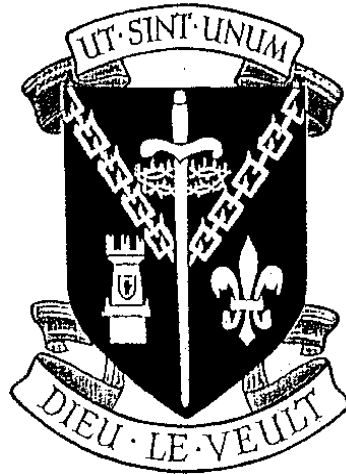


# St Louis Catholic Primary School

“We work together, we pray together, we grow together”



## Behaviour Policy

Approved by: Local Academy Committee

Date: November 2023

Review: November 2024

## **Aims and Expectations**

At St Louis Catholic Primary School it is important that every member of the school community feels valued and respected. We believe that good behaviour is essential to providing a good education, and that all pupils and staff should have access to a calm, safe and supportive environment where they can thrive. We are a caring and supportive community and as a Catholic school our values are based on those of the Gospel and the example of Jesus: respect and love for one another and an ability to forgive. In accordance with our mission statement, St Louis is a place where “we work together, we pray together, we grow together”.

St Louis Catholic Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides staff to teach pupils self-discipline.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour in line with the school ABC values (Ambitious, Brave and Caring), rather than merely deter anti-social behaviour.

The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

## **Behaviour Code**

Our behaviour code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour.

- Pupils should behave in a way that causes no harm to others. This means not saying or doing things that are hurtful or offensive
- Pupils should not damage property, nor harm the reputation of the school. This applies to school visits and/or when representing the school at events.
- Pupils should listen carefully to all school staff and speak to them politely and with respect.
- Pupils should display good learning habits at all times, not distracting or annoying others but showing courtesy and consideration to all.
- Pupils should behave in the ‘online world’ as they are expected to behave in the ‘real world’.
- Pupils should wear full school uniform with pride and be appropriately dressed for all school activities
- Pupils should move calmly and safely around the school.
- Pupils must not leave the classroom or school premises during the day without permission.
- Pupils agree to abide by the behaviour policy of the school.

The code of conduct is shared with all pupils and their parents when they join the school. They are expected to sign it and abide by it at all times.

Alongside the code of conduct, pupils and their teachers create class rules together at the start of each school year and which are displayed in the classrooms.

It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. The curriculum must be relevant, planned and appropriately delivered to cater for all children's needs in order for them to be well motivated and successful. We should all promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.

We believe in fairness and an approach that celebrates difference. Fairness at St Louis does not mean everyone getting the same thing, but everyone getting what they need to be successful – equity rather than equality.

We believe that behaviour expectations begin the second children enter our school site and until the children are safely home at the end of the day. Therefore, staff play an active role in ensuring behaviour across the school at all times of the day is monitored and interventions are used where necessary. It is particularly important to be consistent in this: ensuring that all staff expect movement through the school to be safe and calm, that doors are held open for one another and greetings are reciprocated amongst other basic expectations.

## **Expectations of Adults**

### **Expectations of every adult**

We expect every adult to:

- Meet and greet at the door/gate
- Refer to our school values at every opportunity
- Model positive behaviours and build relationships
- Plans lessons/sessions that engage, challenge and meet the needs of all children
- Use visible recognition boards throughout every lessons (eg ABC boards)
- Be calm and give appropriate time when going through the steps. Prevention strategies before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Use the agreed script when dealing with misbehaviours
- Never ignore or walk past children who are behaving badly
- Be a presence and a role model at all times within the school building

### **Expectations of Middle Leaders**

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Middle leaders will:

- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning children to listening by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of ABC boards, positive notes, postcards and positive phone calls
- Ensure staff training needs are identified and targeted

- Use behaviour data to target and assess interventions

### **Expectations of Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy or practice
- Regularly review provision for children who fall beyond the range of written policies
- Ensure behaviour policy and practice form part of all new staff induction

### **Promoting Positive Behaviour – Rewarding Positive Behaviour Choices**

The use of praise is the key to developing a positive atmosphere in the classroom and around the school. It supports the development of positive relationships including those with children who are the hardest to reach. Although there are tiered awards staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The following rewards are used school-wide:

- Verbal praise – ongoing and daily
- Visible rewards – stickers, merits, stamps and charts
- ABC value boards in the classroom
- Positive notes, messages/phone calls home
- Visits to other classes, middle and senior staff
- Pupil of the Week (Caring value)
- Completion of merit cards leading to award certificates and badges

### **Managing Behaviour**

Our primary aim is to engage children with their learning activities in school. For the vast majority of our children a gentle reminder of our expectations is all that is needed.

Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time (e.g. to complete work in another area/ classroom) this should be considered the exception.

We will always seek to praise the behaviour that we want to see. We aim not to give attention to poor behaviour and therefore not reward attention seeking behaviours.

All children are treated as individuals, taking into account what we as professionals know works for them and their unique circumstances.

It is impossible to move through any steps of the policy without allowing children appropriate ‘take up time’. The length is not set – it is unique to the individual circumstances and child.

## Practical Steps in Managing Poor Behaviour

We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention. Each ‘step’ is designed to give children the opportunity to rethink their behaviour and make positive choices, in line with our school values.

These steps of intervention are applied flexibly to take into account the needs and behaviours of each child. For some children, for example, a quiet word at playtime will be more appropriate than addressing their behaviour ‘in the moment’. The expectation of good behaviour choices remains; the approach taken at each step may differ.

Throughout our approach to responding to poor behaviour choices, our aim is to de-escalate; always giving children time and space to make good choices in a calm and considered manner. For this reason, we must avoid confrontation wherever possible.

We recommend a ‘behaviour toolbox’ approach where a range of methods and techniques are used to de-escalate, respond to poor behaviour choices, and secure positive behaviours.

The levels of intervention for managing the behaviour of children are:

Level 1	Step 1	Redirection	Gentle encouragement, a ‘nudge’ in the right direction
	Step 2	Reminder	A reminder of the expectations and our values – delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage
	Step 3	Caution	A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue, alongside a reminder of the expectations and values
	Step 4	Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, alongside a reminder of the expectations and values
	Step 5	Internal Referral	At this point the learner will be referred internally to another room for the remainder of the lesson. This could be a parallel teacher or a member of staff in a different part of the school. The expectation of learning remains – the child should complete the current activity set.
	Step 6	Reparation	<p>A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support with the reparation process.</p> <p>The staff member will reaffirm their commitment to building a trusting relationship. Staff members will take responsibility for leading reparation meetings. Middle leaders will support when requested.</p> <p>These meetings are structured around the following questions:</p> <ol style="list-style-type: none"> <li>1. What has happened?</li> </ol>

		<ol style="list-style-type: none"> <li>2. What were you thinking at the time?</li> <li>3. Who has been affected by the actions?</li> <li>4. How have they been affected?</li> <li>5. What needs to be done to make things right?</li> <li>6. How can we do things differently in future?</li> </ol> <p>For some children, particularly our younger children, these questions may be too much. Instead we would choose the most pertinent (often 1, 3 and 5)</p>
	Step 7	<p>Formal meeting</p> <p>For children for whom it is necessary, a meeting with the teacher, child, middle/senior leader, recorded with agreed targets that will be monitored over the course of 2 weeks. This will be decided by members of SLT based on the repeated nature of certain behaviours.</p>

All these are undertaken by the class teacher and are part of the high quality first teaching we expect from all staff.

Certain children may require a higher level of intervention or the support of more senior member of staff. These are set out in the following table of level 2 and level 3 behaviours.

Level 2	Involvement of phase leader (or in their absence another middle leader)	<p>If poor behaviour becomes persistent, or if the misdemeanour is judged immediately serious enough to warrant it, the class teacher will ask for the involvement of the phase leader. This may be 'in the moment' or at another time (such as playtime or lunchtime). It is better for the child to speak to the Phase leader at a mutually agreed time. This must be logged by the class teacher on CPOMS as soon as possible. A restorative, reparation meeting should take place between the child and member of staff after a Level 2, just as at every level of behaviour.</p>
Level 3	Involvement of headteacher/ deputy headteacher/ assistant headteacher	<p>If Level 2 behaviour persists, or if the misdemeanour is judged immediately serious enough to warrant it, a child will be sent to the headteacher or deputy. It is better for the child to speak to the senior leader at a mutually agreed time. This must be logged by the class teacher on CPOMS as soon as possible. A restorative, reparation meeting should take place between the child and member of staff after a Level 3, just as at every level of behaviour.</p> <p>The headteacher/ deputy headteacher will follow this up with the child and member of staff. Parents are always informed if their child reaches Level 3. This could be via a written letter, email or phone call and can be decided with individual families.</p>

For clarity in terms of the sanctions it may be necessary to implement the following table should be referred to:

Behaviour	Sanction	Communication/ Action
<p>Level 1</p> <ul style="list-style-type: none"> <li>• Not following rules</li> <li>• Being silly/noisy, disturbing others</li> <li>• Not on task</li> <li>• Writing on own or others' books</li> <li>• Calling out/ interrupting</li> <li>• Being noisy walking around school</li> <li>• Challenge to authority, talking back, cheeky comments</li> <li>• Rough play in the playground</li> </ul>	<p>Verbal warning with reminder of good behaviour expected eg Please stop calling out and listen to me when I am talking</p>	<p>No further action if child responds to reminder</p>
<p>Continuation of behaviour as above</p>	<p>Second warning with notification of consequence if the behaviour does not stop eg if you do not stop calling out you will need to complete your work in another room/ you will miss 5 minutes of your playtime</p>	<p>No further action needed if child responds to verbal reminder</p>
<p>Level 2 Continuation of above and/or</p> <ul style="list-style-type: none"> <li>• Deliberate poor behaviour designed to shock/provoke a reaction</li> <li>• Damage to property</li> <li>• Causing unintentional injury/ marks to another child (eg as a result of playing a game/sport)</li> <li>• Swearing reported by children</li> <li>• Unintentionally humiliating another child</li> </ul>	<p>Consequences could include:</p> <ul style="list-style-type: none"> <li>• sending children to partner class for a time out</li> <li>• missing some time from playtime/lunchtime/golden time</li> <li>• completing work during own time (eg playtime/at home/ before another activity)</li> <li>• Repairing a relationship eg apology/letters</li> <li>• 'community service' to the school by undertaking a job to help staff</li> </ul>	<p>Consequences should take place as close to the incident as possible</p> <p>Parents <b>may</b> be informed at this stage and the incident recorded on CPOMS</p> <p>Where a pattern of behaviour is emerging SENDCO to support class teacher with additional management strategies (record on APDR)</p>
<p>Continuation and repeated behaviour as above and/or:</p> <ul style="list-style-type: none"> <li>• Harmful/offensive name calling</li> <li>• Deliberately harming someone/intending to harm someone</li> <li>• Fighting</li> <li>• Repeated refusal to do set tasks</li> <li>• More persistent cheek/ challenge to authority</li> <li>• Swearing that is admitted to/ heard by an adult</li> <li>• Discriminatory behaviour</li> </ul>	<p>Consequences include:</p> <ul style="list-style-type: none"> <li>• Being sent to key stage leader/DHT/HT in break time /lunchtime or end of the day to explain actions and how to avoid a repeat</li> <li>• Age appropriate time out of activity (eg reception chn 5 mins time out/ older children loss of entire break/ lunch/or standing with an adult at breaktimes)</li> <li>• Longer time in a partner classroom</li> <li>• Letter of apology</li> <li>• 'Community service' to the school by undertaking a job to help staff</li> </ul>	<p>Parents <b>will</b> be informed and the incident recorded on CPOMS</p> <p>Where a pattern of behaviour is emerging SENDCO to support class teacher with additional management strategies (record on /produce individual behaviour plan)</p>

<ul style="list-style-type: none"> <li>• Deliberate/repeated humiliation of another child</li> <li>• Stealing</li> </ul>		
<p>Level 3 Continued, persistent and ongoing disruption and /or</p> <ul style="list-style-type: none"> <li>• Wilful damage to school/pupil's property</li> <li>• Serious verbal abuse to any staff or pupil</li> <li>• Vandalism</li> <li>• Extreme damage</li> <li>• Extreme violence</li> <li>• Leaving the school premises without permission</li> <li>• Deliberate physical aggression resulting in significant injury to another person</li> </ul>	<p>½ day internal suspension for first offence: work is completed out of the classroom environment eg in the SEN meeting room, supervised by an adult. No contact with other children and no playtime permitted</p>	<p>Internal exclusion to be recorded on CPOMS</p> <p>Behaviour management plan agreed with child/parent/school</p> <p>Other agency advice sought eg SEN team/ CAMHS/ PRU</p> <p>Parents informed</p>
<p>Repeated instances of behaviour as set out above</p>	<p>External suspension (fixed term): child is not permitted to come into school for the duration of the exclusion</p> <p>Permanent exclusion</p>	<p>Chair of Governors and Buckinghamshire Council informed</p> <p>Letter sent to parents stating reasons for exclusion and the dates it applies to</p> <p>Advice sought from Exclusions and Reintegration team</p> <p>Other agency advice sought eg SEN team/ CAMHS/ PRU</p>

All incidents at Level 2 and Level 3 are recorded on CPOMS (Behaviour) and reviewed on a weekly basis by Senior Leadership Team.

Wherever possible, we observe the principle of 'public praise, private sanction'. We aim to de-escalate behavioural mistakes and avoid confrontation. We do not use the terms 'Level 1', 'Level 2' or 'Level 3' with the children, preferring to speak to them quietly about their behaviour whilst making it clear our behavioural expectations and potential sanctions.

Reparation meetings are infrequently formal; they are more often over a jigsaw puzzle/ Lego, whilst walking around the grounds or after reading a book or completing a task with a child. The adult behaviour is key during these meetings – they are restorative and relationship focussed and not punitive.

If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others, the headteacher will support the class teacher to introduce strategies which are additional to those outlined above. These may include:

- A daily log book of behaviour
- Meetings with parents
- Formal written warnings
- Behaviour support plan



- Pastoral support plan including social story work
- Support from the behaviour support team
- Internal exclusion
- Suspension
- Permanent exclusion

Although usually a last resort, a suspension or exclusion will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult in school.

## **Child-on-Child Abuse**

The above sanctions are in place should incidents of child-on-child abuse occur. Measures to prevent such incidents occurring can be found in our Anti-Bullying Policy, as can support measures for the victims of the abuse and the perpetrator.

## **De-escalation**

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour of a child might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

In line a de-escalation approach, staff follow a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- The importance of using a calm stance and de-escalation script in a conflict situation
- ‘Recovery time’ should be given for the child to calm down after an incident, after which time there should be an opportunity for a restorative conversation.
- The importance of being proactive in managing children’s behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them

The following de-escalation script is a prepared script to that will be used when a child is trying to engage adults or others in conflict. The script all staff should use is:

- Child’s name - I can see something has happened.
- I’m here to help.
- Talk and I’ll listen.
- Come with me and .....

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

As a school, we use the zones of regulation to allow children to identify when they are becoming agitated or need support to help them maintain a positive attitude. This is very much orientated

towards a de-escalation approach. Our behaviour support plans, used when there is a need to have a more structured approach for certain children, are clearly aligned with this approach.

## **Children with Special Educational Needs or Disability (SEND)**

For some children, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.

For children with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school.

Children with SEND will be supported through individual plans, which may include one or more of the following:

- 'Assess, Plan, Do, Review' summary
- SEND Plan - Behaviour Improvement Plan
- Social Story
- Pastoral Support Plan

## **Working with Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school behaviour code in information packs for new parents, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the Senior Leadership Team.

## **Suspensions and Permanent Exclusions**

In some cases, for a serious breach of the school's code or for persistent disruptive behaviour, the school will consider a suspension or permanent exclusion. Alternatives to suspension/ exclusion will always be considered.

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority and the governing board about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises.

### **Physical Intervention and Reasonable Force**

There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms.

The school has a separate policy on the use of physical intervention and reasonable force.

### **Search for, and Confiscation of, Inappropriate Items**

A member of staff may confiscate, retain or dispose of a pupil's property. The member of staff has no liability for damage to, or loss of, any confiscated items.

A member of staff has the power to search, without consent, for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscated items will be returned to the child's parent unless the headteacher deems it necessary to refer the item to an external agency, such as the police.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board (local academy committee) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records those children who have had been responded to at Levels 2 or 3.

The headteacher keeps a record of any pupil who is suspended, or who is permanently excluded.

It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.



## St Louis Catholic Primary School

'We work together', 'We pray together', 'We grow together'

# BEHAVIOUR AT A GLANCE

### ADULT BEHAVIOUR

- Meet and greet with a smile
- Calm, consistent and fair

### GOSPEL BEHAVIOUR

We are kind, helpful and polite  
We do our best  
We are honest  
We share

### REWARDS

- Merits
- Certificates and postcards
- Notes, messages and phone calls home

- Give first attention to best conduct
- Relentlessly bothered
- Recognise over and above
- Relationship focussed

We are peacemakers  
 We forgive others  
 We take care of everything and everyone

- Pupil of the week
- Head teacher awards
- Stickers

### STEPPED SANCTIONS

1. Redirection
2. Reminder
3. Caution
4. Time out
5. Internal Referral
6. Reparation
7. Formal Meeting

Numerous 'drive bys', redirections and reminders to have taken place before moving to a caution. Further sanctions may be necessary for some children.

### DE-ESCALATION SCRIPT

Child's name  
 I can see something has happened.  
 I'm here to help.  
 Talk and I'll listen.  
 Come with me and .....

### RESTORATIVE QUESTIONS

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?

### RELENTLESS ROUTINES

Thank you

Always on time

Kind and consistent