



POSITIVE BEHAVIOUR POLICY

St Mary's RC Primary School

Date: 4.3.24

Review: Annually

Responsibility: Mrs J Gill



We want St Mary's to be...

- A place where children enjoy learning and do their best
- A place where children are happy and have fun together
- A place where everyone feels safe
- A family where everyone cares about each other and wants the best for themselves and others

Our mission reflects our commitment to ensuring that all members of our school community feel welcomed and valued for the unique contribution that they bring to our school. Inspired by the life and teaching of Jesus Christ, we believe that excellent behaviour starts with the behaviour of the adults in school. We demand a level of consistency that most will never have experienced. We create a framework for change based around the one behaviour we can control absolutely...our own.

We expect all adults to be fully engaged with managing and modifying behaviour. **No one just walks past.**

Our approach is designed to ensure that in the classroom low level disruption is eradicated and all children are focused on learning. Evidence based practice informs classroom practice as well as interventions for the most vulnerable learners. Humiliation in any form plays NO part in our approach. Learners are respected, regardless of their behaviour. Adult behaviour is never compromised by learner behaviour. Adults are expected to strip out all negative emotion/response when dealing with challenging behaviour.

Although we do have some individual and collective incentives to encourage learners, our major focus is on recognition – pride not prizes.

Our approach is shaped around the 97% of learners who arrive at school every day, keen to learn and eager to please. Our 'always' children.

We do not believe that the 3% of troubled learners are behaviour problems; they need a different approach. One that is not based on an increasing number of sanctions.

Learners are never able to 'power play' with adults. Our culture is one of a learning community where everyone is included. We use the same key phrases (scripts) and the restorative approach to intervene with poor behaviour.

Learners are rarely passed up the hierarchy. Class teachers remain in charge of the behaviour of their learners and any incidents.

EXPECTATIONS OF BEHAVIOUR

In our school, we have three simple rules:

- **READY**
- **RESPECTFUL**
- **SAFE**

Learners know what these words mean, how they can use these words to help them in school and what their behaviour will look like when they are ready, respectful and safe. They know that we have rules...

- So that our school is the place we want it to be
- So that we can all learn and achieve
- To keep us safe
- To prepare us for life as adults in a society full of rules

BEHAVIOUR CHECKLIST FOR ADULTS

Classroom/Around School:

- **Meet and greet** learners, as they come in at the start of the day and after lunch
- Display rules and ensure that learners **know** and **understand** them and what they look like

- Follow the policy *consistently*
- Be relentlessly *positive* – thank you for...wonderful walking, having good manners, listening, sharing...etc
- *End and send* at the end of sessions

Learners:

- Have a *plan* for learners who may struggle to manage their behaviour
- *Understand* learners' needs
- *Listen* to learners and acknowledge their feelings
- Give learners a *choice* – using key phrases
- *Praise* learner effort and achievement

Teaching:

- Have *clear routines* for transitions and getting attention – 'team stop' hand signal for silence
- *Teach* learners the class routines and *reinforce* regularly
- *Model* desired behaviour
- *Praise* the behaviour you want to see
- Have all resources *prepared* in advance
- *Differentiate* the learning and *provide support* throughout lessons
- *Scan* the classroom, spot and *address* misconceptions quickly
- *Stay calm* and emotionally in control
- *RIP & PIP*: remind in private, praise in public
- Pay attention to *promoting the learning*

When dealing with low level disruption in class: No eye contact – crouch adjacent to child (1m away) and provide calm and gentle reminders. See key phrases.

PARENTS

- Give regular feedback to parents– let them know the great days and positive achievements – phone call or email home
- Communicate concerns privately, with a view to providing support
- Follow up conversations to let parents know how things are going

It is important to note that we will only discuss a child's behaviour with their own parents or carers.

RESOLVING CONFLICT

We follow the Restorative Approach to resolve conflict between individuals or groups.

Most situations can be dealt with by working through these questions:

- What do you think happened?
- What were you feeling/thinking & what did you need?
- Who else has been affected & how do you think they feel?

- Which rule was broken?
- What will you do differently next time?
- How can you repair the damage?

PRAISE and RECOGNITION

- Verbal praise for doing the right thing – thank you for...
- Weekly HT awards for effort and excellence – learning and behaviour
- Table pom-poms in class – weekly class treat
- Lunchtime team points – for lunchtime behaviour – weekly table winner

POOR BEHAVIOUR and SANCTIONS

Where pupil behaviour falls short of expectations, teachers will log incidents on our management information system (Arbor) and, depending on the severity of the incident, parents will be informed. Low level incidents (e.g. low-level disruption) may be dealt with internally without the need to inform parents.

We appreciate that pupils make mistakes and like curriculum subjects need to be taught and learn how to behave appropriately. We believe that all pupils can learn how to make positive behaviour choices and how to turn their behaviour round when incidents occur.

We follow the restorative approach and use a reflection form and discussion to work with children to explore reasons for poor behaviour choices and plan for improvement. The reflection form is not a punishment or sanction; its purpose is to ensure that the pupil reflects on their behaviour, accepts responsibility for it and takes ownership of next steps. We support pupils to improve their behaviour in several ways, including short term support plans, circle time activities and access to specialist support (Behaviour Intervention Team, Primary Inclusion Partnership, Emotional Wellbeing Team, Anti-social behaviour Team, Police).

For more serious incidents, or where behaviour does not improve, pupils may be issued with an internal suspension, removal of privileges, withdrawal from after school clubs or some extra-curricular activities, Fixed Term Suspension or in extreme cases, Permanent Exclusion.

Teachers may choose to issue any of the above sanctions, except for Fixed Term Suspension and Permanent Exclusion which can only be decided on by the Headteacher. Where sanctions are put in place, parents will be notified immediately and offered a meeting to discuss with the teacher.

This policy should be read in conjunction with our Anti-bullying Policy and Behaviour Curriculum.

MONITORING AND EVALUATION

The Senior Leadership Team (HT/DHT) will monitor behaviour using a variety of methods:

- Learner behaviour during learning walks, lessons and around school
- Consistent application of the policy by all adults in school will be monitored
- Incidents which escalate to involve the Senior Leadership Team will be reported to the Local Governing Committee and BWCET via the Head Teacher's termly report
- Any issues identified will be incorporated into the school's action planning and policy amendments

Written/redrafted:
V.1 19.3.2024

Approved:
19.3.2024

Review:
Summer 2025

Who:
J M Gill (HT)

ST MARY'S CATHOLIC PRIMARY POSITIVE BEHAVIOUR POLICY



RULES

Be READY
Be RESPECTFUL
Be SAFE

In our school we...

- Have emotional control
- Are calm and respectful
- Are ready to learn/teach
- Are on time to lessons
- Work safely at all times

PUBLIC PRAISE AND RECOGNITION

Positive recognition...

- verbal praise for doing the right thing – thank you for...
- weekly HT awards for effort and excellence – learning and behaviour
- table pom-poms in class – weekly class treat
- over and above points – for year groups – half term treat

PRIVATE REMINDERS

Key phrases to use... (1/2)

- I noticed that you...
- It is the rule about...that you are breaking...
- I need you to...and follow our rules
- You have chosen to...
- Do you remember...when...
- This is who I need to see today...
- Thank you for...that's how we do it here
- I understand that you're not happy but...
- We'll discuss this... right time/ right place
- There may be some truth in that...

Restorative conversations... (3)

- What do you think happened?
- How were you feeling at the time?
- Who else was affected?
- How do you feel now?
- What needs to happen to make things right for everyone involved?

Stepped sanctions

- 1**
 - Proximity praise
 - Praise children doing the right thing
- 2**
 - Gentle reminder
 - Explain the behaviour we want to see
- 3**
 - Caution
 - Restorative conversation (in private at breaktime)
- 4**
 - Warning and miss minutes from break
 - Complete reflection form (sent home to parents)
- 5**
 - Major incident/persistently poor
 - Restorative conversation and reflection form
- 6**
 - Continued incidents in 1 half term
 - 3 RF - parent/teacher meeting
 - 6 RF - parent/Deputy Head meeting
 - 6+ RF - parent / Headteacher meeting