

ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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BEHAVIOUR POLICY

Ownership: Curriculum Committee

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Children are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



Section 48 Diocesan Inspection October 2018

“Children make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Children get along very well and enjoy school, accepting one another’s different views...”



Ofsted March 2013

At St Margaret Clitherow School we are committed to Safeguarding Children

Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him



Principles

Our school uses the Hertfordshire Steps approach which supports a therapeutic ethos, early intervention and professional responses to complex, challenging or high risk behaviours. It prioritises the pro-social experiences and feelings of everyone within the dynamic.

The high behaviour expectations we have of the children, are reinforced by all members of staff - when children are reprimanded, they know that it is their behaviour that is being criticised, not themselves. They should not feel humiliated or diminished. Forgiveness is given a high profile and a "fresh start" is always encouraged.

Positive behaviour choices and personal success will be recognised and praise will be specific to what the good behaviour is. More emphasis is placed on what is good behaviour rather than what is inappropriate. Praise rather than criticism should be generous and frequent.

Every day must be a fresh start providing that prior behaviour has been dealt with - teachers should aim to deliver good news to parents / carers regularly preferably through face to face contact. This makes it easier to engage with parents / carers should the need arise for matters that are not so positive. We believe that every person in our school community has the right to expect and receive respect.

Aims of this Policy

We aim to create an environment that:

- expects and promotes positive and purposeful behaviour as the basis for effective learning;
- enables all school members to fully participate in school life;
- reflects through our Catholic Christian tradition, values and ethos; and
- respects the uniqueness of every individual in our school community;

School Rules

Our school rules are kept under regular review and are discussed at the beginning of each year with the children in each class:

- Treat others as you would like to be treated
- Be ready to learn
- Be proud of your uniform
- Respect property and the environment
- Be the best that you can be!

General Behaviour Expectations

We encourage engagement rather than simple compliance throughout school life, enabling children to make decisions about how they act. This involves making good decisions and cooperating with everyone. We use the Steps therapeutic approach to behaviour, both inside the classroom and outside.

Positive adult relationships set the tone and model for effective relationships in school. All adults act as role models for children.

Children are expected to move around the school in a calm, quiet manner.

Children are expected to speak politely to all adults.

Children should treat each other with respect at all times.

Children are expected to co-operate without arguing or answering back.

Disagreements between children should be resolved by discussion in a calm and rational manner. Staff should help to foster an atmosphere where children are able to discuss differing opinions.

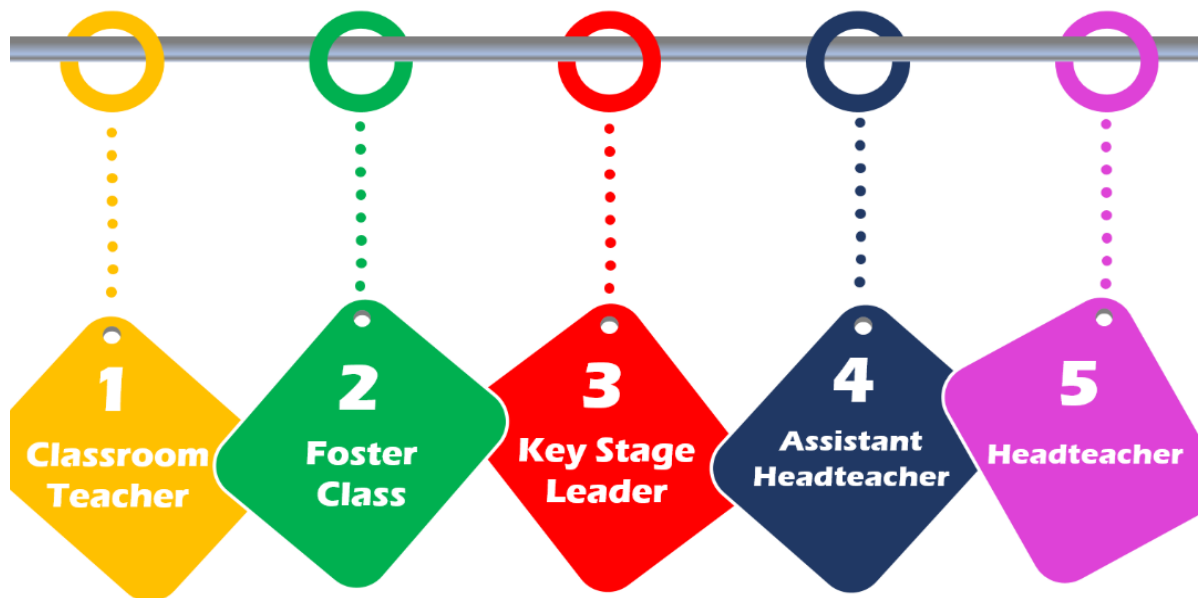
Everyone should respect the general environment of the school. For example, proper disposal of litter, correct use of toilet facilities and care of equipment should be encouraged as should keeping work areas, classrooms, stores and corridors tidy.

Rewards

We believe that children should engage in behaviour because it is personally rewarding, not for external reward. However, we do use the following examples of rewards in the school:

- Sent to another teacher with good work
- Sent to the Headteacher with good work
- Sent to the Headteacher for consistently good / improved / excellent behaviour
- Verbal praise to parent/guardian
- A post card home by the Headteacher
- Recognition in class

This list is by no means exhaustive as we are always looking for new ways to reward appropriate behaviours.



Behaviour support at St. Margaret Clitherow

Our school values not only underpin and strengthen the way in which we learn but influence all our behaviour including how we behave towards others in our community. Successful learning is a responsibility shared by all children, staff, parents / carers, carers and visitors. Children are encouraged and challenged in their learning as they strive for excellence. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

We have high expectations of behaviour within the classroom, which reflects our key principles and values. We expect all staff to speak to children calmly, even when behaviour exhibited may not be acceptable. Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation.

All learners must be able to carry out their learning without interruption or interference from others. Persistent and disruptive behaviours will be dealt using our 5 step behaviour approach, see below.

1. Classroom Teacher

Class teachers ensure that the school rules are at the centre of their approach to behaviour management. They must be consistently adhered to and used in conjunction with the language of the school values and the Steps therapeutic approach to behaviour. Class teachers continue to use tried and tested approaches to behaviour management (e.g. clapping hands, count down, Simon says) including positive phrasing. However, if a child fails to follow the school rules a simple warning will be issued to the child. If their behaviour does not improve they will be told to have some reflection time in class. If this happens, parents will be informed and this will be logged onto our internal system.

2. Foster Class

The foster class is designed to strength the ownership and control of the school rules by the class teacher. It will also allow the child to have further reflection time and a different environment to complete their class work. This approach offers a peer support system for the class teacher. Once again, parents will be informed and this will be logged onto our internal system.

3. Key Stage Leader

If step 1 and 2 have not had the desired outcome, this is when the Key Stage Leader will get involved. Parents will be informed and this step will be logged onto our internal system.

4. Assistant Headteacher

If step 1, 2 and 3 has not had the desired outcome, this is where the Assistant Headteachers will get involved and a formal consequence (e.g. loss of lunchtime) will take place. Parents will be informed verbally and via a letter explaining the incident. This will also be logged onto our internal system.

5. Headteacher

By the time the behaviour has reached this stage, the Headteacher will be involved. At this point, there may be a real risk of exclusion (internal or external). A formal meeting is arranged with the parent, where the school expectations of behaviour are clearly outlined. The formal meeting is followed up by an official letter from the Headteacher. This stage will be logged onto our internal system. There will be some incidents that will go straight to the Headteacher.

Reflection at each stage

The purpose of this is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident the child's behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to revisit the experience with a student who is calm, relaxed and reflective. It is essential that before this debrief takes place the child involved, any victims, witnesses and staff are given time for their feelings to normalise. It is essential that there is an educational consequence. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing.

Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Sometimes a

protective consequence is needed immediately until we have been successful with our educational consequences.

Protective consequences are solely actions to ensure no further harm occurs in the short term. Consequences must be explained to children otherwise they don't make sense. There must be a conversation to help them understand and deal with what happened. It must not be a punishment, and the child must not think that they are in trouble. It is about helping them to make better choices.

It involves asking:

- Explore what happened (tell the story);
- Explore what people were thinking and feeling at the time;
- Explore who has been affected and how;
- Explore how we can repair relationships;
- And summarise what we have learnt so we are able to respond differently next time.

COVID-19 Update

At times, it may be necessary to follow an outbreak management plan. When this occurs, we be unable to follow some of the steps above. We will not be using stage 2. If stage 3, 4 or 5 are needed, the member of staff will go to the relevant class to speak to the child. They will maintain their distance from the child.

Bullying

Bullying of any kind will not be tolerated. Every child and adult in our school has the right to feel safe. Bullying and hurtful behaviour infringes that right and will not be tolerated. In the same vein, hurtful behaviour, which may not amount to 'bullying' will also be dealt with consistently and fairly.

(Please refer to the Anti-Bullying Policy and eSafety policy).

De-escalation

Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation. We use the de-escalation principles and script to help a child who is in crisis. This approach offers high support, nurturing and encouragement as well as providing an opportunity to set clear boundaries and expectations of behaviour.

Physical Intervention

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the child, other persons or significant damage to property.

Exclusion (fixed term or permanent - includes lunchtime exclusion)

Incidents which may lead to exclusion include acts of violence and threats against other children or adults e.g., kicking, hitting, punching, spitting, verbal abuse, carrying of a weapon or persistent refusal to co-operate with staff requests. In particular where this would endanger their health and safety or cause detrimental effect to the wellbeing of others, eg, leaving the classroom without permission, refusing to stop an act of violence. The length of exclusion will be determined by the severity of the offence. Deliberate and frequent disruption to classroom learning will be treated as detrimental to other children's wellbeing and as a refusal to follow instructions.

The Governing Body Discipline Committee will be informed according to statutory requirements following a request from the parent or if statutory limits have been met. Incidents of exclusion (but no detail) will be reported to the full Governing Body in the Headteacher's termly report. The headteacher will discuss any exclusion with a senior member of the Governing Body (usually the Chair) following an incident. The Headteacher will always aim to make contact with the LA Integration Officer following an exclusion.

Where a child is at serious risk of exclusion or permanent exclusion, a pastoral support programme must be set up as soon as the risk is identified.

Isolation from the class at lunchtimes or during the school day will be considered as an internal exclusion and must be recorded as such according to LA protocols

Exclusion may only be initiated by the Headteacher or designated leader in their absence and must be recorded formally according to LA procedures.

The Hertfordshire Guidelines on Child Exclusion (including lunchtime exclusions) must be followed.

Conclusion

Behaviour is the responsibility of every member of our school community. Although children are encouraged to self-regulate, there will be occasions when adults will need to step in to guide the process. Effective behaviour management occurs when there is a solid and effective engagement between, home, school and children. Our principles of behaviour management focus on positive relationships and are rooted in our values and Catholic Christian ethos that sets high standards and expectations alongside a focus on forgiveness.