

St Benedict's Positive Behaviour Policy



St Benedict's Catholic Primary school is a happy, secure and stimulating environment in which all pupils can experience success and realise their unique potential. St Benedict's is a nurturing and supportive school and we apply positive behaviour management strategies. Our high expectations of behaviour are modelled by all staff. We are teaching children how to behave appropriately for learning, and for being a member of society. We understand that all children need behaviour role models. We know that, as with learning in the curriculum, children have different strengths and areas for development when it comes to behaviour and we support them all. Some children will need more support. For children with additional needs, individual plans are created and will be shared with all staff.

Our aims:

- To work together in an atmosphere of trust and mutual Respect, so that all feel equally safe and valued,
- To provide a challenging and enriching curriculum which addresses individual needs.

The Governors and staff believe that all members of the school community should:

- Show respect for one another
 - Avoid confrontation by approaching conflict and challenging behaviour constructively
- Work together to enhance everyone's self-esteem
- establish a stable and safe social and learning environment
 - develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences
 - show appropriate respect for the school environment and its resources
- involve pupils in discussing their behaviour

We have one golden rule – RESPECT.

This encompasses everything we expect– RESPECT for others, RESPECT for learning, RESPECT for property, the list is endless.

From Reception through to year 6, the expectations are consistent.

To support a positive ethos we continuously praise and reward respectful behaviour:

- Children are all part of the house system. The house system is made up of 6 houses named after Saints. Each house represents a quality we want staff and children to emulate. Tokens are given to children to encourage the respectful behaviour we want to see. When handing over a token, staff should say, "You have shown respect because you....."
- Each class has a 'Respect Wall' and the title reads, ' To show respect we will....' . At the beginning of each week the class teacher and children decide what they are aiming for. Examples might include listening to others without interrupting, using kind hands etc. As teachers 'catch' pupils exhibiting the behaviour, their name is written up. Names cannot be removed. Each day the board is wiped clean and it begins again. If a child has their name on the board but then does the opposite behaviour, they are reminded about how they got their name on the board the

first time. Eg, 'Your name is on the board because you showed respect when you..... I would like to see you doing that again.'

- When a child has been on the board each day of a week, they receive a token for their house. Names are tweeted at the end of each week.
- Only one token can be given at any time. If a child does something exceptional, they may be sent to ask the Headteacher's permission to receive 2 tokens.
- Tokens should be seen as a rare and valuable prize and shouldn't be given for expected behaviour.
- Tokens can be given by the SLT for looking smart and good attendance.
- When giving tokens, praise or putting names on the respect wall, the phrase should begin, 'You have given respect because you so you have been spotted.'
- Postcards can be sent home by the staff or staff can request that SLT send one.
- Stickers can be given to recognise RESPECT.
- Sweets/toys are not viewed as appropriate rewards.
- Staff can reward whole class excellent behaviour with extra breaks/ end of term parties etc but children cannot be excluded from these events for their individual behaviour.
- Children could be mentioned in the newsletter eg 'xxxx showed respect for his learning when he....'
- House captains (Respect Leaders) will act as mentors to encourage good behaviour.
- Staff should give positive gestures to reinforce appropriate behaviour – smiles, thumbs up etc
- Assembly recognition: 3 awards each week (one on behalf of teachers, teaching assistants and other staff) to highlight the respectful behaviour we expect.
- Tokens given for attendance at the end of each half term for 99%+ attendance or improved from term before.
- Emails will be sent to parents to give praise to those children whose behaviour is improving.

Prevention of inappropriate behaviour:

- We have high expectations of behaviour.
- Staff calmly greet children at the door at the beginning of the morning and afternoon sessions or when returning to class. This should be a calming exercise (eg no high fives) and should serve to remind children that they are entering the classroom and should be ready to learn. Staff should be ready with resources prepared so that children have something to be engaged in.
- Children will filter into class in the mornings from 8.45am.
- Children will filter into the classroom after break and lunch and should not enter the room until showing they are ready to learn. This will avoid children being forced to line up in the playground which is often a trigger point for poor behaviour. This will be coordinated with walkie talkies.
- We expect staff to model appropriate behaviour in class. Staff should ensure Quality First Teaching at all times – work should be engaging, well-prepared and appropriate for each child. Staff should work with children throughout the lesson – it is **not appropriate to** prepare resources, plan other lessons, check emails or text messages, or otherwise carry out administrative tasks.
- **All staff** to wear lanyards at all times and use the visual prompts consistently to support all pupils.
- Use PSHE, Circle time or other lessons to reinforce the expectations of behaviour.

Dealing with unacceptable behaviour:

Low level disruption (*shouting out in lessons, talking over staff, refusing to engage in tasks etc*)

- 1) Staff should ensure that the activities are appropriate for the child and that they are speaking calmly and supportively and should explain the positive behaviour that they would like to see. Before using the following flow chart, are they able to change the behaviour by:

Working 1:1 with the child for a few moments?

Offering them a toilet or water break?

Changing the work that has been provided?

Offering a choice of 2 activities?

If the above strategies have not worked, Staff should:

STEP 1:

1) Show the number 1 on the lanyard and say,
'to show respect we should allow others to learn *by sitting quietly*'
Or 'to show respect we should be kind and not hurt others.'

Staff should ensure that the work is appropriate and that staff are modelling the correct behaviour.

STEP 2:

2) Show the number 2 on the lanyard and repeat,
'to show respect we should allow others to learn *by sitting quietly*'
Or 'to show respect we should be kind and not hurt others.'

If appropriate staff should give extra support to the child, offer them a rest break or a yoga break or a drink of water.

Nb. If a child gets to 2 warnings on 3 occasions in a week, move to step 3.

STEP 3:

Show the number 3 on the lanyard and say,
'You have not shown respect for learning because you are shouting out. I expect you to sit quietly and stop disturbing the other learners.'

If the behaviour has carried on despite the 3 warnings, the CT should insist on the child taking a break from the classroom, or ensure that TA support is deployed to stop the lesson being ruined. SLT support should be called for if needed.
At the end of the day the Class teacher must speak to the child's parents and use the phrase, 'they did not show respect because they.....' The parent should be given a 'think sheet' that the child completes at home and brings back the next day. They should also complete any work missed in class at home.

STEP 4:

If the low level disruption continues, the above process is followed. When the class teacher has spoken to a parent 3 times in a half term, they should inform SLT.

Following a discussion, the CT should email parents using the template and attach the Promoting Positive Behaviour Policy.

Child may be asked to spend a day/s in another class.

Parents may be asked to spend a lesson in class supporting their child.

STEP 5:

Member of the SLT will observe the child's behaviour and support teacher with strategies.

STEP 6:

A letter will be sent by the SLT detailing the behaviour they have seen and re issuing the behaviour policy.

STEP 7

External agencies will be consulted and advice sought.

STEP 8

Parents will meet with a member of the SLT to discuss the behaviours and strategies

STEP 9

Parents will meet the Head teacher

STEP 10

Parents will meet with Governors and the headteacher

STEP 11

Fixed Term Exclusion

STEP 12

Permanent Exclusion

Sanctions:

We will always try to use praise and positive steps to support pupils, there may be times that we have to apply sanctions. These may include:

- Work from lesson sent home to be completed with parents and returned the following day.
- Think sheets sent home to be completed – to support discussion about the incident at home.
- 5 minutes of registration time spent with a TA to discuss the incident in the form of a Social Story
- Spending time in another classroom
- Inviting parents to spend a lesson supporting their child in the classroom

More serious incidents *Violence/ swearing/ aggressive* behaviour or behaviours that prevent other learners exercising their right to learn will result in an immediate phone call home and may result in a fixed term exclusion.

- Use the phrase, 'You have not shown respect because.....' child should immediately be sent to see SLT.
- A phone call will be made to parents by SLT immediately.

Expectations around Sanctions:

Issues of inappropriate behaviour should be dealt with swiftly, in private and should not take up teaching time. **All staff** should use phrases which model the behaviour we expect, "When we show RESPECT we

Remember: it is the behaviour being addressed, not the child.

Blanket emails can be sent to the whole class to address a common issue. Templates for behaviour emails are saved on Schoolcomms.

Children **should not** miss break as a sanction. Staff may use 2/3 minutes of break to discuss the incidents but the child should not be kept in as a sanction. If the inappropriate behaviour has been at break time – children can have break time at a different time or can be asked to play games with the member of staff on duty for support.

Sanctions are individual – the whole class should not be punished.

Sanctions are private and should not be issued in front of others.

Supporting Children with Social Interaction difficulties:

All children are learning to interact and, at some time, all children will be upset by perceived injustices/ friendship issues and we need to support them. These issues should not take up teaching time. When children need to talk through issues, it will be done at 3.15pm or the following lunchtime when children have had chance to calm down. We will use a solution focussed approach or friendship groups for repeated issues. PSHE or circle time can be used to address repeated issues as a whole class and information to support children at home will also be shared with parents. 'Think sheets' might also be given to parents to complete at home to aid the discussion.

External support may be sought to resolve ongoing issues – emotionally healthy schools etc.

This is separate to incidents of bullying (See below).

Specific Support: Working with individual/small groups of pupils with additional needs

We recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met. In order to support them we:

- **Manage Transition:** Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes, lining up). We have reduced the amount of time that children will spend lining up. Support can be put in place through the use of visual timetables and adult support.
- **Visual Support:** Individual or class visual timetables are used to support pupils in class. Staff should take off lesson cards at the end of each lesson and use the next lesson card to introduce the lesson that is about to begin. Positive

behaviour reminders, smiley face lanyards can also be used. The 5 point scale is used in each classroom to support children to regulate their emotions/feelings.

- **Sensory Support:** Many of our pupils have sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour. Where a child is over stimulated in the environment, an adult should encourage them to leave the classroom for a break/water break/yoga stretching etc. This should not be given as a punishment.
- **Social Stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- **Use of staff/targeted Support:** Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.
- **Behaviour Support Plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- **Lego Therapy:** Lego therapy is a way for children to learn social skills in a natural environment. The children learn to listen, cooperate, solve disputes and to help each other in order for the model to be successfully built.

If a child with additional needs requires extra support to manage their behaviour, an individual behaviour plan will be drawn up with parents and the child (if appropriate). These plans will be supportive and will seek to teach appropriate behaviour. The aim will be to assess the triggers that might exacerbate the behaviours and put preventative measures in place. Warnings and consequences will be part of the discussions with parents and, if necessary, external agencies. Plans will not be discussed with other parents or children.

Bullying:

All members of our school community are expected to show RESPECT at all times.

Bullying in any form will not be tolerated.

This includes: but is not limited to:

Repeatedly taking advantage of/ prying on/ mocking a child for their additional needs

Repeatedly taking advantage of/ prying on/ mocking a child for skin colour/race/sexuality/family circumstance

We will follow the Cheshire East model when deciding whether behaviour/ an incident is to be classed as bullying:

If a child is deemed to have been bullying another child/group, parents will be asked to attend school for a meeting with the Head teacher. Strategies will be put in place and the perpetrator will be supported by the school – seeking external agency support if necessary – to prevent the behaviour re-occurring. We know that perpetrators of bullying also need support.

Strategies may include:

Taking break or lunch with another year group, being supported by a member of staff, attending lunchtime clubs etc. For repeated instances, the perpetrator may be required to go home for lunch. If the matter persists, parents will be asked to attend a meeting with governors and fixed or permanent exclusions may apply.

The victim of bullying will be supported with friendship groups and where necessary, external support will be sought (Emotionally Healthy Schools for example).

All individual strategies from external professionals, such as CEAT (Cheshire East Autism Team), the Educational Psychologist and SALT (Speech and language therapy) will be implemented with children with additional needs by the class teacher and keyworkers in liaison with the SENCO.

This should be read in conjunction with our Equality Statement and objectives:

Cyber –bullying/ out of school incidents

St Benedict's takes cyber- bullying as seriously as all forms of bullying. If bullying of this or any nature happens outside of school, it will be addressed in school in the following way:

- Teaching in PSHE/ Computing lessons/ Safeguarding online
- Friendship groups
- Separating groups/ allowing different lunch breaks.

We will seek to teach the appropriate behaviours. We will discuss issues with parents on both sides and will share recommendations and guidelines for safe internet practice with home. We will remind parents of the need to ensure age restricted guidance is being adhered to. We will not apply sanctions or consequences to children for behaviour on social media or other games/applications if there is an age restriction that is being broken. We would instead talk to parents about the need to ensure children are accessing appropriate apps.