

ST AGNES

Catholic Primary School

With Jesus beside us, we do our best



Behaviour Policy

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Our Vision and Values

At St. Agnes we believe that although we are all very different we have a way of living, behaving and doing things that allow us to serve as a witness to the Catholic Faith in our Lord Jesus Christ.

Our school motto is: **With Jesus Beside Us We Do Our Best to:**



Believe
We are all valued in God's family and the school family. We **believe** in ourselves and in our abilities.

Persevere
When things get difficult we will **persevere** so that we will grow stronger, realising we can turn to each other and God.

Contribute
We will **contribute** to the life of the school, the parish, the local community and the wider world to which we all belong.
By doing these we will:

Achieve
By being the best we can be, we will **achieve** in making a difference to others and living as God would want us to.

At St Agnes' we aim to provide a safe, secure and happy environment for all people who enter our school. This includes children, parents, staff, governors and visitors.

As a Catholic school we adhere to the principle that we are all made in the image and likeness of God and thus should always respect ourselves and others.

The following guidelines apply to all of our school community. We hope that all will abide by them.

As a School we hope to promote the following values-:

Faithfulness & Integrity; Dignity & Compassion; Humility & Gentleness;

Truth & Justice; Forgiveness & Mercy

Purity & Holiness; Tolerance & Peace; Service & Sacrifice

We believe that it is important that each person in our community feels valued and has clear ideas of what is expected of them. We hope these expectations are high but achievable.

We always seek to focus on good behaviour.

We expect children to-:

- Arrive in school on time and be collected on time.
- Move around the school quietly and sensibly.
- Show respect for all members of the school community.
- Try to do their best in all activities.

We expect adults to-:

- Emphasise the positive rather than the negative.

- Praise and encourage both pupils and one another.
- Actively establish good relationships with all members of the school community.
- Develop the self esteem of all members of the school community.
- Set a good example.
- Ensure equality and inclusion to all children and staff in all aspects of school life.

We praise children in various ways:-

- Individually in conversation and through positive marking.
- By giving badges and verbal praise in assemblies e.g. Weekly Good News Assembly.
- Showing good work to the headteacher.
- By reporting good academic results and good behaviour to parents.

Rules

The classroom is organised around a system of age appropriate rules (which are visible and clear) and routines (which are understood and logical). **Children are involved in drawing up rules for their own class on the first day of the new academic year adding any relevant Covid instructions.** These are clearly displayed in the classroom and attention drawn to them. Because children have been involved in the drawing up of the 'Class Rules,' they feel ownership and develop a positive attitude towards the expectations expressed. Rules must be observable so that they can be reinforced through positive comment and reminder.

Core skills in Behaviour Management:

When dealing with behaviour issues we employ the following 'core skills' previously identified by Cherrytrees Outreach Team and endorsed by BASS (Behaviour and Attendance Support Services) Tower Hamlets:

- Do not confront – attract attention, give a moment of pause to allow the child to respond.
- Adopt a non-threatening relaxed stance – do not get uptight! Work on not allowing your frustration to show itself in your voice – take 15 seconds to moderate your mood – 5 seconds breathing in, 5 seconds holding your breath, 5 seconds exhaling.
- Speak clearly giving the child time to respond and choose words with a positive message 'do's' rather than 'don'ts'.
- Do not use confrontational gestures – such as finger-wagging.
- Expect children to comply with your requests and show this in your actions e.g. use of the imperative.
- Keep the interaction brief so that the child does not begin to feel uncomfortable or resentful – avoid extended eye contact or overbearing body language.

It is important that the adult managing the situation is not interrupted or that others become involved as this can result in mixed messages and the undermining of authority of the person taking the lead.

Managing Secondary behaviours.

Secondary behaviours are the responses we learn to divert criticism. Children can employ excuses or counter attack. At St. Agnes, we use the recommended approach to managing secondary behaviours, which is to avoid argument, accept the excuse but reiterate the request in a reasonable and calm way. In most cases this overcomes the secondary behaviours. Should they persist, the request may be reiterated with the consequential rider – if you choose to continue to ... you are also choosing to ...'

Secondary behaviours are dealt with by three level strategies.

Low-level strategies are:

- Ignoring the offence but praising another child for their correct behaviour.
 - Using non-verbal signals
 - Giving brief instructions as a reminder
 - Linking behaviour to outcomes by using such strategies as 'when you're in your place I'll answer your question.'
- 'If you... then we shall...'

Medium-level strategies are:

- Refocusing questions – how are you getting on? Are you on target? etc.
- 'Maybe ...and ' is a defusing strategy to deal with potential arguments, i.e. 'I wasn't talking!' 'Maybe not, and I want you to continue with your ...'
- 'Rule of 3' – repetition of instruction 3 times with escalating seriousness, culminating in a third statement of choice – if you choose to continue talking you are also choosing to miss part of your break time.'
- Humour to deflect conflict (humour – not sarcasm)
- 'Double what' questions to move the child towards taking ownership for their actions. 'What are you doing? What should you be doing? You should be ... please return to your task.'
- Removing from audience – taking the children aside or outside the classroom to discuss the situation with them.
- Giving simple and realistic choices – if you choose to do this you are also choosing to ...' (specified sanction)
- Following up on the child's choice. Having explained that a choice has been made, then, it is essential that the consequence of the choice is carried through.

High-level strategies:

We adopt these responses to charged situations in which it is essential that the adult remain calm and clear.

- Be clear and specific in requests.
- Use the rule of three (see above) and emphasise that children will have a right to reply when they are calm.
- Remind children of the right to respectful treatment.
- Be matter-of-fact in the statement of consequences.
- Do not attempt coercion but point out the choice that is being made.
- Allow take-up time.
- Apply the given consequence

Unacceptable behaviour.

The school community feels that the following behaviour is unacceptable: fighting, bad language, verbal abuse, racism or sexism, bullying, willful damage to property, persistent disruption of the education of other children.

Where unacceptable behaviour occurs we will deal with it positively, in the hope of moving towards an improvement in attitude and performance.

Staff routinely use the following strategies to manage incidents of unacceptable behaviour:-

- Sanctions
- Pointing out that specific behaviours are not acceptable in school.
- Recording incidents so that any pattern of poor behaviour can be monitored.

- Encouraging pupils to reflect on behavior and its impact on others.
- As a result, to apologise for incidents that have caused distress to others.
- Withdrawing privileges, such as playtimes, trips out, use of pen etc. where deemed appropriate.
- Implementing a differentiated programme of behavior support within the classroom to support behavior.
- Consequences given within the classroom for work that is not completed in class to the required standard or not completed for homework.
- Liaising via the SENCo with outside services e.g. Behaviour Support Team, Educational Psychologist, Cherrytrees Outreach Team, Specific Learning Support Team to support provision within the class.

Traffic Lights framework for unacceptable behaviour in class.

Each class will operate the Traffic lights system. In Nursery, it will be used only with targeted children. All children start the day on the green traffic light. A child's name will appear on the relevant coloured circle when their behaviour has been unacceptable and has not been readily corrected through normal interventions, discussion, comment, etc.

High level behavioural issues – (Red Traffic Light) - Pupil miss a portion of lunch break or play time and stay in designated classroom not accessing any games etc.

Use of Reasonable Force

De-escalation should be the primary strategy. If unsuccessful staff may use physical force, as a last resort, in certain situations. For example, staff will physically separate pupils found fighting. If a pupil refuses to leave a room when instructed to do so, they will be physically removed. If required a member of the SLT will be contacted for additional support. The school will follow guidance laid down by the Department of Education – Use of reasonable force – July 2013. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> The Dfe listed certain restraint techniques that present an unacceptable risk when used on children and young people and therefore **should not be used**. The techniques in questions are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The 'double basket-hold' which involves holding a person's arms across their chest; and
- The 'nose distraction technique' which involves a sharp upward jab under the nose

Identified members of staff have/will take part in positive handling training.

SEN

Identified children with EBD (Emotional Behavioural Disorder) will have an individual behaviour plan. **This will be shared with parents.**

Damaged Property/ Property Loss

Parents will be asked to make a nominal contribution to property that has been damaged/lost by a pupil.

TIME OUT SANCTION (within the classroom) is linked to the age of the child and the level of the incident. Children are to be told why they are on timeout and then the incident discussed after the timeout.

Class	Sanctions in Class	Removal from class on instruction of class teacher or adult in charge e.g. High Level Teaching Assistant
Nursery	Traffic Light System	Only for children who pose a risk to themselves and others should be removed from class by the class teacher and placed with the HT
Reception	Traffic light system Time out in class 1 minutes per year e.g. 4 year old 4 minutes, 5 year old 5 minutes in EYFS	Only for children who pose a risk to themselves and others should be removed from class and sent to the Head teacher or Deputy Head Teacher when behaviour extreme/unsafe.
Y1-Y6		Children are given a yellow card for persistent disruptive behaviour. For more serious misdemeanors a red card will be issued. Two yellow cards or one red card in a week will result in a letter home from the deputy head. Children will also have to fill in a think it though sheet provided by the class teacher. (See Appendix 1- Appendix 5 for further clarification.) Playtimes will be missed, supervision by staff in a designated classroom.

Should an adult be on their own in a class and require additional assistance, they should send a blue card to the office and an additional adult will be sent in to support.

KS1 Red Card = 2 days; Yellow Card = 1 day; KS2 Red Card = 1 week; Yellow Card = 1 day

Serious and repeated examples of unacceptable behaviour will be reported to the Head Teacher.

If the child's behaviour does not improve parents will be contacted and asked to co-operate with the school in monitoring the child's behaviour. **If your child receives a second red card within a half term you will be called in to speak to the Headteacher.**

Exclusions:

The decision whether or not to exclude a child is the sole responsibility of the Head Teacher or Deputy acting in the Head Teacher's absence. Any exclusion will only take place in the light of guidance from 'Child Behaviour, Discipline and Exclusion' – guidance for Voluntary Aided Schools from the Westminster Diocese Education Service. 'An exclusion is a traumatic experience for all concerned and should be used as a last resort rather than as a normal sanction for bad behaviour. It is important to ensure that children lose as little education as possible.' If a child is excluded, school work will be provided by and marked by the class teacher. (See appendix 5)

Playground Behaviour Policy and Procedures

We aim to provide opportunities for structured play. Playground activities are designed to involve children fully. The role of the Mid-Day Supervisory Staff is to supervise and guide, ensuring that games are played fairly and everyone is given their turn.

Our Policy is that:

Identified members of teaching and support staff are “on duty” at playtime.

Staff on duty are in the playground before the children.

Teachers ensure there are enough adults outside before sending their children out.

A “first aider” is available during playtimes to attend to children.

Senior Staff are available to deal with serious incidents.

All children should enjoy playing outside in safety.

Adults will be positive role models.

Children should learn to respect each other and treat each other kindly.

Children should show respect towards all adults in the playground.

Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way.

Children will be able to play freely unless it is judged that they are a danger to themselves or others.

Children will look after equipment and play sensibly with it, tidying up at the end of playtimes.

How we promote positive behaviour in the playground:

Supervision

There will be three adults in the playground for morning break. In the afternoon, only Y1 have a break and staff manage supervision. At lunchtime, there are 2-3 adults in the playground and 1 in the hall for Juniors (12.30-1.30) while for infants there are 3-4 adults in the playground and 1 in the dinner hall. Where necessary there will be 1:1 support for the children who need it.

Adults will play with children to model positive attitudes such as tolerance, resilience and fairness.

Adults supporting an identified child 1:1 actively try to involve them in games and play with other children. They may also offer, if free, the hill as a place to cool off. These children may wear a high vis jacket to identify them.

Adults will use positive language when talking to children about problems or conflicts; asking open questions such as “why do you think XXX is feeling unhappy?” ; “what happened to make XXX feel cross?”; “what do you think you should have done...?”

Adults will give both parties the chance to speak before deciding if any sanctions are necessary where appropriate. Playground buddies will model positive play and learn to help to mediate conflicts.

Adults keep an eye on the friendship bench and seek to involve any children who are sitting on it.

At the end of playtime all adults remind children to stand still when they hear the bell and walk to their lines when called.

Sanctions

Children will be given a warning and a chance to improve their behaviour but sometimes an immediate response will be called for and there will be times when a child or children need time to reflect on their behaviour.

There are 3 steps-

Standing by the WALL for 5 minutes, watching other children play.

Being sent to the ‘detention’ classroom

Being sent in to the headteacher's office.

Behaviour that leads to removal to the headteacher's office

When a child or children "loses control" and needs to be removed from the situation

When a child is acting in a way that is a danger to themselves or others

Aggressive or violent behaviour- verbal or physical- kicking / spitting (at) / hitting/ swearing (at) self-harming

Bullying behaviour- persistent incidences will be dealt with according to our bullying policy and procedures.

Deliberate breaking of equipment

Throwing items at people/ windows/ through the fence

Communication

A record is kept of children receiving red and yellow cards for similar reasons. This records the nature of the behaviour that led to that point. This is monitored to check for patterns or "regulars" by the middle and senior leaders in the school.

Staff supervising the playground may also give class teachers a verbal account of any incidents.

Teachers will use their judgement as to **if** and **when** to inform parents.

Parents will be informed of any serious incidents or invited to discuss patterns of behaviour.

Staying safe

Some behaviours- **playing with ropes** other than skipping, **play fighting**- are NOT allowed on health and safety grounds. As soon as any games begin to become unsafe, they will be stopped. Adults will use their professional judgement in this respect.

Children are not allowed to stay inside without adult supervision.

Children must use the correct entrance when accessing the toilets. If they need to use the toilets as an emergency, infants should only go through the lobby and the juniors should go through the double doors near the junior toilets. Children are not allowed to go to the toilet during lessons unless they have a medical need confirmed in a letter.

Serious misdemeanours:

In the case of serious incidents in the playground, parents will be telephoned by the class teacher or a letter will be sent to them and a meeting arranged.

The School Community

St Agnes is a small community made up of families, staff, volunteers and visitors. People coming to the school are impressed with the high standard of behaviour on display. Thank you to everyone for your support in making this a priority.

However it is important that this does not slip. There have been occasions when behaviour has fallen short of the expected standard. **Appendix 6** outlines behaviours that are not acceptable and their consequences.

Appendix 1

American Journal of Educational Research. 2013 behaviour is about emotions and associated traits: confidence, self esteem, peer relationships, group acceptance, empathy, belonging, resilience, .. and all the opposites.

Yellow Card behaviour	Red Card behaviour
Persistent talking Persistent moving around the class Time wasting Trying to gain influence among his/her fellow pupils Entering the class making silly noises Coming to class after breaks habitually late Blaming one another for any mischief Initiating quarrels among pupils Shouting loudly to create thrill in the classroom Ignoring the teacher's directions due to lack of focus Not sitting on a chair properly	Challenge to authority Refusal to obey rules Verbal abuse Display of aggression Leaving the class without permission Damaging school property

This is not an exhaustive list and there may be times when behaviour in the yellow card section will warrant a red card as a result of the effect it has on the rest of the class's ability to learn.

Appendix 2 letter

Date:

Dear Parents/ Carers,

Your child _____ has not behaved in accordance with the school's behaviour policy or has been involved in a serious incident during the school day. They have been issued with

- A red card
- Two yellow cards this week.

Issued By:

Please see attached copy of the card/s for further details.

This means your child will miss playtime for a week (KS2)/2 day (KS1) (Non Negotiable)

If the behaviour continues, you will be asked to come and discuss the matter with Ms McDaid (Head teacher).

Appendix 3 (Option 1)

Name: _____ Year: _____ Date: _____

BEHAVIOUR REFLECTION SHEET

Why have I been sent here?

How will I change my actions next time to stop my behaviour from getting me in to trouble (Write down a special thing you could do?)

What rule do you think you broke and why is that rule in St. Agnes School?

I have missed break time on: _____

I used this time to write this and think about my actions. Please hand this sheet to your class teacher.

Appendix 4 (Option 2)

Name: _____ Year: _____ Date: _____

BEHAVIOUR REFLECTION SHEET

What did I do? (Draw a picture)

What should I have done? (Draw a picture)

Finish the sheet and explain what you have drawn to your class teacher.

Appendix 5

Reasons why a child may be externally excluded

This is not an exhaustive list. Exclusion is a decision made by the Headteacher.

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against an adult
- Verbal abuse/threatening behaviour against a pupil
- Theft
- Sexual misconduct
- Bullying (including cyber bullying)
- Racist abuse

Appendix 6 – Extract from letter sent out to **parents** by Chair of the Governing Body May 2015-09-04

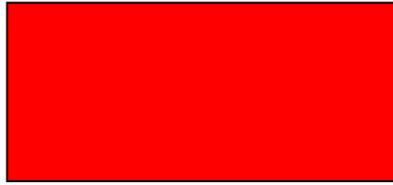
The following types of behaviour directed at children/parents and staff will not be tolerated by people coming to the school.

- **Shouting**, either in person or over the telephone;
- Physical intimidation and bullying
- Encouraging others to make approaches
- The use of aggressive hand gestures;
- Threatening behaviour;
- Shaking or holding a fist towards another person;
- Swearing;
- Pushing;
- Hitting, eg. slapping, punching and kicking;
- Spitting;
- Breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour as listed above may result in the Diocese, local authority, and the police being informed of the incident which may result in a ban from the playground. Furthermore, parents whose behaviour is deemed unacceptable will no longer be allowed to volunteer in the school.

Behaviour Card



Name of Pupil: _____

Issued by: _____

Date ____/____/____

Reason:

Behaviour Card

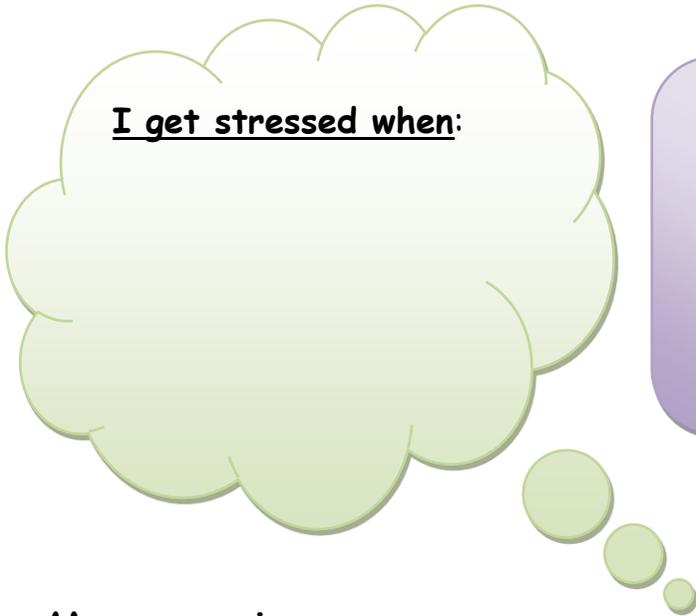


Name of Pupil: _____

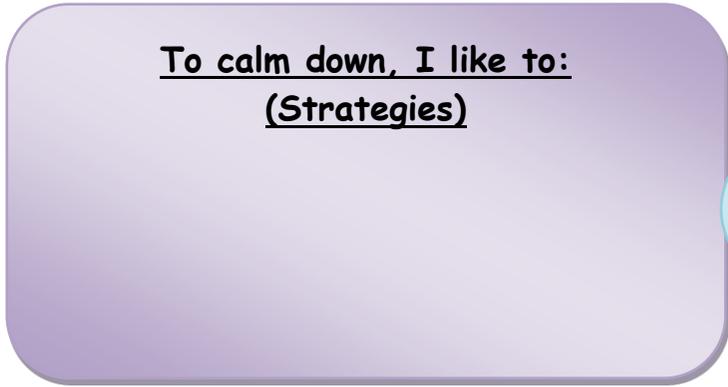
Issued by: _____

Date ____/____/____

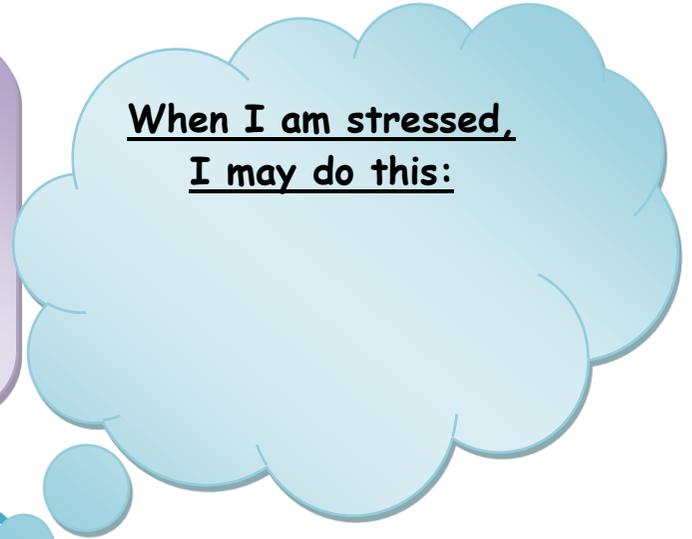
Reason:



I get stressed when:



To calm down, I like to:
(Strategies)



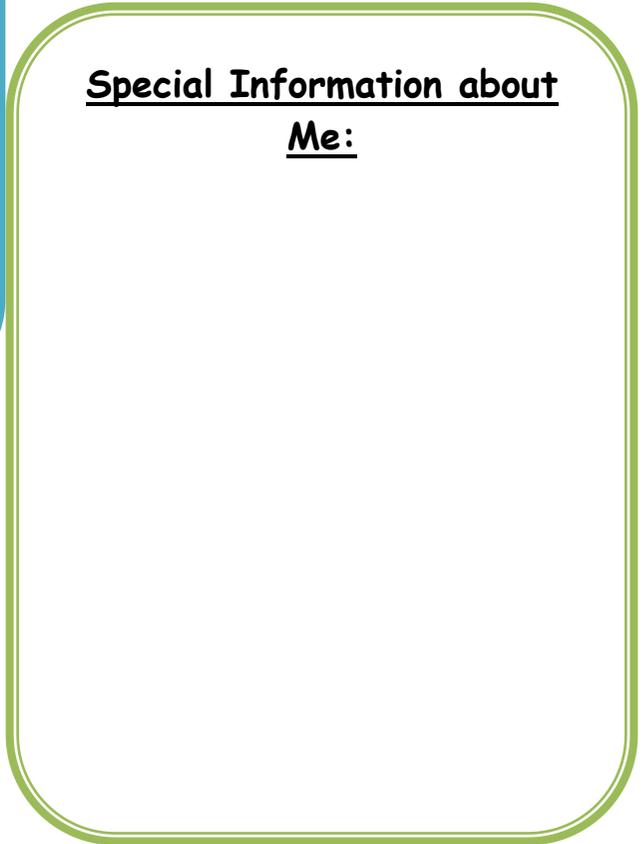
When I am stressed,
I may do this:

My name is _____

I am in: Year _____



**MY BEHAVIOUR
PASSPORT**



Special Information about
Me:



Motivators:



I communicate by: