



# ST.BEDE'S R.C.V.A

## PRIMARY SCHOOL

St Bede's is a community  
Of faith, love and respect  
Inspiring us to achieve

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## Behaviour Policy

Policy Dated- October 2019

Adopted by St Bede's Governing Body

Date next reviewed- October 2021

Headteacher Signed-

Handwritten signature of J. Wonnell in black ink.

Chair of Governors Signed-

Handwritten signature of DM Wallace in black ink.

**St Bede's RCVA Primary School**

**Draft Behaviour Policy**

At St Bede's RCVA Primary school our behaviour policy is based on the Christian principle of love and respect for each other.

**"Love one another as I have loved you."**

**John 15 v 12**

Our vision statement underpins not only our philosophies, but also our principles and our day to day practise.

***St Bede's is a community of faith, love and respect -  
Inspiring us to achieve***

We recognise that a behaviour system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Values - particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy.

All staff will encourage high standards of behaviour in children - not only in school - but also in their lives generally. As a staff, we are aware that well planned work, good classroom organisation and a stimulating curriculum play a major part in promoting positive classroom behaviour. We expect all of the children to make positive learning choices: to enable all of the children at St Bede's access to a broad and balanced curriculum.

Parents play a crucial role in the school's system of discipline and we ensure they are informed of any concerns, we offer all parents the opportunity to support us in our aims.

**Our Expectations**

We understand that our principles require the presence of positive relationships.

Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

At St Bede's, we believe in the power of positive and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals. Adults within the school environment have a duty to provide positive role models in all areas of behaviour.

### **Our Approach to Positive Behaviour**

Our four houses; St Aidan, St Cuthbert, St Oswald and St Wilfrid ensure that all pupils and staff belong to a team. We use our team approach so our children and staff know that their positive attitude and behaviour is more than individual recognition as it is for the good of all. Pupils will be awarded House Points for demonstrating that they have met our school expectations and are using our St Bede's Sparks to facilitate and enhance their learning.

As well as this, we anchor good behaviour through a range of reinforcements such as;

- Sincere, precise and timely, verbal and written praise,
- Positive recognition through class and school achievement awards (Star of the Week, class and whole school recognition board)
- VIP (very important pupil) events such as Hot Chocolate Friday
- Positive postcards home
- Positive visits to the Headteacher

### **Delivering Sanctions with Dignity**

Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- Redirection
- Distraction
- Non-verbal strategies
- Rule reminder
- Gentle encouragement
- Sitting with a teaching assistant or other adult
- Sitting in another part of the room but still within the lesson
- Peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to behave badly must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved showing the expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to de-escalate skilfully.

### **Sanctions for Poor Behaviour**

The school employs a number of sanctions to enforce the school rules appropriately to each individual situation. These include:

- ✓ We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- ✓ We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- ✓ If a child is disruptive in class, the teacher gives them a verbal reminder. If a child misbehaves repeatedly, we may remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- ✓ If their poor behaviour continues they should initially be spoken to by the Deputy Headteacher. The Headteacher will be involved if their behaviour does not improve.
- ✓ We will be proactive in contacting parents to share our concerns about their child's behaviour.

- ✓ A joint approach to improving the child's behaviour will be sought with the parents at a meeting.
- ✓ The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If there is a serious incident or on-going inappropriate behaviour, e.g. abusive behaviour or threatening violence, staff can jump sanctions,

### **Playground sanctions**

If a pupil is behaving inappropriately during break or lunch times, Teaching staff or Lunchtime Supervisors will,

- ✓ Give a verbal warning.
- ✓ Stand the pupil by the wall/ classroom door for 5 minutes (monitoring).
- ✓ If inappropriate behaviour continues, the pupil will be sent to a member of the SLT (senior leadership team) or a member of SLT will retrieve from the playground.

### **Our behaviour steps**

#### **Following on from non verbal cues**

##### **Step One: The warning.**

- A clear verbal **warning** directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make good choices.

##### **Step Two: The Caution.**

- A clear verbal **caution** directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make good choices.

##### **Step Three: The time out.**

- The child is directed to take a 3 minute egg timer (KS1), a 5 minute egg timer (Lower KS2) or a 10 minute egg timer (Upper KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class. This is not one defined place in school – each individual case will be decided upon with using the staff member's professional judgement. In the case of early years, the child will go to an area within the setting.
- The child may not need to be escorted to the time out area by a member of staff. However, staff will use their professional judgement.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident
- At the end of the time out the child returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.

- If the child is not ready to return to class, the class teacher can arrange for the child to work in a suitable location for the remainder of the session.

*All steps are recorded by an adult in the classroom on a tracking sheet which is ONLY completed at the end of each session so as not to negatively impact on learning and teaching in the classroom. They should not be displayed anywhere within the classroom. Photographs of tracking sheets to be added to schools software for recording incidents in school, CPOMs (Child Protection Online Monitoring and Safeguarding system) to create an ongoing record for future referral.*

*Each new session during the day presents an opportunity for pupils to have a 'fresh start'.*

- If the step above is unsuccessful, or if a child refuses to go to time out, then, if available, the teaching assistant will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then the member of SLT will be called to support.

***As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as is practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it recurring.***

***Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.***

### **Serious Incidents:**

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- Serious physical assault on any member of the school community
- Demonstrating inappropriate sexualised behaviour
- Stealing from another person or school
- Leaving school grounds without permission
- Deliberately spitting at another person
- Bullying in any form
- Throwing objects with the intention to harm or hurt someone
- The use of homophobic or racist language
- Carrying an offensive weapon

Any of these incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the Headteacher, and in her absence, the Deputy Headteacher.

Any exclusion would be used as a last resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical

intervention. No adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

### **Physical Intervention and Restraint Policy**

At St Bede's, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

### **The Legal Framework**

Section 93 of the Education & Inspections Act 2006 allows:-

'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order and discipline'

### **Our approach**

At St Bede's School we use the MAPA® (Management of Actual or Potential Aggression) approach to physical intervention. With a focus on prevention, MAPA® the programme teaches management and intervention techniques to help with escalating behaviour in a professional and safe manner.

### **Working with Parents/Care givers**

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

### **Working in partnership**

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- Primary pupil referral units
- CAMHS (child and mental health services)
- Behaviour Support Service (BSS)
- Young Carers group

### **Our Pastoral Support Team**

We understand that for a small percentage of our children, additional support may be needed for the teaching of positive behaviours. Our pastoral support team, including our nurture group and our school counsellor, provide support for this small percentage. This might be through pastoral support plans and additional support given to those children within classroom settings and during break and lunchtime. Additionally, they provide a “Nurture Club” at lunchtimes which provides a quiet space for those who need it.

Class teachers, parents and the pastoral team work together to produce pastoral support plans, alongside any outside agencies and, for those children, it is important that these teams have regular meetings to ensure good communication and continued consistency.