



## **Behaviour Policy**

### Aims

The school's 'Managing and Supporting Positive Behaviour' policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect, particularly following COVID-19. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour. At St Mary & St Joseph's, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response.

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations.

Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community. At St Mary & St Joseph, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good.

We understand the importance of 'feeling safe' in promoting social engagement and learning.

Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community. (PBL)

Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?'

Trauma Informed Schools UK An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.



There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact.

It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart. \*Discipline, derived from the Latin word, disciplina, which means instruction, and derives from the root 'discere' which means to learn.

### Whole School Approach

We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our community members and act to maximise protective factors through the conscious use of our relationships

### Golden Rules

Our Golden Rules should be regularly discussed and encouraged.  
They are:

- 1) Do everything with love - work hard, play hard, pray hard
- 2) Use the branches of love daily - follow the gospel values
- 3) Show respect in all relationships - use our tricks to help us deal with difficult situations
- 4) Follow the Characteristics of learning

These rules will be clearly displayed around the school.

What we do In order to achieve the above we will:

- Explicitly teach the golden rules and why they are important (communication)
- Provide opportunities for children to be active participants in their own learning and development (behaviour for learning)
- Clearly state the boundaries of acceptable behaviour (rules)
- Respond promptly, developmentally appropriately and consistently to children who test these boundaries (expectations)



Promote good behaviour in a positive way (rewards Dojo's)

Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (inclusion)

- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships (partnership)
- Keep records of rewards and sanctions (CPOMS) to identify strengths and areas for development as the basis for effective action

### Celebrating Success - Positive Behaviour

Frequency	Behaviour	Reward
Daily (any time)	Display characteristic of learning Branches of love Pbl Good modelling Showing RESPECT	Class dojo's Postcards daily Phone calls
Weekly	Citizen of week - linked to COEL - selected by teacher Branches of love - voted by peers	Certificates Hot choc celebration
Half termly	Every child receives a postcard linked to COEL	Certificate Hot choc celebration Class dojo celebrations

Decided with the student council in discussion with all members of the school community, the following Dojo awards were agreed.

- 250 - extra 15 minutes playtime
- 500 - sport of choice as an extra PE lesson
- 750 - class picnic (children bring in extra snacks)
- 1000 - film of their choice with teddies
- 1250 - craft afternoon
- 1500 - non uniform day



## Daily - Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day.

This includes:

- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – (non negotiables) agreed with staff and children to promote a positive learning environment
- Personal equipment – children will be respectful of other children's equipment
- Routines for the school day – planned, understood by children, visual timetables used for the whole class alongside now and next prompts
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day
- Assemblies- a time for whole school celebration and quiet reflection - children and adults to enter and leave quietly

## Staff Responsibilities

### All staff

- a) Ensure that there are good routines (see above)
- b) Ensure that you are consistent, friendly and professional at all times
- c) Remain calm
- d) Aim to be positive at all times by seeking out and rewarding the good
- e) Regularly discuss the Golden Rules and why they are important
- f) Explain why certain behaviours are not acceptable use the ABCD script for restorative conversations
- g) Be consistent about praise and rewards as well as when supporting positive behaviour
- h) Be aware of individual needs

### Playtime and Lunchtime staff

#### As above

- a) Be active and engaged with the children
- b) Be aware of the main problem areas (places, times, individual children, etc)
- c) Be active in your supervision
- d) Aim to return the children to class in a calm and orderly manner so that they are ready to learn

### Teaching Teams (teacher & TA)

- As above, plus
- a) Operate the Class Rewards System
  - b) Support Playtime and Lunchtime Staff



## Senior Leaders

As above, plus

- a) Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, KS2) using CPOMS
- b) Identify the main problematic areas (places, times, individual children, etc)
- c) Discuss and agree changes in order to reduce the number or range of concerns – keep a record of the impact of any changes
- d) Support teachers when a parent meeting is required
- e) Support staff in the implementation of the policy
- f) Take prompt and decisive action to deal with areas for development

## Restorative Conversations

- A. Use the Trick box cards to ensure a child is calm before beginning the conversation/and or use the sensory room for quiet time
- B. Use the fix it script - follow the ABCD questions on the back of lanyard

## Consequences

We want children to be aware that for poor behaviour, there are consequences. There will also be 'natural' consequences for their action, for example using lunchtime or break to complete their work. Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

## Appendix - Severe incidents

The following are incidents that may lead directly to internal or external suspension:

- a) Persistent, serious or offensive verbal or physical abuse of a child
- b) Verbal or physical abuse of an adult
- c) Dangerous behaviour (likely to result in a serious harm or accident)
- d) Deliberate damage to property

A decision to exclude a pupil should only be taken: - In response to a serious breach, or persistent breaches, of the school's behaviour policy - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All of the above are sanctioned by the Executive Headteacher

Inclusion it is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at St Mary & St Joseph expect to look for a suitable setting for that child rather than excluding them.

*Mrs P Fearn*

Policy reviewed September 2022 with stakeholders

Approved by Governors:

28<sup>th</sup> November 2022

Date to be reviewed:

28<sup>th</sup> November 2023