

Behaviour policy March 2020

St. Adrian's Catholic Primary School



'To Learn, To Love, To Live as a Community of God with Christ as our Teacher'

www.stadrians.herts.sch.uk

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by:



St Adrian's Catholic Primary School



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Behaviour Policy

Punishment hardens and numbs. It produces obstinacy, it sharpens the sense of alienation and strengthens the power of resistance.

Friedrich Nietzsche (1844-1900)

At St Adrian's we provide a supportive and safe learning environment where high standards of positive behaviour are expected, encouraged and reinforced in order to allow all children, whatever their needs, to develop their full potential. This policy will define pro-social, anti-social and unsocial behaviours; detail Golden rules; give examples of unacceptable behaviours; and list protective and educational consequences which will be employed by the whole school community.

Pro-social, anti-social and unsocial behaviours

Pro-social definitions

- Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Anti-social definitions

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person

Anti-social behaviour falls into two categories.

Difficult behaviour - behaviour that is antisocial, but not dangerous.

Dangerous behaviour - behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Unsocial behaviour definitions

- Not enjoying or not making an effort to behave sociably in the company of others, but not to the detriment of others
- Not doing as instructed, but not to the detriment of others

All anti-social and unsociable behaviours should be addressed through educational consequences: pupils must be given the chance to understand why the behaviour was dangerous or harmful and the opportunity to reflect, repair and restore. This must be adult led.



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Aims of our pro-social behaviour policy

- To promote positive relationships throughout the school that contribute to every child's well-being
- To define expected standards of behaviour that promote a positive environment for learning
- To create an environment which recognises, encourages and reinforces pro-social behaviour and effective learning
- To ensure a consistency of response to anti-social or unsocial behaviours
- To communicate the school's expectations, approaches and strategies to the whole community
- To encourage and strengthen the involvement of home support for this policy

All staff need to know how to promote pro-social behaviour and manage anti-social, difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Working towards high standards of pro-social behaviour

At St Adrian's we expect high standards of pro-social behaviour with regard to ourselves, to our school community and to our environment. These high standards of behaviour are founded in respect, consideration, responsibility and honesty and are simplified by our "**Golden rules.**"

Be kind
Be gentle
Be honest
Listen and show respect
Work hard
Look after property

These rules are used to help us to work together for the good of everyone. They are further reiterated through the home school agreement, which is reviewed and signed every year by pupils and parents.

The rules are displayed in each classroom and referred to regularly. At the beginning of each school year, class routines will be defined and shared with the pupils.



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As adults in school we have an obligation to set high standards of pro-social behaviour when dealing with children and other adults. By doing so, we shall be influencing the children in their dealings with each other.

We should aim to:

- Create a positive learning environment
- Find opportunities to celebrate each individual and their unique contribution to school life
- Encourage relationships based on tolerance, kindness, respect and understanding of the needs of others
- Act fairly and justly regardless of age, gender, race, belief, culture, ability and disability but with due regard to the developmental stage of the individual
- Promote high standards of pro-social behaviour through example, honesty, courtesy and the well-being of others
- Ensure that all anti-social or unsocial behaviour incidents are met with an educational consequence

Consequences

There are two consequences associated with anti-social or unsocial behaviours.

Protective consequences – used to manage potential harm or escalation. These may involve the removal of a freedom to manage the incident, for example, a time out. 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.

Educational consequences – teaching the pupil a better way to react so the freedom can be returned. It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through a discussion. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn?
2. How am I going to teach them?

If the behaviour is conscious, the child/young person needs to be given the motivation not to do it again. If the behaviour is subconscious, the child/young person needs to be given the ability not to do it again.

Staff should consider what an anti-social or unsocial behaviour might be communicating. If staff have concerns, then they have a duty to speak with a safeguarding lead or member of the senior leadership team.



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Restorative approach – reflect, repair and restore

A restorative approach to inappropriate behaviour puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

During the incident, behaviour may be influenced by anger, frustration or disappointment. The purpose of reflect, repair and restore is to revisit the experiences with the pupil once they are calm, relaxed and reflective.

The approach:

- Focuses on harm that has been done
- How the harm can be repaired
- Looks at experiences, feelings and needs
- Plans to ensure conflict is less likely to happen in the future

Restorative questions

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make a different choice next time?



Behaviour Policy

Examples of the types of anti-social or unsocial behaviour at each level

This list is not exhaustive and is a guide only. Any behaviour levelling may be at the teacher's discretion. Serious or repeated incidents may result in adults issuing a higher-level-rating than the example given below.

Level 1	<ul style="list-style-type: none">● Disrespecting an adult (not following a given instruction)● Calling out● Name calling and/or teasing● Wasting own or others' learning time● Play fighting● Unsafe transitions around school (running, pushing, etc)● Mistreating school or other pupils' property● Eating in places not permitted● Going into areas not permitted
Level 2	<ul style="list-style-type: none">● Repeatedly disrespecting an adult● Spitting● Using mild or medium swear words (see appendix)● Personal insults (i.e. stronger than level 1 name calling) and/or repeated teasing● Throwing equipment and or taking equipment without permission● Defacing school property or other people's work● Leaving the classroom without permission● Lying
Level 3	<ul style="list-style-type: none">● Wilful disrespect to an adult, including refusal to carry out instructions● Fighting, including kicking and hitting● Wilful damage of property● Stealing● Use of strong swear-words (see appendix), including making gestures
Level 4	<ul style="list-style-type: none">● Dangerous refusal to follow instructions● Use of excessively strong swearing (see appendix)● Wilful verbal abuse towards another● Wilful physical abuse towards another, including biting● Racist comments and/or abuse● Homophobic comments and/or abuse● Vandalism, including graffiti● Leaving school premises without permission● Premeditated harmful/dangerous behaviour, including bringing knives or other weapons to school



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Action and intervention related to levels of behaviour

Level	Action	Possible protective consequence	Educational consequence	Recording
Level 1	Teacher to speak to child about behaviour as appropriate. Adult and child to complete the level sheet together as soon as practically possible.	Timeout within the classroom/playground. For example: Child to be given quiet table or chair for a limited period. During lesson time, child remains in the classroom and therefore is still part of the learning experience.	Behaviours should be addressed through follow-up conversation with member of staff. Pupils must be given the chance to understand why the behaviour was dangerous or harmful and the opportunity to reflect, repair and restore.	Incident to be recorded in pupil's behaviour file.
Level 2	Teacher to speak to child about behaviour as appropriate. Adult and child to complete the level sheet together as soon as practically possible.	Timeout in home class / playground (as above) but may include timeout in another classroom if required.	Behaviours should be addressed through follow-up conversation with a member of staff. Pupils must be given the chance to understand why the behaviour was dangerous or harmful and the opportunity to reflect, repair and restore.	Incident to be recorded in pupil's behaviour file.
Level 3	Teacher to speak to child about behaviour as appropriate. Adult and child to complete the level sheet together as soon as possible during break or lunch time. Letter home to parent with a copy of the level sheet.	Timeout in another classroom, if required. Where possible, this should be to a higher age group. This should be an opportunity for de-escalation and should be no longer than 10minutes. Longer periods out of class may constitute internal exclusion and class teachers/support staff do not have the authority to exclude. If the incident occurs during break time the child should be sent to SLT	Behaviours should be addressed through follow-up conversation with a member of staff. Pupils must be given the chance to understand why the behaviour was dangerous or harmful and the opportunity to reflect, repair and restore. For persistent incidents, consider the use of an adult mentor. This could include using social stories to reflect and restore. Consider the use of a behaviour plan.	Incident to be recorded in pupil's behaviour file. Copy of letter home and any follow-up conversations to be recorded on file. Record must be shared with behaviour lead.



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Level	Action	Possible protective consequence	Educational consequence	Recording
Level 4	<p>Child to be taken to the HT immediately. HT to investigate fully and decide on course of action.</p> <p>HT's letter home supported by a phone call, if necessary.</p> <p>HT or member of SLT, adult and child to complete the level sheet together as soon as possible.</p>	<p>Timeout in HT's or DHT's office or member of SLT's classroom.</p> <p>If the incident has been dangerous or harmful, the removal of a freedom should be used until it is safe for all involved. For example, a pupil may have alternative lunch time arrangements where their behaviour has caused significant harm to another pupil at play.</p>	<p>Behaviours should be addressed through follow-up conversation with member of staff.</p> <p>Pupils must be given the chance to understand why the behaviour was dangerous or harmful and the opportunity to reflect, repair and restore.</p> <p>Consider use of a behaviour plan.</p> <p>Adult mentor to be used to support education and reduce chances of repeat incidents.</p> <p>Specific learning opportunities to be planned. For example: in the case of racism, the pupil may be required to complete a linked educational task or activity at home or during break time.</p>	<p>Incident to be recorded in pupil's behaviour file.</p> <p>Copy of letter home and any follow-up conversations to be recorded on file.</p> <p>Details of any follow-up pupil tasks or activities to be recorded.</p> <p>Record must be shared with behaviour lead.</p>



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Recording

Incidents resulting in a level sheet will be recorded in the child's individual behaviour file. This is to monitor patterns of behaviour. The account will include a description of the incident, including what circumstances might have led up to it. There must also be a record of the educational consequence that followed. If a child's behaviour causes concern over a period of time, the teacher's notes may be used as evidence to support placing the child on a behaviour plan. Parents will be consulted in this process.

Internal exclusion

Internal exclusions should be considered as an alternative to fixed-term exclusions. They will not be counted as an exclusion from school because by their very nature they are contained within school. They may only be sanctioned with the express permission of SLT. Internal exclusions differ from short-term, out of class de-escalation measures or timeouts. They take the form of the pupil undertaking school work outside of their home classroom for a period agreed by a member of SLT. This may range from one lesson to a number of days. Parents will be informed of internal exclusions. During internal exclusions, there should be planned activities to allow the pupil the opportunity to reflect, repair and restore in order to aid their return to class.

Exclusion

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Exclusions may take the form of permanent or fixed period exclusions. A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Only the head-teacher, or acting head-teacher, can exclude a pupil from school.

Foundation stage behaviour expectations

Our practice will be adapted for our youngest pupils in Foundation Stage by their class teachers, as appropriate for the cohort. At all times, it will be the intention to promote positive behaviours and relationships in the class. Class teacher/support assistant will give reminders and support to the child to help them make the right choices. Staff will use their professional judgement to ensure that timeout/reflection time is appropriate to the child's age and development.

Lunchtime behaviour

MSA's on duty at lunch time should follow the procedure set out above. Where possible it is preferable they complete the level sheet with the child. However, it is recognised that due to working hours, it may not always be possible for the staff member to complete the level sheet with the child. In these instances, a lunch time behaviour slip should be passed to the class teacher responsible for that child at the end of lunch break and the class teacher should follow up as appropriate.

Behaviour Policy

'Do not use harmful words, but only helpful words, the kind that build up and provide what is needed... Be friends with one another and be kind and forgiving of each other as readily as God forgave you in Christ'

Ephesians 4: 29-32

The impact of our language

Anti-social empowered behaviour needs to receive as little interaction as possible while waiting to empower (interact positively) with any pro-social behaviour as soon as it is evident. The following listed communications are more likely to contribute to the positive feelings associated with pro-social behaviour.

<p>Examples of positive phrasing</p> <p>Stand next to me. Put the pen on the table. Walk in the corridor. Switch the computer screen off. Walk with me to the library. Stay seated in your chair.</p>	<p>Examples of limited choice</p> <p>Where shall we talk, here or in the library? Put the pen on the table or in the box. Are you going to sit on your own or with the group? Are you starting your work with the words or a picture?</p>
<p>Disempowering the behaviour</p> <p>You can listen from there. Come and find me when you come back. Come back into the room when you are ready. We will carry on when you are ready.</p>	<p>De-escalating script</p> <p>Child's name. I can see something has happened. I am here to help. Talk and I will listen. Come with me and.....</p>
<p>De-escalating body language</p> <p>Outside of an outstretched arm Good distance Standing to the side Relaxed hands Managing height</p>	



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Bullying

Definition of bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate
- The deputy headteacher/headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview the parties involved
- The DSL will be informed of all bullying issues where there are safeguarding concerns
- The school will speak with and inform other staff members, where appropriate
- The school will ensure parents/carers are kept informed about the concern and action taken as appropriate
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned
- Incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.



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Appendix one

Swearing

For obvious reasons, we have not listed swear words in this document. However, as a guide to the unacceptability of swear words and foul language we have consulted Ofcom Guidance on Offensive Language.

Swear words and offensive or discriminatory language is classified by Ofcom into the following groups.

- | | |
|-----------------|---------------------------------------------|
| Mild swearing | - general milder swear words and body parts |
| Medium words | - potentially unacceptable pre-watershed |
| Strong words | - generally unacceptable pre-watershed |
| Strongest words | - highly unacceptable pre-watershed |



Golden rules

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Be gentle

Be honest

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