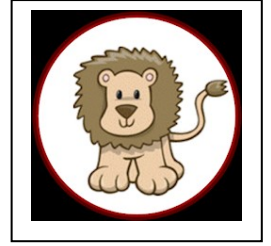




St. Mark's Catholic Primary School



Behaviour Policy

Approved:	March 2024
Review Date:	March 2025



St. Mark's Catholic Primary School Behaviour Procedures

Aims

These procedures for the management of behaviour in school are written in accordance with the St John Bosco Catholic Academy Behaviour Policy (<https://www.stmarkrc.bham.sch.uk/wp-content/uploads/2023/09/policy-behaviour-m.pdf>)

St John Bosco Catholic Multi Academy recognises that the common good requires social conditions that allow all people to achieve their full human potential and realise their human dignity. Central to this is the need for strong relationships rooted in the love and example of Jesus Christ. Our schools must provide a broad and balanced Catholic education which will help children and young people grow to their full God-given potential. The curriculum, ethos and culture must pay full regard to the formation of the whole person so that:

'all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be **cared for** in such a way that their **physical, moral and intellectual talents** may develop in a **harmonious manner**, so that they may attain a **greater sense of responsibility** and a **right use of freedom**, and be **formed to take an active part in social life**'

Code of Canon Law, Canon 795.

Members of the local governing body and staff aim to create a positive and nurturing learning environment in each school by:

- Following a whole school approach to positive behaviour and discipline with clear guidelines and consistency in the use of rewards and sanctions, underpinned by the Catholic values ethos of the school.
- Building self-esteem, self-discipline and positive relationships based on mutual respect and the example of Jesus Christ.
- Ensuring everyone is treated equally and fairly, promoting the equal opportunities policy regarding the 9 protected characteristics in the Equality Act (2010)
- Supporting staff in their classroom management by ensuring and assuring a consistent and fair approach to positive and negative behaviour.
- Using behaviour tracking, recording and monitoring systems to enable timely intervention and support where needed.
- Using a variety of innovative and creative intervention strategies to overcome barriers to learning.
- Working with a diverse range of outside agencies and professionals to ensure the needs of all children and young people are met.
- Providing a safe, nurturing environment free from disruption, violence, bullying, intimidation and any form of harassment.
- Encouraging, promoting and facilitating a positive, trusting relationship with parents and carers to develop a shared approach to their child's education which involves them in the implementation of all aspects of this and other relevant policies

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information (<https://www.stmarkrc.bham.sch.uk/wp-content/uploads/2021/06/policy-safeguarding.pdf>)

School behaviour curriculum

The SJBCA Behaviour policy sets out the expected behaviours for each of its schools. At St. Mark's Catholic Primary School, we create a culture that promotes excellent behaviour and we have high expectations high expectations for all pupils; we expect children to live out our school mission statement to, 'Proudly and joyfully, love, live and learn as God's children'. In order to actively live out our school mission statement, we foster a positive culture that embeds our Catholic aims and values, our aims and values are evident in our curriculum, our policies, our relationships, and in everything we do. We want the behaviour of all of our children, our staff, parents, governors and all of our St. Mark's family to demonstrate the aims and values listed in this policy.

Central to how we manage behaviour at St. Mark's includes the following 3 aims that are embedded throughout our school:

- Be Ready
- Be Respectful
- Be Safe

At St. Mark's we apply these 3 aims to a variety of situations and staff teach and model these aims explicitly at every opportunity. We understand that for some children following our behaviour expectations can be difficult due to their additional needs/developmental level. In these cases, these children will have bespoke positive behaviour plans and/or strategies to promote long term positive behaviour changes.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Our Expectations and Social Norms

Our Catholic faith underpins our behaviour curriculum as it teaches us the social norms and qualities that children need to become the person that God is calling them to be.

To support our children to learn high standards in behaviour, we have high expectations at St. Mark's and we expect children to demonstrate the following on a daily basis:

- Fantastic walking - When children walk in and around school, they demonstrate fantastic walking by walking sensibly, safely and smartly. Teachers teach and model this to children so that everyone in our school community shows what fantastic walking is.
- Good sitting posture (GSP) All children have seating that enables children to show GSP. To be specific, children must be sat at a desk, in a chair that enables them to place their feet flatly on the floor or foot step at a table at elbow height and knees and ankles should be at a 90 degree position.
- Be ready - Children and staff must be ready to start their lessons/activities and have their resources prepared to further support the learning. Whether children are about to begin a P.E. lesson, a Maths lesson or an after school club, they should have their required learning tools (i.e. P.E. kit, ruler, calculator or apron). Teachers also teach children to be ready to learn. Teachers are ready to identify potential barriers so that these can be quickly managed to enable our children to get the best out of the lesson/activity.
- Be respectful - All children and adults are to be respectful to each other at all times. Whilst we understand that sometimes disagreements and upset may be caused, we should always talk to the individual involved respectfully and calmly. Our curriculum has been planned with many topics, lessons and experiences which enable children to gain knowledge about other religions, cultures, communities, places and people etc so that children place a high importance on showing respect.
- Be safe - All children and adults keep themselves and others safe at all times. Teachers teach children about personal safety and also how their behaviour can affect the safety of others. We have a safeguarding curriculum whereby children and staff learn about potential risks, dangers and signs that may affect their safety. Children learn what to do to keep themselves and others safe and not just in our school but also online, outside school and in new environments.

• Positive relationships - Children and adults learn the qualities of a positive relationship and children learn how to have positive, healthy relationships with others through our 'Life to the Full' curriculum programme. Staff understand the importance of fostering positive relationships with children and that some children may need a little more of an adult's time to build a secure attachment. Staff create opportunities for children to practise important life skills (e.g. asking for help, resolving conflict and managing their emotions). At St. Mark's we promote the use of empathic conversations with all children: we model communicating empathy and practice empathic conversations by also drawing attention to progress and success. In order to build adult-child relationships, we also support children by using 'P.A.C.E.S'. We use the strategies: playfulness, acceptance, curiosity and empathy to develop relationships and build healthy, emotional well-being. Emotional intelligence is the ability of individuals to recognize their own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotion coaching to guide thinking and behaviour.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will :

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectations In every class, Including a class recognition board
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Star stickers for POP Band awards – awarded for above ordinary effort, quality and presentation of work.
- Verbal praise
- Stickers – awarded to individuals on the spot in their books, planners or for them to wear for a range of excellent work/behaviour/attitude to learning.
- Spot prizes – these are less frequent and more special, awarded when additional, sustained effort has been demonstrated.
- Congratulations Certificates – awarded in assembly to two children in each class every week.

- Values and Virtues Certificates – these are awarded to children on a weekly basis to those who demonstrate our schools' Catholic values and virtues. It is expected that the children chosen have put their faith into action in a way that is not typical behaviour
- Communicating praise to parents via dojo point/message, a verbal conversation, phone call or written correspondence
- Positions of responsibility, such as leader or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Alongside the many rewards we have in place, sometimes sanctions are required to help children understand that more serious behaviour situations have sanctions and they are there to deter children from making the wrong choice or continuing to make the wrong choice.

All staff must refer to their handbook when addressing inappropriate behaviour in order to avoid escalation of behaviour. Depending on the seriousness of the behaviour presented and the context of the situation, the appropriate sanction must be given to ensure consistency.

Small misbehaviours incur small sanctions. Bigger ones, bigger sanctions. Tom Bennett

When addressing misbehaviour in the classroom, the class teacher must always adhere to the sanction steps with the following in mind:

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

Steps Actions

1. Non verbal cue

A look that says to the child, I saw what you did but now let's get back to the task in hand. Whilst you have eye contact with child, point to the Ready, Respectful and Safe display or to a visual cue in the classroom that reminds them what they need to be doing but doesn't draw attention to the child.

2. Redirection/Reminder

A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right

direction. A reminder of our three simple rules - Ready, Respectful, Kind. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

3. Warning

30 second script

I noticed you are ...(having trouble getting started/struggling to get going/wandering around the classroom etc) It was the rule about... (lining up/staying on task etc) that you broke. I know that you can make good choices. Do you remember yesterday/last week when you... (remind child of time when they demonstrated positive behaviour. That is who I need to see today. Thank you for listening/I'm glad we had this conversation. Example: 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Before issuing a warning, teachers will consider what action they can take to de-escalate the behaviour, what is the potential barrier for the child? I.e. they are finding work too difficult and need help but don't want to ask for help? If behaviour continues, then a warning is delivered privately (follow script in handbook).

4. Self-regulation time

I noticed you chose to ... (noticed behaviour) You need to: Have some thinking time (teacher to decide an appropriate space IN CLASS for 'Time IN') If this is not suitable and the child will not settle, then time outdoors would be a better option – 'You need to have some thinking time'(walking around with an adult) the adult would follow emotion coaching strategies or PACE model whilst walking around with the child. If time in, say, 'I will (come to) speak to you in two minutes.' Example: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. 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.'

This step is only needed if the child needs to calm down and compose themselves. Time in might be a short time in The Rainbow Room/a quiet area in the classroom or going for a short walk with another adult around school. The adult should follow the script (see left). *TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to another adult in front of the child. *At this point, a behaviour incident needs to be logged onto Arbor and parents informed verbally, either in person at the end of the school day or over the phone.

Messages should not be relayed through other relatives/childminders or left as a voicemail message, other than to ask the parents to contact school at the earliest opportunity.

5. Restorative conversation

What happened? (Neutral, dispassionate language) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put Restorative conversations must happen when the child and adult are both calm and able to talk. (5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').

6. Support Step

In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Behaviour Plan that is individual to the child. A meeting with the child's parents, class teacher and a member of SLT will be arranged and the personalised plan will be devised and explained to the child and the parents. The personalised plan is reviewed with parents on a weekly basis with the intention that the child then comes off the plan after a significant improvement in behaviour has been observed. The school SENDCo is involved and will consider whether the child requires outside agency support. Any child placed on a personalised plan will need to share their success daily with a member of the senior leadership team. The child's progress will also be reviewed and discussed weekly by DSLs and circumstances and reasonable adjustments will be considered.

Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences and family circumstances. At St. Mark's, we recognise that their behaviour is their way of communicating their emotions. "Every behaviour is a communication." We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. When dealing with an episode of extreme behaviour where the child's safety or the safety of others is at risk, the child may need to be 'held' if they or another person is unsafe. This will only be used as an absolute last resort. If an individual member of staff feels unable to deal with this on their own, then they should seek assistance from another colleague (best practice, from someone who has received physical restraint training). The school will record all serious behaviour incidents on Arbor, including those where physical intervention has been used and should there be a child-protection or safeguarding concern then the incident will also be logged on CPOMS. Exclusions, Out of school transfer or Respite Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to arrange a period of respite (e.g. at a pupil referral unit) or manage a transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions made by the school and leaders in school will complete thorough checks of other settings before recommending to send a child there.

Exclusions will occur following extreme incidents at the discretion of the Principal.

A fixed-term exclusion will be applied under these conditions:

- Staff need respite after an extreme incident;
- the child needs time to reflect on their behaviour;
- to give the school time to create a plan which will support the child better;
- the child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include an internal exclusion supervised by members of staff (on a rota basis). During any process of exclusion, senior leaders will keep parents informed to explain what is happening, why it is happening and will regularly liaise with parents to review the situation.

Physical attacks on adults

At St Mark's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Best practice is that only staff who have received physical restraint training should attempt to physically intervene with a child. All staff should report incidents directly to the Principal/Assistant Principal/SENDCo and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior member of staff, and will be removed for a maximum of 1 day (Internal exclusion).

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class and will consider other agency involvement to support behaviour.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on Arbor.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal and only as a last resort.

Please refer to our exclusions policy for more information (<https://www.stmarkrc.bham.sch.uk/wp-content/uploads/2021/08/policy-exclusion.pdf>)

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/>

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. A meeting will be held with the principal and a tour of the school will be given with the opportunity to meet and greet staff.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

At the start of every academic year, staff receive refresher training and the behaviour expectations are reviewed and updated. Staff and leaders continue to revisit behaviour procedures in school on a regular basis to ensure the highest standards of behaviour are evident. Any new staff starting school will receive training on how to implement the behaviour procedures as part of the induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by D. Linley.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the principal and the local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

Links with other policies

This behaviour policy is linked to the following policies:

- SJBCA Behaviour Policy
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-Bullying Policy