



St Mary Magdalen's Catholic Primary School

Behaviour Policy

Nurturing Hearts and Minds

Principles

St Mary Magdalen's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules of being: 'Ready, Respectful, and Safe.'

This dovetails into our vision, our mission and our school values:

		St Mary Magdalen's Catholic Primary School												
Vision														
Nurturing hearts and minds														
Mission														
Letting the light of Jesus shine through in all we think, say and do.														
Values														
Respect		Curiosity		Kindness		Aspiration		Responsibility		Honesty				
Design Principles														
Behaviour Behaviour management will be Fair, positive, restorative, Non-judgemental, understanding and knowledgeable.			Learning Our pupils' learning will be Exciting, challenging, inclusive, purposeful, progressive, personalised.			Faith Christ at the centre of all we do			Community Voice Pupils, staff and parents will be ...listened to, appreciated, consulted, engaged, supported and celebrated.			Leadership Leaders will be Effective, kind, supportive, knowledgeable, accountable		
Pledges														
We will value each child as an individual and promote self-worth.			We will provide a safe, progressive, happy, caring and well-ordered environment which also respects tradition.			We will always consider "What would Jesus do?"			We will communicate well with all sectors of our school community, parish and beyond.			We will recognise, encourage and reward success, effort and achievement.		
We will promote kindness, courtesy and good manners in pupils, staff and parents.			We will consistently deliver lessons that interest pupils and promote good progress in learning across the curriculum.			We will provide opportunities for children to grow in faith and deliver high quality religious education.			We will welcome parents and pupils happily into school and value their opinions.			We will provide opportunities for the children to learn responsibility and commitment.		

At St Mary Magdalen's we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach that is appropriate to the age of the child
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and praise pads/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

St Mary Magdalen's Catholic Primary School principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day where we don't handover directly to parents 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Recognition boards 2. Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes/cards home 7. SLT praise 8. Class Rewards 9. Show work to another adult 10. Recommendation to HT 11. Housepoints

Housepoints are awarded to reward individual effort but also to promote teamwork. The winning house are rewarded with a special treat each half term.

Dealing with challenging behaviour

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME OUT	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*
4. FOLLOW UP – REPAIR & RESTORE	1.What happened? (Neutral, dispassionate language.) 2.What were you feeling at the time? 3.What have you felt since? 4.How did this make people feel? 5.Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Escalation Procedure

The following details the escalation procedure for dealing with challenging behaviour:

1 – low level – classroom disruption – classroom staff divert the child – using only gestures or a low speaking voice to bring them back on track

2 – time out – classroom disruption – child has not responded to step 1 so is advised that they need to move or have some time out

3 – external staff involved – classroom disruption – child has not responded to step 2 so is advised that they need to speak to an available adult from another class

4 – escalated to SLT – class disruption – child has not responded to step 3 so is advised that they need to speak to an available member of the SLT

CPOMs

All incidents of challenging behaviour are recorded via CPOMS – using Appendix B as a guide. Specific categories have been set up for racist language, swearing, homophobic language, sexual language and gender inequality concerns. Allegations against a member of staff will be recorded under Behaviour – private.

Restorative Conversations

All staff have been trained in restorative practice.

St Mary Magdalen's successfully use a restorative approach to conflict resolution. All subscribe to it and do not just pay lip service.

How does it work?

It works by using a set of questions to take the harmed and the harmer through the incident. This is so the harmer develops a much better understanding of the hurt they have caused and be less likely to do again.

The aim is to make things okay for the harmed and be very guided by what they need to happen as a consequence. They may not need an apology. Forgiveness is not always necessary as long as the harmed person sees that it leads to an improvement. We give time for the harmed person to reflect on what they want to happen. This conflict resolution will not work whilst people are upset and agitated.

We also use this approach when speaking to children who have not engaged well in class. The key is for the child to see the impact of their actions on themselves and other people.

The process

Accept responsibility → Make it better → Reintegrate

Investigating the incident requires the adult (or older child) to use questions from a set script:

What has happened?

What were you thinking at the time and since it happened?

What were you feeling at the time and since it happened?

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

What needs to happen in order to move on/repair the harm or put things right?

Reparation -Apology of Action:

When "Sorry" Isn't Enough

Managing hurt feelings is a skill we teach explicitly. "Apology," children learn, means letting someone know you're sorry, and "action" means to do something. Through apology of action, children learn what to do to make amends when saying "sorry" isn't enough. Instead of making children feel bad about their actions and themselves, apology of action helps children learn to solve problems while giving them a dignified way to rejoin the community. It helps children see themselves as part of a community whose members need their respect and kindness -- and from whom they deserve respect and kindness in return.

- **Fixing physical messes.** "You break it, you fix it." Children first learn to apply "you break it, you fix it" to physical messes: If you knock someone's block tower down, you help rebuild it. If you spill milk, you clean it up.
- **Fixing emotional messes.** Teachers next introduce apology of action, an extension of the "you break it, you fix it" concept, to help children mend emotional and relationship messes. Teachers help the children learn how to ask for and make an apology of action that is realistic, respectful, and relevant to the hurtful situation. For example, if a child hurts someone by refusing to include her in a game, the child could promise to include them in a game at playtime. If a child makes fun of someone, the teased child could ask for an apology of action, and the teaser might write a note telling what he or she likes about the child.

For serious incidents teachers may offer a menu of "putting it right" tasks:

- Doing a helping job for a teacher
- Helping in the garden/watering plants
- Doing a library duty
- Tidying the reading books
- Hearing a younger child read
- Reading a story to younger child

Language around Behaviour

At St Mary Magdalen's School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on CPOMs at the staff member's discretion.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Extreme behaviours may also be explained by a special educational need.e.g ADD, ADHD, oppositional defiance disorder, Aspergers or autism. If a child has a special educational need or disability (SEND) then we will seek the relevant support and advice from SEND teachers, educational psychologists and medical professionals.

These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only.

Use of reasonable force

What is reasonable force?

- a) The term '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.
- b) 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 pupil needs to be restrained to prevent violence or injury.
- c) 'Reasonable in the circumstances' means using no more force than is needed.
- d) Schools generally use reasonable force to control pupils and to restrain them.
 - i. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- ii. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- b) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- a) All members of school staff have a legal power to use reasonable force.
- b) This power applies to any member of staff at the school

When can reasonable force be used?

- a) remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- b) prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- c) prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- d) prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- e) restrain a pupil at risk of harming themselves through physical outbursts.

Fixed Term Exclusions

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

Seclusions

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Peer on Peer Abuse

The school takes seriously their responsibility to deal with peer on peer abuse as directed in KCSIE 2021 even when this happens out of school. Children should feel comfortable reporting concerns.

Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Conclusion

We have a positive and restorative approach to managing behaviour. We investigate causes for poor behaviour thoroughly so that we can put the right strategies and support in place as soon as possible. Our aim is to ensure that our school is a safe and happy place for all to succeed in.

Adopted by governors in September 2021

To be reviewed Autumn 2023

Appendix A – Positive Behaviour Plan

Positive Behaviour Plan			
Name:		Date:	Review:
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			

Others			
Diversions and distractions			

Appendix B – Use of CPOMs

CPOMS Categories: Behaviour

1 – low level – classroom disruption

2 – time out – classroom disruption

3 – external staff involved – classroom disruption

4 – escalated to SLT – class disruption

9 – Aggressive incident towards pupil

10 – Aggressive incident towards staff member

1 – Lunchtime - low level – classroom disruption

2 – Lunchtime - time out – classroom disruption

3 – Lunchtime - external staff involved – classroom disruption

4 – Lunchtime - escalated to SLT – class disruption

9 – Lunchtime - Aggressive incident towards pupil

10 – Lunchtime - Aggressive incident towards staff member

1 – playtime - low level – classroom disruption

2 – playtime - time out – classroom disruption

3 – playtime - external staff involved – classroom disruption

4 – playtime - escalated to SLT – class disruption

9 – playtime - Aggressive incident towards pupil

10 – playtime - Aggressive incident towards staff member

5 – Inappropriate language – swearing

6 – Inappropriate language – Homophobic

7 – Inappropriate language – gender inequality concerns

8 – Inappropriate language – sexual

Internal exclusion

External exclusion

Behaviour - private