

Behaviour Policy

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| Post Holder Responsible for Review: |  |

**Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed. a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these. policies are reviewed regularly in this regard.

This Behaviour Policy has been approved and adopted by Saint Ambrose School on October 2023 and will be reviewed in September 2024.

Signed by the Chair of the Local Governing Body for Saint Ambrose School:

David Gillett

D. Gillett

Signed by the Executive Principal for Saint Ambrose School:

Emma Brocklesby

E.Brocklesby

**Behaviour Policy**

**Safeguarding**

At St Ambrose school we play a crucial role in preventative education. Preventative education is a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. The curriculum is inclusive and developed to be age and stage of development appropriate.

**GDPR**

This policy adheres to the principles under data protection law.  For further information please review the school’s data protection policy published on the school’s website.

**The Catholic Curriculum**

Through the development of a Catholic Curriculum all staff have the knowledge and understanding of the Catholic Social Teaching themes. Staff ensure that through the whole curriculum there are opportunities for the pupils to develop their own knowledge and understanding of the key principles of the Catholic Social Teaching themes. Pupils are also encouraged to use this gained understanding to make, age appropriate links to their everyday lives and the world around them. The CAFOD resources are used to support this learning and it is also enhanced through trips, visitors to school and experiential days as well as involvement in charitable organisations.

The Catholic School Pupil Profile is also linked to the Catholic Curriculum and the appropriate virtues are chosen and celebrated through the curriculum. The virtues that are chosen for the curriculum are:

* Grateful & Generous
* Attentive & Discerning
* Compassionate & Loving
* Faith-filled & Hopeful
* Eloquent & Truthful
* Learned & Wise
* Curious & Active
* Intentional & Prophetic

**Behaviour Policy Principles**

At St Ambrose, we aim to live our Catholic Mission: ‘We do our best by following Jesus’ in all that we do. Our aim, as a school community, is to put Christ at the centre of everything and to follow Jesus' example in the way we treat each other with care and consideration.

St Ambrose is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: ‘Respectful, Ready, and Safe’ and it is our primary aim that everyone feels valued and respected and that each person is treated fairly.

At St Ambrose we aim to:

• Provide a safe, comfortable and caring environment where optimum learning takes place

• Provide clear guidance for children, staff and parents of expected levels of behaviour

• Use a consistent and calm approach

• Ensure all adults take responsibility for managing behaviour and follow-up incidents personally

• Ensure all adults use consistent language to promote positive behaviour and

• Use restorative approaches instead of punishments

Purpose of the behaviour policy

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

• Encourage children to set good examples to others as they endeavour to live out our Catholic Mission: ‘we do our best by following Jesus’.

• Foster the belief that there are no ‘bad’ children, just ‘bad choices’

• Support children to recognise that they can and should make ‘good’ choices

• Recognise individual behavioural norms and respond appropriately

• Promote self-esteem and self-discipline

• Teach appropriate behaviour through positive intervention

All staff must:

• Take time to welcome children at the start of the day

• Always pick up on children who are failing to meet expectations

• Always redirect children by referring to ‘Be Ready, Be Respectful and Be Safe’

The Executive Principal and The Senior Leadership Team must:

• Be a visible presence around the school

• Regularly celebrate staff and children whose efforts go above and beyond expectations

• Encourage use of positive praise, phone calls/push notifications/notes home and certificates/stickers

• Ensure staff training needs are identified and met

• Use behaviour records to target and assess interventions

• Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

• Deliberately and persistently catch children doing the right thing and praise them in front of others

• Know their classes well and develop positive relationships with all children

• Relentlessly work to build mutual respect

• Remain calm and keep their emotion for when it is most appreciated by children

• Demonstrate unconditional care and compassion

Children want teachers to:

• Give them a ‘fresh start’ every lesson

• Help them learn and feel confident

• Be just and fair

• Have a sense of humour

• All staff understand that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

• All staff are clear to the school’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

• All staff should understand that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding leads.

• Staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

• Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence,(this may include an online element which facilitates, threatens and/or encourages sexual violence)

Behaviour for Learning

St Ambrose School principles: ‘Be Ready, Be Respectful and Be Safe’

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

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

The school has 3 simple rules ‘Be Ready, Be Respectful and Be Safe’ which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

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| Our Rules | Visible Consistencies | Over and Above recognition |
| 1. Be Ready  2. Be Respectful  3. Be Safe | 1. Daily meet and greet  2. Persistently catching children doing the right thing  3. Picking up on children who are failing to meet expectations  4. Being present at the start and end of breaktimes  5. Praising in public (PIP), Reminding in private (RIP)  6. Consistent language  7. End of the day well wishes | 1. Class reward systems e.g. Zone boards  2. Recognition boards  3. Certificates  4. Stickers  5. Phone call/push notification home  6. Verbal praise  7. Notes home  8. SLT praise  9. Class Rewards  10. Show work to another adults  11. Well done book/ Executive Principal award/ Head of School /postcards  12. Recommendation to Executive Principal |

Understanding the School Rules :

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a clear understanding of these rules and what they ‘look like’ in practice.

These rules will be referred to throughout the day by all adults in school. Children are encouraged to consider them in all areas of the school and all times of the school day. Examples of behaviours might include:

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|  | In Class / Assembly / On the Playground |
| **Ready** | Coming into the classroom promptly in the mornings and after playtime / lunchtime.  Showing the 4 rules of good listening: sitting still, looking at the person who is speaking, keeping quiet and listening to all the words.  Getting involved in class / group discussions.  Facing new challenges.  Being resilient.  Wearing correct uniform.  Lining up quietly and sensibly Responding to the playtime whistle. |
| **Respectful** | Being kind and polite  Caring for school property and the property of others  Being honest Following instructions the first time we are asked  Waiting our turn to speak  Showing good manners  Wearing correct uniform  Keeping the school rules  Understanding that not everybody has the same views |
| **Safe** | No bullying  Keep hands and feet to ourselves  Use lesson resources / playground equipment for what they are supposed to be used for  Four chair legs on the floor Know and follow the fire procedures  No play fighting or rough play  Treat other people kindly Safe conduct around school e.g. in the dining hall, walking inside school, walking in from playtimes etc. |

Class Reward Systems:

In each classroom, children are praised for following the three school rules, following our school mission: ‘we do our best by following Jesus’ and for going over and above. Each class has their own reward system e.g. Zone Board, raffle tickets, house points etc. which are explained to the children at the start of the year and constantly referred to. These systems are carefully considered (with discussions with previous class teacher) and tailored to support the needs of each cohort of children.

Sanctions:

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the ‘Sanctions Ladder’ should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

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| **Sanctions Ladder** - Gentle Approach, use child’s name, child level, eye contact, deliver message | |
| 1. REMINDER | I noticed you chose to …… (noticed behaviour)  This is a REMINDER that we need to be (Ready, Respectful, Safe)  You now have the chance to make a better choice  Thank you for listening Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.’ |
| 2. WARNING | I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.  If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ………….) (learner's name), Do you remember when …………………………. (model of previous good behaviour)? That is the behaviour I expect from you.  Think carefully. I know that you can make good choices  Thank you for listening / I’m glad we had this conversation Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’ |
| 3. TIME OUT | I noticed you chose to …… (noticed behaviour)  You need to………….(Go to quiet area / Go to sit with other class / Go to another table etc)  Playground: You need to ………….(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will 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.’ \*DO NOT describe child’s behaviour to other adult in front of the child\* |
| 4. FOLLOW UP/PUT IT RIGHT | RIGHT 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 things right?  How can we do things differently? |
| **Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.** | |

A weekly log of children who have gone onto the ‘ladder’ is recorded in class and monitored. If a child has got to stage 3 or stage 4 on the sanctions ladder this is logged on Safeguard.

Sanctions Ladder – Remember to praise in public, reprimand in private Before going on to the “ladder”, the adult will give the child a look or a sign.

**Sanctions:**

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously

2. Not apply to a whole group for the activities of individuals.

3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

**Sanctions need to be in proportion to the action:**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

**Adult Strategies to Develop Excellent Behaviour**

IDENITIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

**Language around Behaviour**

At St Ambrose, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged in the class file at the staff member’s discretion.

**To communicate school rules and reinforce good behaviour, staff use micro-scripts:**

What adults repeatedly say in response to poor behaviour is important. Here are some key phrases.

**‘I’ve noticed.....’**

Removes the judgement from behaviour interventions. ‘I’ve noticed that you are late/crawled under the table/are finding it difficult to follow instructions’. There is no blame attached, there is nothing for the learner to defend against, and avoids accusations and arguments.

**‘I need you to.... thank you”**

Assertive and direct. Using ‘I need you to..’ allows you to give instructions that are not based on choice. Often introducing choice in the moment is not helpful, ‘You can choose to do this now or at break time’ will tempt many learners to go for the latter and that is not the outcome you really wanted. Thanking the child when they have done as they have been asked models courteous behaviour, and can help to develop your relationship with the child.

**‘You are better than that...’ “I know you will...”**

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well, it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

**‘I care about you’**

Lets the pupil know that you believe in them and want good outcomes for them.

“Be that as it may...I still need you to.. Some children need take up time and will not comply immediately. It can help if you say this and then turn/ walk away, and it avoids a win or lose situation.

“Thank you for... This approach assumes that the will do it.

**BEHAVIOUR PATHWAY**

Reminder

Warning

Time Out

Follow up/ Put it Right

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Put it Right Conversation then follow the guidelines below:*

Sent to Key Stage Leader/Head of School /Executive Principal

Parents phoned

Parents called to school

Seclusion

Exclusion

Exclusions will occur following extreme incidents at the discretion of the Executive Principal. A fixed-term exclusion will be enforced under these conditions:

• 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 a day seclusion with a member of the SLT or Executive Principal.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

**Physical Attacks on Adults**

At St Ambrose Catholic Primary School, 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. All staff should report incidents on Safeguard and directly to the Executive Principal or Head of School. 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. In extreme cases, the member of staff may be allowed to go home by a member of SLT. 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. Permanent exclusion or suspension will only happen once we have explored several options and have created a plan around a child.

**Permanent Exclusion or Out Of School Transfer**

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 pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy

• 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 complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions. The school will record all serious behaviour incidents on Safeguard.

Suspensions will occur following extreme incidents at the discretion of the Executive Principal. A fixed-term suspension will be enforced under these conditions:

• 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 a day seclusion with a member of the SLT or Executive Principal.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

**Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

• taking part in any school organised or school related activity

• travelling to or from school

• wearing school uniform

• in some way identifiable as a pupil from our school

• poses a threat to another pupil or member of the public

• could adversely affect the reputation of the school

• online behaviour concerns

In the incidences above, the Executive Principal may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

* Good behaviour to and from school, on educational visits or during learning opportunities in other schools
* Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
* Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
* Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
* The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

**Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

• The severity of the misbehaviour

• The extent to which the reputation of the school has been affected

• Whether pupils were directly identifiable as being a member of our school

• The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

• Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

**Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.