

Diocese of Westminster Academy Trust
Company No 7944160



St. Catherine of Siena Catholic Primary School

Behaviour Policy

Approved by:	Governing Body	Date: December 2022
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Next review due by:	December 2023	

Be who God created you to be, and you will set the world on fire.

St Catherine of Siena School Behaviour Policy 2022

Be who God created you to be and you will set the world on fire!

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. (EYFS statutory framework, March 2021)

1. Context

St Catherine of Siena Schools have adopted Hertfordshire Steps, which is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

In St Catherine of Siena Catholic Primary School, we have adopted a therapeutic approach to behaviour management as we believe that every child and young person has a right to be treated with respect and dignity, deserves to have their needs recognised and be given the right support. This is reflected in our school Mission Statement, 'Be who God created you to be and you will set the world on fire'.

All school staff should safely manage behaviour and attempt to understand what a child (or young person) is seeking to communicate through difficult or dangerous behaviours.

2. Therapeutic approach

A therapeutic approach to behaviour prioritises the pro-social feelings of everyone within the dynamic.

Behaviour refers to the way in which people conduct towards others, or anything a person says or does, from pro-social to the most extreme anti-social. We focus on providing an inclusive setting that promotes equality of opportunity. That does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised. Children are provided with the resources and support that they need to be able to act and behave in a pro-social way. Staff support the development of children's internal discipline and aim to gradually replace external discipline. For example, we consider the whole child or key areas of their life and work towards them having control over these, rather than staff maintaining control over them. All staff should focus on de-escalation and preventative strategies, rather than focusing on reactive strategies.

At St Catherine of Siena, our staff are trained with the 'Step On' therapeutic approach to behaviour. This ensures consistency and continuity for children as they progress through the schools. Staff also receive regular training in safeguarding, child protection, mental health and wellbeing. This ensures that links between children's behaviours, conduct disorders, mental health and wellbeing are considered and investigated.

3. Pro-social behaviour

At St Catherine of Siena Schools, we prioritise the pro-social feelings of everyone within the dynamic.

Pro-social

behaviour is the term we use to refer to all behaviour which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people with the intention of benefiting oneself and others or the society. Our expectation is that all staff model and recognise pro-social behaviour throughout the day.

Examples of pro-social behaviour: following instructions first time, listening to adults and children, focusing on work, waiting to speak so not interrupting others, holding the door open for someone, picking up their litter, arriving on time, acts of kindness to others, helping an individual in need, sharing resources, volunteering time, cooperating with others.

All staff members model this in their own practice and respond to seeing pro-social acts by:

- Thanking children for pro-social acts
- Verbally praising pro-social behaviour
- Sharing examples of pro-social behaviour with parents and carers
- Additional break time for multiple examples of pro-social behaviour
- Highlighting pro-social behaviour in class
- Privately handing out certificates to children to celebrate good work or pro-social behaviour
- 1-1 Head-teacher awards to celebrate excellence

3a) Pro-social manners (positive ways of behaving towards others):

Having good manners, being polite and respectful to adults and others around you is a key skill for life.

Therefore, at St Catherine of Siena Schools, teachers clearly explain and model expectations of the manners which we expect from pupils at our schools. Examples of manners we expect:

- Saying 'please' and 'thank you' appropriately
- Saying 'excuse me' when interrupting a lesson or an adult when they are speaking
- Holding open a door for an adult or other children
- Moving out of the way to allow adults to pass
- Responding to adults around the school i.e. saying good morning
- Apologising when appropriate
- Smiling or acknowledging others
- Not interrupting others while they are speaking and acknowledging what is said using their name e.g. 'Yes, Ms Kane'.
- Not pushing or shoving in corridors or during transitions

- Having respect for the school environment – looking after equipment, resources and the building
- Keeping property and belongings tidy and organised
- Knocking on classroom and office doors before entering
- Covering mouth and nose when coughing or sneezing
- Asking for permission before getting up and moving around the classroom, where appropriate

4. Anti-social behaviour and educational/protective consequences

Anti-social behaviour is 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;
- behaviour that is contrary to the laws and customs of society.

With anti-social behaviour, it is its frequency and intensity that makes it unacceptable. Some children require an Individual Risk Reduction Plan to formalise strategies that differentiate from this policy. A risk reduction plan or behaviour support plan is informed by behaviour analysis (conscious/subconscious checklist, anxiety mapping, roots & fruits), which helps to identify the child's needs and therefore, any resulting planning is individual and personalised. Staff will use the flowchart if it is identified that a child needs something that is in addition to or different from this policy.

We categorise anti-social behaviour as 'difficult' or 'dangerous':

- a) Difficult behaviour – Behaviour that is anti-social, but not dangerous.
- b) 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.

Staff responses to anti-social behaviour:

- Repetition of the desired behaviour instruction using simple positive phrasing. You may need to do this more than once: be specific and be patient. (e.g. 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).
- Offering a limited choice for an instruction, including the use of two hands choice offer (e.g. Where shall we talk, here or in the library?; Put the pen on the table or in the box; Will you complete the task now or at break time?; Are you going to sit on your own or with the group?; Are you starting your work with the words or a picture? Please stand by me or another adult)

● Disempowering the behaviour (e.g. You can listen from there; I will explain it to you again in a few minutes; Wait outside the classroom; 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; Go into the library for 5 minutes.)

● Use of a de-escalation scripts when necessary (e.g. "Child's name, I can see something has happened, I am here to help. Talk and I will listen. Come with me and...") Note: Children that have a behaviour plan may have more steps or specific, individualised de-escalation scripts that all school staff will be made aware of. These are likely to have more steps to follow and will be personalised to the needs of the individual.

There are consequences for anti-social behaviour which create a learning opportunity by directly relating the anti-social behaviour to the harm that has been caused.

a. Educational consequences – provide the motivation and skills to behave differently so that logically the restriction on freedom can be removed. This should identify a solution.

b. Protective consequences – logical limit on the freedoms that the individual enjoys to protect themselves and others.

● Restorative conversations will be held after an incident where a child has shown anti-social behaviour, adults will organise a restorative conversation to discuss the behaviours and rebuild the relationship. Adults may ask questions such as:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make others feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we avoid this type of scenario in the future?

5. Unforeseeable behaviours

In the circumstance where unforeseeable behaviour occurs, staff should respond using the given responses above and then inform a member of SLT if immediate support is required. All information about the incident should be recorded on CPOMS and staff will use the flowchart if it is identified that a child needs something that is in addition to or different from this policy. If required, a risk assessment or risk reduction plan or behaviour support plan will be written to prevent the behaviour occurring again and support adults to manage the behaviour.

6. Safe Touch

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young person (this is not physical restraint). For example:

- For affirmation/praise
- To comfort a child in distress (so long as this is appropriate to their age)
- To gently direct a child or young person, including separating from parents
- For curricular reasons (for example in PE, Drama, etc.)
- First aid and medical treatment
- In an emergency to avert danger to the child
- Steering, guiding or escorting a child

On these occasions, safe touch could include: placing hands on elbows, upper arms or shoulders using open or closed mittens (Please see photos in appendix). Children do not sit on the laps of adults; they will be directed to sit next to an adult or in an appropriate substitute place. It is crucial that this is appropriate to their professional role and in relation to the child's individual needs.

Where appropriate, safe touch will be done with express consent, e.g. 'You seem upset. Would you like a hug?'

Not all children feel comfortable with certain types of physical contact; this should be recognised and wherever possible, adults should seek the child's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some children are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and so far as is possible, use a level of contact and/or form of communication which is acceptable to the child.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with a child, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and children takes place, staff will consider the following:

- The child's age and level of understanding
- The child's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)
- The purpose of the physical contact

All staff receive training on appropriate touch as part of our Step on training and receive updates in Safeguarding training.

7. Communication and recording within school

At St Catherine of Siena Schools, we record and log behaviour on a digital system called CPOMS. CPOMS is used to record serious incidents of difficult or dangerous behaviour from any child, however it may also be used to log minor incidents or pro-social actions of children on an individual plan.

This information is recorded on CPOMS for the following reasons:

- to alert appropriate and relevant staff members;
- to be logged for reference in the future;
- to be passed to the next school when a child leaves our setting;
- to provide evidence for risk reduction plans and behaviour strategies specific to the individual;
- to share information with outside agencies when that is appropriate; anonymised reports will be shared with school governors to keep them informed of the school's current behaviour targets.

All teachers and TAs in the school have access to CPOMS and are able to record using it. MSAs and adults leading clubs or extra-curricular activities will report behaviour incidents to the appropriate class teacher or SLT member to record on CPOMS. For children on an individual plan or where behaviour notes are made daily, a behaviour log book may be used by staff members, but will be transferred onto CPOMS on a weekly basis. Any significant behaviour issue (e.g. one that involves violence towards other children or adults), will be verbally reported to SLT on the day it happens, as well as recorded on CPOMS. CPOMS recording should be factual and avoid ambiguous language e.g. 'XXX trashed' or 'XXX had a meltdown', instead, 'XXX knocked over two chairs and threw a pot of pens at the wall.' Where opinion is included, this should be made clear, e.g. 'In my opinion XXX was still angry following the incident at breaktime.'

8. Communication with parents and carers

Minor incidents, such as calling out in class, being unkind on the playground or not completing work in class will be dealt with in school. If a child repeats an anti-social behaviour, or if the incident is deemed as serious – parents will be contacted. Parents must be contacted in any case of violence towards self, a peer or adult. Where there has been violence towards a peer, both parties' parent/guardian should be informed. Communication may either take place in person as parents collect, or via telephone conversation. Staff will make a note of these interactions on the communication log with the agreed actions. In the first instance, communication will be made by the teacher in charge of the class at the time of the anti-social behaviour.

In some instances, for example if racist or homophobic language has been used, or if a child has been dangerous, SLT will be involved in the communication process. If continued communication is required, this will be agreed upon with the parent or guardian and a communication or 'link book' may be used to ensure up-to date feedback is given.

If a child has been seriously affected by another's anti-social behaviour (for example seriously hurt by a peer) parents will be informed by telephone before the end of the school day wherever possible. This phone conversation will be between the staff member dealing with the anti-social behaviour and the parent.

On these occasions, details of the incident will be shared, however the educational and protective consequences given to the perpetrator will not be discussed in detail.

9. Exclusions

St Catherine of Siena Schools follow the Department for Education statutory guidance on exclusion of pupils from maintained schools in England. This details when a suspension or a permanent exclusion would be required. The Head teacher and will make the definitive decision to suspend or permanently exclude and will communicate with parents using the methods detailed above. Following a suspension, there will be a reintegration meeting and a plan will be created/adapted to manage future behaviour. We strongly believe that suspensions are a last resort, however, suspension or permanent exclusion will be considered in any case where there is physical violence towards another child or adult. It may also be considered in other situations.

Glossary of terminology in the policy:

- Step On (sometimes referred to as 'Steps') – Is the therapeutic approach to behaviour that has been created by Hertfordshire. It is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.
- therapeutic approach – An approach to behaviour that prioritises the prosocial feelings of everyone within the school community.
- pro-social – behaviour that has a positive effect on the individual, others around them or their environment. It is characterised by a concern for the rights, feelings and welfare of other people. For example: picking up litter, concentrating on their work, helping a friend, being kind to others.
- anti-social – behaviour that has a negative impact on the individual, others around them or their environment. For example: dropping litter, calling out and distracting others, being unkind or name calling.
- external discipline – The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience
- internal discipline – Train oneself to do something in a controlled and habitual way
- consequence – a learning opportunity, directly relating the anti-social behaviour to the harm that has been caused
- inclusive setting – students with a differences are accommodated through differentiation. This does not mean that children are all treated the same, but that the unique skills and abilities of each child are recognised
- equality – Children are given the same resources or opportunities

- *equity – Children receive the resources, differentiated experiences, appropriate interventions and differentiated learning they need*
- *de-escalation – discussions, distractions or actions to reduce the intensity of a conflict or potentially difficult or dangerous behaviour*
- *preventative strategies – actions taken to avoid a conflict or potentially difficult or dangerous behaviour*
- *reactive strategies – actions, responses and planned interventions in response to the presentation of identifiable difficult or dangerous behaviour*
- *social acceptance – tolerating the differences and diversity in others*
- *open mittens – Fingers together, thumb away from fingers, palms parallel to floor*
- *closed mittens – Fingers and thumb together*

Approved by the Governing Body: December 2022

Everyone at St Catherine of Siena Primary School has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment. All staff, regardless of the nature of their employment, make decisions that are consistent with the policy and that will be supported by colleagues.

Rules / Routines / Recognition

<i>Our rules</i>	<i>Relentless routines</i>	<i>Rewards/recognition</i>
<i>Be ready</i>	<i>Meet and greet</i>	<i>Recognition boards in classrooms</i>
	<i>Move quietly around the school</i>	
<i>Show love</i>	<i>Mindful manners</i>	<i>Postcards sent home for 'over and above'</i>
<i>Show love</i> <i>Seek truth</i>	<i>Staff role model positive behaviour expectations at all times</i>	
	<i>When addressing the children, staff use positive reinforcement</i>	<i>HT awards for home learning</i>
	<i>Staff notice and respond to good behaviour exhibited by children from across the school</i>	<i>Work displayed in class/communal areas</i>
	<i>Staff intervene whenever incidents occur – following Restorative Approaches where possible.</i>	<i>Certificates in weekly assembly</i>
<i>Seek truth</i> <i>Feel safe</i>	<i>All staff challenge children who are not keeping school rules in a non-confrontational way— using a calm manner and key phrases as needed.</i>	<i>Special responsibilities/privileges</i>
	<i>Staff ensure that children move around the school in a quiet and safe manner, walking on the left when using the stairs and in corridors</i>	
<i>Feel safe</i>	<i>Staff accompany children to the playground at playtimes and the end of the day</i>	<i>Golden Time</i>
	<i>At playtimes, there must be an adult on duty before children are left</i>	
	<i>Where appropriate, staff accompany children to the hall at the beginning of lunchtime, and seat all individuals before leaving</i>	

Actions to address inappropriate behaviour

At St Catherine's we believe in praising children in public and reprimanding in private. All sanctions must be reasonable and relevant to the behaviour and age of the child. Sanctions must be proportionate to the circumstances and must take into account any special educational needs or disability the child may have, and any religious requirements affecting them. These include:

Gentle Approach, use child's name, child level, eye contact, deliver message. (discussed privately where possible)

1. REMINDER

"I have noticed you chose to/chose not to (noticed behaviour) right now. This will mean you break the rule of.... This is a REMINDER that we need to..... You now have the chance to make a better choice."

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. CAUTION

Give the child a clear verbal caution.

Example - 'You have had a reminder. This is the second time I have spoken to you. You are in charge of your behaviour. Think carefully about your next step - I know you can make the right choices.'

3. LAST CHANCE/MICROSCRIPT

'I've noticed that (you are not ready to learn/ having trouble getting started/wandering around the classroom).

This behaviour will mean that you break our rule of (being ready, showing love etc)

You have chosen to do this as you are in charge of your behaviour.

Do you remember earlier/yesterday/last week when you ... (example of positive behaviour)

That is the (name) that I need to see today. I know you can do this/...you are better than this

I care about you and know that/ hope you will make the right choice.

Thank you for listening!

4. REFLECTION TIME (IN CLASS)

Time for the child to reflect (quiet area of the classroom). Final opportunity for the child to

re-engage with learning.

“You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’ TIME IN not TIME OUT that counts.

5. REFLECTION TIME (IN PEER CLASS)

Child leaves lesson with work and goes to peer class. Work completed and restorative justice sheets completed. These incidents will be noted in CPOMs.

6. FOLLOW UP, REPAIR AND RESTORE

Informal meeting held as soon as possible, using prompts. If necessary, refer to SLT.

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Discuss and agree consequences with the child.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

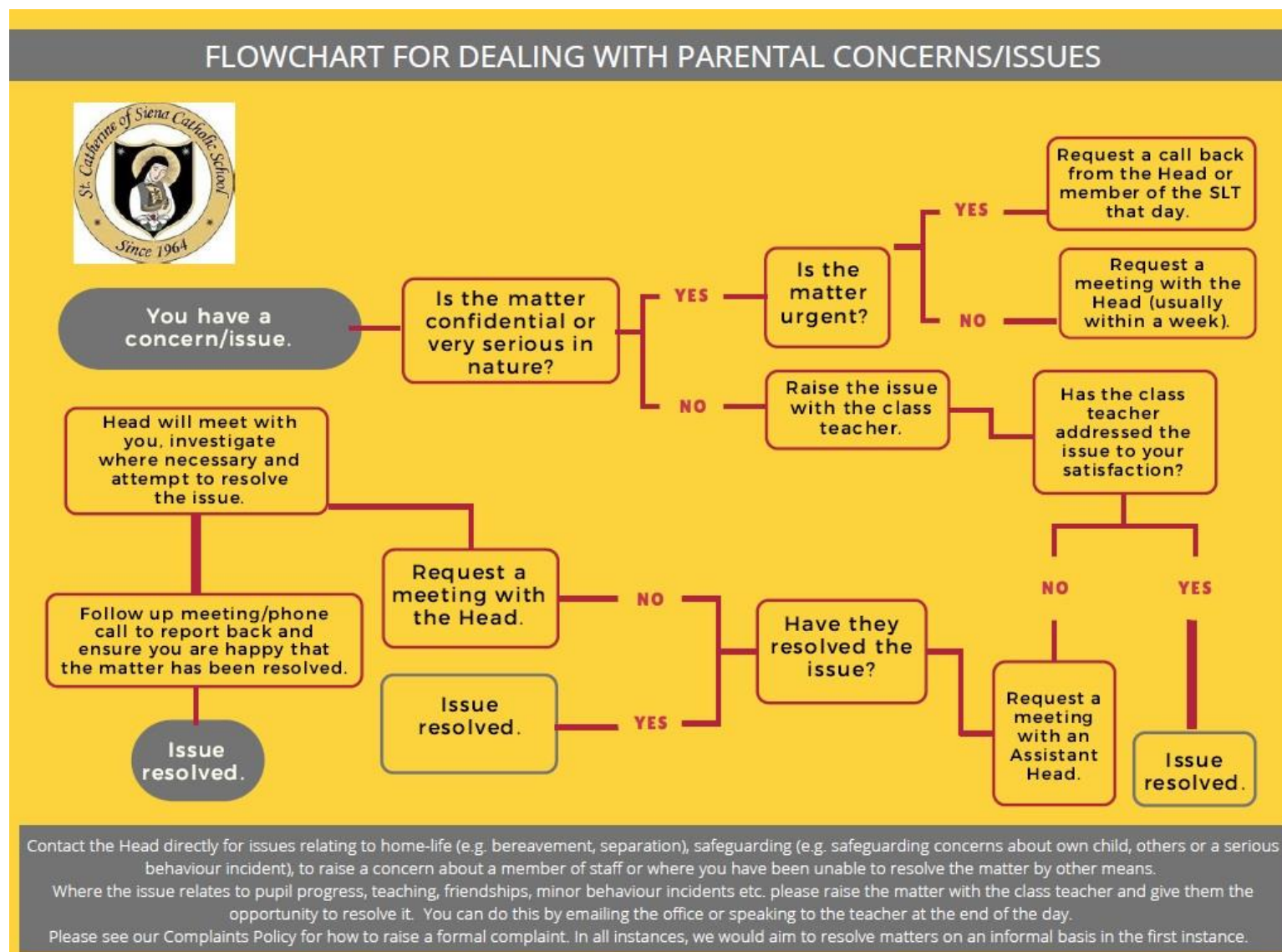
Appendix 1: written statement of behaviour principles

- *As members of our community, we adhere to the four Golden rules, 'Be ready, Show Love, Seek Truth, Feel safe'.*
- *Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others*
- *All pupils, staff and visitors are free from any form of discrimination*
- *All staff and volunteers will aim to be fair, consistent, transparent and positive.*
- *We believe that every mistake is a learning opportunity and opportunity to grow.*
- *Staff and volunteers set an excellent example to pupils at all times and display a united front.*
- *Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy*
- *The behaviour policy is understood by pupils and staff*
- *The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions*
- *Pupils are helped to take responsibility for their actions*
- *Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life*

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

Appendix 2: Flowchart for dealing with Parental Concerns/Issues



Be who God created you to be, and you will set the world on fire.