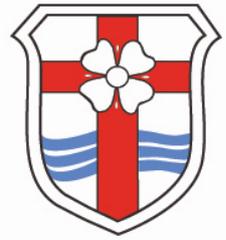


# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## BEHAVIOUR POLICY

**Ownership:** Curriculum Committee

Document Date: January 2022  
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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

At St Margaret Clitherow, our aspiration is that our children positively manage their behaviour in all aspects of their lives in school, in the local and in the wider community. We want them to make informed choices, self-regulate and take responsibility for their actions and any resulting consequences.

We recognise that children's behaviour can be complex and may be emotionally driven by events both at home and at school. Our behaviour ethos, principles and policy support **all** of our children, and actively provide interventions for our vulnerable pupils.

We feel that this helps to create a calm, orderly and relaxed atmosphere based on a sense of community and shared values.

We take a positive attitude to behaviour. We seek to praise children for positive behaviour and use constructive redirection before the use of two choices, followed by a consequence. Our therapeutic approach focuses on early intervention and professional responses to complex, challenging or high risk behaviours.

All members of the school community, children, staff and parents, are expected to be positive role models. Everyone actively takes responsibility for promoting and praising positive behaviour as well as addressing undesirable behaviour, providing consistency, fairness and justice.

## Rationale

This policy was drawn up following a comprehensive review of existing policy, practice and school ethos, and in discussion with our pupils, feedback gathered from parents, staff consultation and in collaboration with our school governors. The school is also guided by *Herts Steps*.

## Aims of this Policy

We aim to create a learning environment that:

- expects and promotes positive and purposeful behaviour as the basis for effective learning
- enables all school members to fully participate in all aspects of school life
- develops personal reflection and promotes self-management
- reflects our Catholic Christian tradition and school values
- respects the uniqueness of every individual in our school community

We want all of our children to feel safe, both emotionally and physically, in all aspects of school life. We want them to enjoy their learning, demonstrating positive attitudes, secure learning behaviours, and to achieve their fullest potential; making a positive contribution to the wider community in which they live. To this end we have agreed *School Rights*.

## School Rights

At our school:

- We all have the right to feel safe
- We are ready to learn
- We respect ourselves, others and the school environment
- We always try to be the best that we can be

Our school rights are kept under regular review and are explicitly modelled, discussed and celebrated in every class and across the school. At the beginning of each year the children in each class explore our school rights and school values and agree upon a *Class Promise*.

With these rights come inherent responsibilities. Our aspiration is that all children and adults share in these rights and responsibilities, taking ownership of them and making independent, well considered choices with their conduct and attitudes to learning.

## Behaviour Expectations

High Expectations and **consistency** of policy and practice by all is paramount.

We encourage engagement rather than simple compliance within all aspects of school life, enabling children to make decisions about how they act – this is self-management. As a school, we demand high-quality adult-pupil relationships and that all staff are positive role-models.

What does this look and feel like at St Margaret Clitherow?

### We all have the right to feel safe.

It is fundamental that all our children are, and feel, emotionally and physically safe at school.

We expect everyone to:

- move around the school in a quiet and controlled manner
- allow others to play safely and happily without interference or selfish actions
- use the internet and social media in an age appropriate, safe and positive way
- speak up if they are unhappy about any aspect of school life. People will listen, investigate and act upon concerns in a consistent, fair and just way
- never tolerate any form of bullying. We value the courage of those who report any bullying they have been victim to, or have witnessed happen

### We are ready to learn.

We expect everyone to:

- learn to the best of their abilities, in a positive and productive manner
- allow others to learn without unnecessary disturbance
- show respect and understanding that we all learn in different ways
- show mutual respect and listen to the views of others
- adhere to their *Class Promise* and take an active role in routines, aspiring to meet the high expectations that are held for them

### We respect ourselves, others and the school environment.

We expect everyone to:

- show a caring, considerate and co-operative attitude towards each other in and around school
- speak in a socially acceptable way and treat others in a consistent, considerate and fair manner We do not shout at others in school and only use raised voices in times of emergency to ensure safety
- respect the views of others and accept that these will not always match our own
- be able to choose their own friends and to self-regulate these friendships, seeing friendship as special
- resolve any disputes or arguments in a calm way. We will not accept aggression, threats, physical violence or abusive language
- apologise for their actions and to be honest in our dealings with others
- treat school property and the possessions of others with care and ensure that it is not mistreated, interfered with or taken without permission
- show respect for 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

### We always try to be the best that we can be.

We expect everyone to:

- try their hardest in all aspects of their learning. Developing a positive, determined and resilient approach appropriate for their age
- positively support each other in their learning
- talk about ways in which they have made progress and improved
- show pride in their achievements and those of others
- share in the celebrations of learning outcomes and efforts of all

## Rewards

We believe in 'catching' children 'getting it right' – making positive choices – and explicitly praising them. We believe that children should self-manage and make positive behaviour choices 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 to share good learning and/or celebrate a positive behaviour choice
- Sent to the Headteacher to share good learning and/or celebrate a positive behaviour choice
- 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 positive behaviour choices.

## Consequences and support

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary an appropriate, wider support from outside agencies.

Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy. In line with our SEND policy on Social Emotional Mental Health, all our staff are aware that recurring undesirable behaviour could have a deeper underlying cause and a graduated approach is used to explore and support this.

Successful learning is a responsibility shared by all children, staff, parents, 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. Within positive behaviour and self-regulation is the belief that the disapproval of others and the loss of a reward is, in itself, a consequence for undesirable behaviour.

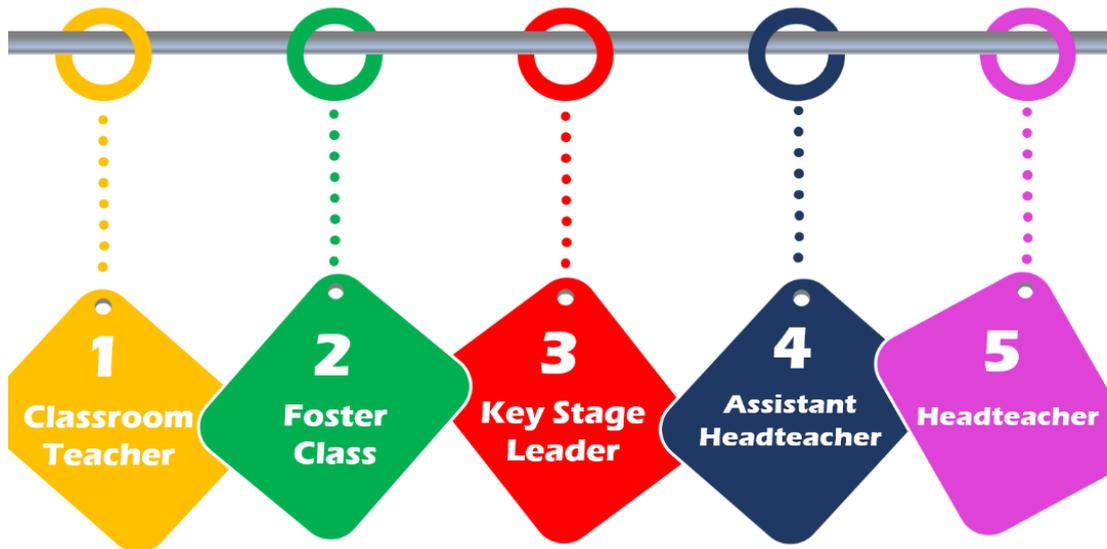
Our school values not only underpin and strengthen the way in which we learn but influence all our behaviour including how we behave towards others in our community.

We have high expectations of behaviour in our school, which reflect 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.

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.

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 staff

Class staff ensure that the school rights and class promise are at the centre of their approach to behaviour management. They must be consistently modelled, applied and reflected upon, and used in conjunction with the language of the school values. Class staff consistently use positive approaches to behaviour management (e.g. clapping hands, count down, Simon says) including positive phrasing. However, if a child fails to follow the school rights a simple reminder, re-direction and/or future expectation will be shared. If their behaviour choices do not improve they will be asked to spend some reflective time exploring the school rights and class promise – the purpose being to explore what is not working, what is expected and how the adults can potentially support them in making more positive choices.

A core element of our consequences is the notion of a restorative approach in which personal reflection is used to explore suitable future behaviour choices and to make meaningful apologies.

Our children are always given the opportunity to share their version of events in any situation. These views will be listened to and explored. We value our children's voice in understanding what has happened when unacceptable behaviour occurs and it is crucial within ensuring a restorative approach and in ensuring that any consequences are fair and proportionate.

As role models, adults will always listen to children and explore situations from different points of view that may be present. As appropriate, we give our children time and space away from any heated and emotionally charged situations so that they are able to talk freely and openly.

Consequences are reflective on the behaviour and not the child.

As appropriate, an early conversation will happen with parents with details being logged on CPOMS.

## 2- Foster Class

The foster class is designed to strengthen the ownership and control of the school rights by the class staff. It will also allow the child to have further reflection time and a different environment to complete their learning if needed. This approach offers a peer support system for the class teacher. Again, a conversation will happen with parents with details being logged on CPOMS.

### **3- Key Stage Leader**

If steps 1 and 2 have not secured improvement, the Key Stage Leader will support. This will involve a review of what has happened so far and, if need be, guidance and support will be explored and actions agreed. Parents will be informed and this step will be logged on CPOMS.

### **4- Assistant Headteacher**

If the previous steps have still not secured improvement, the Assistant Headteacher will support. Again, this will involve a review of concerns, actions and progress. This may involve more formal consequences (e.g. loss of lunchtime). Parents may be invited to a meeting with the class teacher and AHT where concerns will be shared and actions and support between home and school agreed. This will be summarised in writing for the parents and logged on CPOMS.

### **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 parents, where the school expectations of behaviour are clearly outlined and the risk of exclusion shared. The formal meeting is followed up in writing from the Headteacher. This stage will be logged on CPOMS. Serious incidents that seriously risk the welfare and safety of others in school may be dealt with directly by 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 pupil who is calm, relaxed and more able to reflect. 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 positive choices in the future.

It involves asking:

- What happened (tell the story)?
- What people were thinking and feeling at the time?
- Who has been affected and how?
- How we can repair relationships?
- What have we 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 will 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 will not be tolerated at our school. Every child and adult in our school has the right to feel safe. Any reported incident will be tackled quickly and robustly.

Our approach follows guidance and advice from the DfE and the NSPCC.

Bullying will always be a highly emotive issue and we must be clear as to what it means within our community as we want it to be clearly recognised, challenged and eliminated when it occurs. At St. Margaret Clitherow, we define bullying as:

*The wilful, continuous and conscious desire to hurt or threaten someone else.*

We also recognise that bullying may be overt or that it may be hidden from view and can be extremely subtle; and can include the use of social media. The hurt caused can be physical and/or emotional in its nature. It can typically involve the imbalance of power. The act of bullying must be openly discussed so that it may be understood, recognised and challenged. Assemblies, circle time and other planned learning are used in school to reinforce this.

There is no simple solution to bullying, each situation requires careful consideration. However, all claims of bullying are taken seriously and are always investigated fully by senior staff. Such investigation will always involve the parents. Outcomes of the investigation will be dealt with on an individual basis, but we strongly recognise that all such outcomes must support both the victim and the bully, to be effective. If required, this may include family support and possible reference to an outside professional agency. An essential element of any outcome is the long-term monitoring of the situation to ensure that the bullying has ceased completely.

To eradicate bullying, children are encouraged to speak out if they are involved in, or witness, bullying. We recognise that this often requires courage on the part of the child and such actions must be highly valued and supported.

Our children know who they can talk to if they think they are being bullied, or have witnessed bullying between others and understand the systems that will support them and challenge the bullying.

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

## Racial Incidents

As stated earlier, respect for other people and their age, gender, race, disability, status or sexual orientation is a fundamental aspect of our schools' ethos. Racism will not be tolerated in any form within Saint Margaret Clitherow School.

As a school, we follow the Hertfordshire guidance: Preventing and Dealing with Racist Incidents. To ensure a consistent starting point and to explore potential wider motivation and perception around racism, we also hold to the definition:

*Any incident which is perceived to be racist by the victim or any other person.*

(Macpherson Inquiry 1999; Race Relations Act 2000)

Any report of a racial incident is investigated fully and robustly by a senior member of staff. At the heart of the investigation is the need to support the victim and provide appropriate opportunities for the perpetrator to reflect upon the impact of their actions and why such behaviour is unacceptable. A consequence suitable to the incident will also be put in place.

Parents of the children involved in any incident will be involved at all stages of the investigation. Subsequent monitoring will follow to ensure incidents do not reoccur.

All racial incidents are logged; with termly reports submitted to the schools' Governing Body and the Local Authority.

(Please refer to our *Preventing and Dealing with Racist Incidents 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.

We use the following de-escalation script:

*This script is used in a calm, positive and quiet manner.*

- Say the name of the child
- Say, 'I can see something is wrong'
- Say, 'I am here to help'
- Say, 'Talk and I will listen'
- Say, 'Come with me to...(State the place)'

At this point, it is crucial to give the child the space and time to comply. Walk away and wait in the stated place and know that the child will follow.

## **Exclusion**

This includes; fixed term or permanent and lunchtime exclusions.

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 the safety or cause detrimental effect to the wellbeing of others, e.g., 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 rationale behind any exclusion will always be explored fully with parents and shared in writing.

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 will be recorded as such according to Hertfordshire protocols.

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

All exclusions are shared with, and reviewed by, the Governing Body Discipline Committee and recorded with Hertfordshire who will be informed according to statutory requirements following a request from the parent or or if statutory limits have been met.

The school follows The Hertfordshire Guidelines on Child Exclusion (including lunchtime exclusions).

## **Parental Partnership**

Every day must be a fresh start providing that prior behaviour has been dealt with - teachers should aim to deliver good news to parents regularly preferably through face to face contact. This makes it easier to engage with parents 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.

We strive to work in partnership with parents and carers and expect that they will positively support the school in promoting positive behaviour, in all areas of school life and beyond.

We believe that effective communication between school and home is vitally important. This is outlined within our home-school agreement. Such communication from the earliest stages of a possible concern must be open, honest and trusted. If a child has been involved in an incident that we feel is of possible concern, we will speak to parents/carers directly about it – outlining what has happened, how it has been dealt with, how it will be monitored and how parents and the school can mutually support each other.

We recognise that some children present with greater needs and, therefore, offer support to parents and carers when managing their behaviour in partnership. The school is able to signpost families to support in the local area as well as being able to make referrals to specialist services with consent, as appropriate.

We encourage our children to speak up if they are not happy about any aspect of school life and to develop a support network of adults around the school who they are comfortable to share concerns with. The children will always be listened to and taken seriously, and any matter will be fully investigated and dealt with accordingly, ensuring the child is aware of the outcome.

Parents are also encouraged to speak up if they are not happy, and in the first instance should calmly and respectfully approach their child's class teacher who will investigate any concern and feedback at the earliest possible time. If this fails to be satisfactory; then a Phase Leader may support; an Assistant Head may support; and, the Headteacher may need to be involved.

## **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.

Long-term success is rooted in high expectations and **consistency** of policy and practice by all.