



## ACHIEVING EXCELLENCE TOGETHER

*Inspiring independent learners with Jesus by our side.*

### BEHAVIOUR POLICY

St Bede's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our mission statement and core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

#### Aim of the behaviour policy

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- To ensure that excellent behaviour is a minimum expectation for all.
- All adults take responsibility for behaviour and ensure they speak to the child personally about their behaviour following an incident or a period of cool-down.
- Adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments

#### Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no children with bad behaviour just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

#### All staff must:

- Take time to welcome children at the start of the day and the start of the afternoon
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to 'Be Safe, Be Kind and Be Ready'

#### The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise and send home 'praise' notes

*Pride - Respect- Challenge – Responsibility - Curiosity*



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- Ensure staff training needs are identified and targeted
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Emphasise positive behaviour and send home 'praise notes'

### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### **St Bede's Principles:**

#### **'Be Safe, Be Kind and Be Ready'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book '*When the adults change, everything changes*'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and remanded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education



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The school has 3 simple rules **'Be Safe, Be Kind and Be Ready'** which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our rules	Visible consistencies	Over and above recognition
Be Safe Be Kind Be Ready	Daily meet and greet in the morning and after lunch Lovely Lines Wonderful Walking	Whole school recognition board – certificates photocopied and displayed for a week, original sent home. House points Behaviour certificates in Celebration Assembly HT/DHT praise Whole class reward e.g. extra play, extra house points (managed by the teacher)

### Focus: Relentless Routines

Praise in Public (PIP) Reprimand in Private (RIP)	Wonderful walking around school	Consistent language Time IN not time OUT
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### Classroom behaviour management

When a teacher feels a child has exhibited good behaviour they may be praised publicly by adding their photograph (Reception and Year 1) or name (Years 2-6) to a rainbow (Reception and KS1) or rainbow star (KS2) displayed on the classroom wall. The children's names and photographs should be kept in a small container near to the rainbow but they should not be displayed on the wall. The child should be told exactly what the teacher liked about their behaviour in order to encourage this behaviour further. The good behaviour should relate to the 3 school rules: 'Be safe, Be kind, Be ready.' (For example, a teacher might say: "You are showing us how to be safe. Well done. Move your name onto the rainbow.")

### Star of the day



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Towards the end of each day the teacher will choose a 'Star of the Day' for the following day. This person should be chosen from those who have displayed good behaviour throughout the day and are on the rainbow or rainbow star. The child will be given a 'Star of the Day' sticker

The following day the child's name or picture will be placed on the golden star, displayed on the classroom wall, so that others know who is the 'star of the day'. They may also be given privileges throughout the day. These will vary by class and be age-appropriate but might include wearing a badge, being at the front of the class line or taking the register to the office in the morning.

### Stepped Boundaries

Gentle approach – use child's name, child level, eye contact, deliver message
<p><b>1. REMINDER</b>            I notice you chose to.....(noticed behaviour)            This is a REMINDER that we need to BE (Safe, Kind, Ready)            You now have the chance to make a better choice            Thank you for listening</p> <p><b>Examples – I notice that you're running. You are not keeping safe. Please walk. Thank you.</b></p>
<p><b>2. WARNING</b>            I noticed you chose to.....(noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson            If you choose to break the rules again you leave me no choice but to ask you to leave the room/            go to the quiet area/ thinking area.....(Learner's name)            Do you remember when..... (model of previous good behaviour) That is the            behaviour I expect from you. Think carefully I know that you can make good choices. Thank you            for listening/ I'm glad we had this conversation.</p> <p><b>Example – I have noticed you are not ready to do your work. You are not showing me that you are ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished. This is what I need to see you today. Thank you for listening.</b></p>
<p><b>3. CALMING TIME</b>            I noticed you chose to.....(noticed behaviour)            You need to:</p> <ul style="list-style-type: none"> <li>• Wait outside the classroom/ Go to quiet area</li> <li>• Go to sit with partner class</li> </ul>

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Teacher sets a suitable timer and sends with child (10 minutes max) and teacher ideally collects/ greets them to start a restorative conversation.

**Example – I notice that you have chosen to be unkind to others with your words/ behaviour. You are showing me that you can't be kind. You have chosen to spend time in the quiet area. I will come and speak to you in two minutes.**

### 4. FOLLOW UP, REPAIR AND RESTORE

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

## Consequences

If a child reaches step 3 this needs to be recorded on CPOMS under behaviour. If there are three incidents recorded on CPOMS for behaviour in a two week period the class teacher is to request a meeting with parents to discuss the behaviour and if necessary develop an individual behaviour plan for the child in consultation with SENDCo and Senior Leaders.

## SEND/ Inclusion

Children who have individual SMART targets for behaviour set out in an individual behaviour plan, may not follow all of these consequence steps. It will be up to the staff working with each child to decide what is appropriate for them. Positive praise and rewards will be given as normal but may be given with greater frequency to encourage good behaviour.

## Restraining / *Team Teach* (positive behaviour management and handling strategies)

If a child's behaviour is deemed to be of possible danger to other children or to staff members, the child will be escorted from the classroom or area using appropriate Team Teach techniques to a 'safe place'. This could be into a cool down area of the classroom, space in the corridor, the meeting room or outside the school building in the school grounds. Once the child has sufficiently cooled down they will be returned to the classroom. If it is not possible to safely remove the child from the classroom then the other children will leave the room to a safe place until it is safe to return. On both occasions this will require the support of two members of staff to ensure both the child and the class are supervised. Should a teacher be working alone in a classroom, they may send their red card with a child to get help from the nearest member of staff, who will come and assist.



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### **Poor behaviour beyond the school gates**

Schools are empowered to tackle behaviour beyond the school gates. For example, during an offsite school visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At St Bede's Catholic Primary School should these rare instances occur, incidents will be dealt with by the Headteacher following the same principles.

### **Equality Act 2010**

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to. St Bede's Catholic Primary School cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour. We recognise that there may be rare occasions when a pupil's behaviour is such that their exclusion from school is the only course of action appropriate.

The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. The Governing Body and Head Teacher at St Bede's Catholic Primary School follows the guidance in Section 3 of the DfE's 'Exclusions from Maintained Schools' September 2017 with particular reference to 'A guide to the law.'

### **Bullying (see Anti Bullying Policy)**

Bullying is the persistent hurting or intimidating of others, physically or emotionally. It is unacceptable and not to be tolerated. All staff should be vigilant to ensure that bullying is not taking place. Incidents of bullying will be dealt with by Senior Leaders in line with the Behaviour policy.

### **Lunchtime**

MDA's will use the language from this policy and the principles regarding PIP and RIP in line with Lunchtime Stars.

Written by staff May 2020 (SYCOL Innovation)

Approved by Governors Autumn 2020

*Reviewed Staff/Governors Autumn 2023*

Reference documents

[Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](#)

[Exclusion Stat guidance Web version.pdf](#)

[Use-of-reasonable-force-in-schools](#)