreed script 3 (put it right) .

The restorative action includes a conversation with the staff member and the learner and an agreed restorative action in order to repair the damage of trust between staff and learner.

Staff who originally dealt with the behaviours will take responsibility for leading Restorative Action meetings. Leaders at all levels will support if needed or when requested to do so.

The restorative follow up can take place at the end of every session. If the incident took place during the last session of the day the learner will be asked to stay behind so that the restorative follow up can take place so that this does not carry forward to the next day. Only if agreed with a Leader should the restorative follow up take place at the beginning of the next day.

*No other sanctions must be used such as removal from educational visits or afterschool clubs unless there is a Health and Safety reason to do so. If this is the case an appropriate risk assessment should be produced to try and minimise this risk.*

## **Break times and Clubs**

All steps mentioned above will be used at break times. Additional alterations include:

**Reflection Time in the playground:** Learners will be asked to do this at the edges of the playground and supported by adults if needed.

**Reflection Time away from the Playground and restorative follow up:** Children will be asked to come inside to finish their break time and a brief restorative conversation with the adult that dealt with the original behaviour will take place ready for the learner to go back to class. If this is not possible the restorative follow up will take place at the next possible opportunity. The next breaktime or after school.

*Children in the Breakfast Club and after school clubs follow the same steps.*



## SUPPORTING LEARNERS WITH CHALLENGING BEHAVIOURS

From time to time we need to support learners that find some aspects of school life challenging. These learners need additional support so that they can learn appropriate behaviour expectations using the same ethos that we would use to support children with any learning need at St Mary's Catholic Primary School.

Staff will always deal with challenging behaviour calmly and without anger.

### **Protective Intervention Plans**

Protective Intervention Plan (PIPs) are used to plan the support needed.

**PIP Conference Stage:** The PIP conference will be called where there is a consistent cause for concern regarding a learner's behaviour for learning. A PIP conference that takes a 360 degree view of the learner will be convened. This meeting will include the Teacher and a member of the Senior Team. It may also include the SENCo and Home School Link Worker. The meeting will address the learner's progress and achievement, learning needs, attitude and behavioural routines. If needed, support can also be requested from the following to ensure we have an outside perspective on the behaviours we are trying to support.

A draft PIP will be drawn up at the meeting.

If the learner's needs require a team approach then the school will move to the Partnership Stage. For cases where community support beyond the school is needed the Team Around the Family approach will also be considered via Early Help assessment.

**PIP Partnership Conference Stage:** The draft PIP will be discussed at a partnership conference. This will include the members of staff who wrote the draft PIP, Parents/Carers and if appropriate the learner. At this meeting the PIP will be finalised. This will provide three documents.

- The PIP - a document that sets out to understand the triggers for the behaviours and steps to take. It may also include an action plan if additional information or support is needed
- PIP Overview - This is a one page overview of the PIP to ensure consistency of approach by the adults in the school.





- Learner's PIP - This is the learner's version of the PIP which is used to support learners to manage their behaviours day to day. Visual representations can also be used for this document. For more complex cases that need a community approach beyond the school professionals an Early Help Assessment will be undertaken and the PIP will form part of the Team Around the Family action plan.

## RESPONSIBILITIES OF THE SCHOOL COMMUNITY

It takes a whole school community to support effective behaviour for learning. Below sets out each member of the school community responsibilities.

### **All Staff**

- Refer to our behaviour expectations positively - actively seeking out learners who are meeting them.
- Model calm consistent adult behaviour at all times to build positive behaviours and build relationships.
- Have positive conversations with parents at the end of the day and phone calls home.
- First attention for best conduct - Use of visible behaviour recognitions throughout every lesson by praising those learners who are meeting the school's expectations and linking praise to our expectations.
- Use prevention behaviour strategies before using the steps to get children back on track.
- Follow the agreed steps to supporting children to get back on track.
- Are calm and give 'take up time' when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners. Never ignore or walk past learners who are not meeting our expectations. Use the phrase "Be that as it may" to stop confrontation.
- Record behaviour incidents on Trackit which links with our Child Protection system (MyConcern).

### **Teachers**

- Meet and greet at the door at the beginning of the day with positivity.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Ensure there is clear communication with parents/carers regarding their children's behaviours in class.

### **Phase Leaders**

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- Be a visible presence in the school to encourage appropriate conduct.



- Support staff in returning learners to learning by supporting staff in restorative conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive phone calls home.
- Ensure staff training needs are identified and targeted.
- Support staff in managing learners with more complex or entrenched negative behaviours.

### **Supportive Intervention Team (SIT)**

The Supportive Intervention Team includes the following staff:

- SENCo
- Home School Link Worker
- Headteacher

The team meets every week. They aim to:

- Provide support, advice and mentoring for staff re managing learners behaviours.
- Use behaviour data to target and assess interventions.
- Support staff to implement recommendations from the team and other professionals from outside the school.
- Lead on the Restorative Conference and Partnership Stage.
- Support staff to write PIPS to support learners.
- Provide behaviour interventions that support children who have PIPs.
- Act as mentors for children with PIPS
- Ensure the needs of high needs children are communicated to all staff.

### **Senior Leaders (SENCO, Deputy Headteacher and Headteacher)**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**Senior leaders will:**

- Meet and greet learners at the beginning of the day.



- Be a visible presence around the school in classrooms, corridors and the whole site, particularly at times of mass movement and especially at the beginning and end of break times and the beginning and end of the day.
- Celebrate staff and learners whose efforts meet our high expectations.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Support/lead the Restorative Conference and Partnership Stage when there are complex needs.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Support the Positive Intervention Team.

**Governors** will support the senior leaders to:

- Monitor the effectiveness of the Behaviour for Learning Policy in impact committee meetings.
- Appoint a Behaviour for Learning lead governor who will provide additional understanding to the governing body by visiting the school to meet and talk to staff, learners and their parents/carers regarding the impact of this policy.

**Learners** are expected to:

- Follow the school's expectations.
- Support their peers to meet the school's expectations.
- When mistakes are made and the school's expectations have not been met, let school adults support them to get back on track.
- Engage with support with managing their behaviour.

**Parents/Carers** Parents/Carers are an integral part to ensuring that this policy is successful.

We ask parents/carers to:

- Support this policy.
- Support the school by celebrating good behaviour for learning and supporting their child to understand the consequences if they have not met the school's expectations.
- Engage with the school and other support organisations if their child needs additional support.
- Support their child in school by letting the school know about any issues outside of school that may affect their child's behaviour within school.



## RECORDING INCIDENTS

At St Mary's Catholic Primary School we record behaviour incidents so that we can track improvements in learners' behaviours over time. Behaviour data is also used to assess behaviour needs within the school so that appropriate resources can be allocated to support excellent behaviour for learning. Behaviour tracking data will remain confidential. An anonymised report on behaviour data will be made by the Headteacher to the governors so that they are aware of any trends in behaviour and to monitor the effectiveness of this policy. There are three types of incidents that are recorded.

- **Learners who have had to take reflection time out of class or are asked to leave the playground** who have already had reflection time within class or learners that have shown significant disregard for the school's expectations.
- **Learners who are bullying or behaving in a discriminatory way:** Racism; homophobia; sexism/gender discrimination; ableism (discriminating against people with disabilities)
- **Exclusions** (External and Internal)

## EXCLUSIONS

When serious incidents occur, exclusion from school may be necessary. In most cases this will take the form of an internal exclusion within school. This is where the learner completes work away from other learners. This will also include a more intensive restorative follow up.

**When considering an exclusion the school will take into account three factors:**

1. The actions of the learner.
2. The intent of the learner when carrying out these actions.
3. The cognitive ability of the learner to understand their actions and the consequences of these actions.

If a fixed term or permanent exclusion is deemed necessary by the Headteacher the school will follow the Department of Education guidance and may seek support from the Local Authority.

Fixed-term exclusions of over five days in duration need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Headteacher's decision to exclude.



If the above behaviours are persistent over time, or an incident that seriously endangers the health and safety of others, a permanent exclusion may be needed.

A managed move to another school may also be sought before a permanent exclusion.

A permanent exclusion will only take place when all other outcomes have been explored and completely exhausted. A permanent exclusion would need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Headteacher's decision to exclude.

Details of all exclusions will be made available to the Chair of Governors; an anonymised report on exclusions will be made by the Headteacher to the governors so that they are aware of any trends and the general use of this sanction.

The school will also have regard for the Disability Act 1995 which states that it is unlawful to exclude a disabled child for a reason related to their disability without justification.

## REDUCED TIMETABLE

When a risk assessment of a child's behaviour has been carried out and they are still found to be at high risk of permanent exclusion even with one to one support or specialist supervision, a reduced timetable may be used. Reduced timetables will be reviewed on a weekly basis with the parent/carer and the child. They are usually used only whilst the school ensures other measures are put in place to support the child or whilst a statutory assessment is taking place. The school feels strongly that a reduced timetable is much more positive than possible exclusions that may occur whilst specialist support and/or provision is being made.

## EQUALITY OF EDUCATIONAL OPPORTUNITY

In managing behaviour, the school has regard to the Code of Practice for children with Special Educational Needs & Disabilities (SEND) and strives to ensure those learners' special needs are identified and met, with the support of outside agencies and the use of individual programmes as appropriate.

The school will take into consideration the effect of a disability on behaviour and will put in place strategies to support learners with disabilities. Equality of educational opportunity will be ensured for all learners as far as is practicable who require alternative arrangements because of their behaviour.



In applying the Behaviour for Learning Policy, we will ensure that we do not discriminate against children or other members of the school community on grounds of gender, age, sexuality, religious, cultural or ethnic differences, all of which have implications for equality of educational opportunity.

## BEHAVIOUR OUTSIDE OF SCHOOL

At St Mary's Catholic Primary School we believe that we should support all learners to be the best they can be. There are times where children may be involved in behaviour incidents that fall outside of the school day. For example walking to and from school or an incident involving the Police. When these incidents occur it can often have a negative effect on learning. It can also have a detrimental effect on the learner and the school's standing within the community. For this reason the school will support the children involved and, in some cases, use this policy to ensure children understand the impact of their actions.

## POSITIVE HANDLING

We have a duty of care to ensure children and staff learn and work in a safe environment. Staff will use positive handling only in the following circumstances:

- If a child is putting themselves in danger
- If a child is putting another child or an adult in danger
- If school property is being damaged
- If a child is significantly disrupting learning and all other de-escalation strategies have been used.

When positive handling is used, the TEAM TEACH process and procedures will be used. A number of staff are trained in the principles of TEAM TEACH principles. Key staff have received further training to provide safe positive handling of children. If Positive Handling has been used, staff will record this on MyConcern. Parents/Carers will be informed. Staff will review what happened to warrant positive handling. If regular positive handling is needed to support a child this will form part of their Protective Intervention Plan (PIP).

