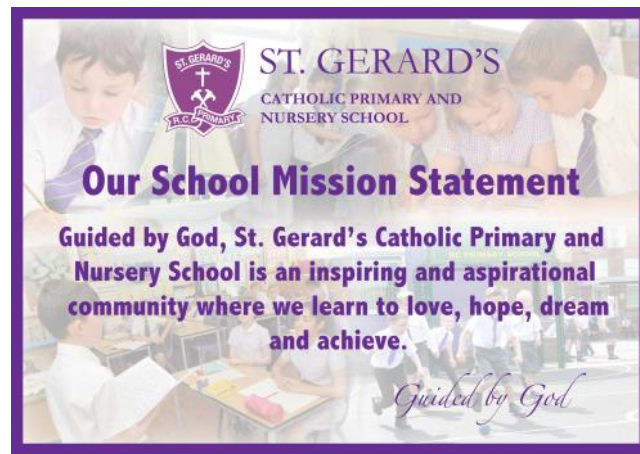


Behaviour for Learning Policy



St Gerard's Catholic Primary & Nursery School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."



SAFEGUARDING STATEMENT



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Legislative Context

- Sections 89 - 90,94 of the Education and Inspections Act 2006
- Equality Act 2010
- Schools (Specification and disposal of Articles) Regulations 2012

Guidance

- Behaviour in School Guidance – Autumn 2022
- Suspension and Permanent Exclusion form Maintained Schools & Academies – September 2022.
- Suspension and Exclusion Policy

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Rationale

St Gerard's Catholic Primary and Nursery School fosters a truly Christian community which works together to facilitate the growth of the whole person, and empowers each individual to experience how the school lives out its mission statement; "Guided by God St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

We believe that children strive to reach high standards of behaviour and that every member of St. Gerard's has the right to feel safe and respected within the School environment. Low expectations elicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive Behaviour for Learning Policy.

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at St Gerard's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

St Gerard's 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.

- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all St Gerard's Catholic Primary and Nursery School.

At St Gerard's, we have high expectations for all pupils; we expect children to be St Gerard's ready by demonstrating our values. This is recognised through weekly Head teacher Certificates at assembly, positive reinforcement strategies, recognition boards in classrooms. We want all of the St Gerard's family to live out daily our mission statement of 'Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve.'

'Over and above' behaviours include exceeding our school values, impacting the wider St Gerard's community and showing St Gerard's initiative.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix

Expectations of Adults

We expect every adult to:

1. Welcome every child with a smile and greeting every morning.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
5. Follow up every time, retain ownership and engage in reflective dialogue with learners.
6. Never ignore or walk past learners who are behaving badly.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning with a smile and an acknowledgement. This may be a simple, 'Good morning' or a compliment or question and there should be an enthusiastic welcome to every child. All adults will be looking out for children who show St Gerard's Values and go over and above.

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. This is developed through a range of media, all of which have a common aim, to form meaningful relationships; pupil to pupil and teacher to pupil. Through the PSHE Education curriculum, the fundamental rights for those in school are reinforced.

Useful Phrases:

- It makes me feel proud when...
- I liked it when you....
- I'm really pleased with you for...
- I know you can do it....
- How many sensible children can I see.....?
- What a star!
- 1,2,3 Look at Me etc. (useful rhymes)
- Speaking voices, thinking voices, playground voices etc.
- Show me your perfect positions...

Ways that children will be recognised for good behaviour:

- Hot Chocolate Fridays Children consistently going 'over and above' will given a hot chocolate by the Head Teacher during Friday assemblies.
- Letters may also be sent home from the head teacher to recognise outstanding children.
- Recognition Board - A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.
- Head Teacher Certificates Awarded at assembly- one child is selected each week by the class teacher. The children are selected at the beginning of the assembly and receive a certificate from the Head. They then take their seat pride of place on "Golden Benches" for the duration of the assembly.
- The PE specialist will chose one class each week and present them with a trophy – this will be shared during 'Celebration Assembly'.

Policy Blueprint & Classroom Plan Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan including forest school - (See Appendix 2) The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response - (See Appendix 3) As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Relationship Plans - These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Restorative Approach - Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to

take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the support staff may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations At St Gerard's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions - {See Appendix 4} These restorative questions will be used to support restorative meetings and/or conversations. For Key Stage 1 and 2 pupils, up to 5 questions will be used. For EYFS, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences - At St Gerard's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid-back.

- 'minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- 'Pay it Back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at St Gerard's. For the vast majority of our learners a gentle reminder 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, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour - Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Additional Support

There may be situations where additional support is needed by the school. A referral may be made to another agency such as an Educational Psychologist

- All such referrals will be made with the FSW & SENDCo and the Head.
- All staff should be aware of their own levels of coping at any one time and be comfortable to ask any other member of staff to support them in a difficult or stressful situation. They may need to withdraw from a situation for a short period of time.

Confiscation

The confiscation of pupil's property as a disciplinary sanction/consequence provides the staff with the opportunity to create a learning environment which recognises the rights of the other pupils to learn and the responsibility of some not to hinder this. As with other sanctions, the sanction of confiscation must be applied in a reasonable way and usually with time limits (for example; until the end of the school day). The teacher is responsible for the confiscated items until they are returned.

Suspension

In exceptional circumstances the Headteacher considers the use of a fixed term suspension from school as a consequence. Where this occurs the Local Authority (LA) is notified if the exclusion exceeds five days or more. School holds a reintegration meeting with the pupil and his/her parents/carers as the pupil returns to school. The purpose of the reintegration meeting is to support the pupil in order that further exclusions are not necessary. The school provides work for pupils from the sixth day of fixed term exclusion.

Should any pupils have a fixed term exclusion or be at risk of suspension, the school will initiate a CARE (Child at Risk of Exclusion Form) and consider a Common Assessment Form (CAF) and support from the Local Authority if necessary.

St Gerard's considers a permanent suspension as a very last resort. Permanent suspensions are only considered for serious breaches of the school's Behaviour for Learning Policy when all other options have been exhausted.

Additional Support for pupils with SEND

The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and as such, additional support is available, through the school's SEND system for pupils who have social, emotional and behavioural needs. The school also recognises that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

Some pupils will help formulate an Individual Behaviour Plan (IBP) with the class teacher and, if necessary the SENCO. IBPs will be reviewed every half term, which supports the achievement of short, realistic targets. Parents/carers are consulted and kept informed at every stage of the SEND process.

For pupils with more significant difficulties, the school will work in partnership with outside agencies such as the Educational Psychology Service, usually after two School Action IBPs have been implemented. The school may also consider the involvement of Social Care and Health Services.

Action in the event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Staff Development

The school uses LA professionals and private providers to deliver whole school INSET as required and staff are informed of relevant courses. Staff are encouraged to work together and to disseminate information to staff through in-house training. Support staff and Midday Assistants are made aware of the Behaviour for Learning Policy and receive any additional training they may require.

Monitoring and Review

The Behaviour for Learning Policy is regarded as a matter which lies at the heart of the school, with the assistance of the Governing Body, it is therefore reviewed regularly and its effectiveness monitored.

This Policy is brought to the attention of staff, pupils and parents/carers annually. It is formally reviewed annually, along with the principles that underpin it, in the light of training and changes in legislation or at the request of a member of the school community. The Policy is monitored less formally via staff meetings.

A copy of this Policy is available in school and on the school's website.

Updated: September 2023

Date Approved by Governing Body:

To be reviewed: Unless circumstance requires an earlier review – July 2024

Appendix 1 –



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve. We strive to create independent, creative thinkers who are able to make the right choices in order to achieve any possibility.

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| <p>Our Adults are responsible for:</p> <ol style="list-style-type: none"> 1. Providing Safe, Nurturing Classroom Environments: 2. Individual welcome for every pupil each morning 3. Praising correct choices 4. Modelling our values 5. Listening 6. Being Calm and Caring | <p>Our Rules:</p> <p>Be Kind</p> <p>Be Respectful</p> <p>Be Ready to Learn</p> | |
| <p>Stepped Consequences:</p> <ol style="list-style-type: none"> 1. Reminder 2. Caution (reminding pupil of which rule they are breaking – quietly) 3. Last chance 4. Cool off time – safe space 5. Repair – restorative conversation | <p>30 Second Scripted Intervention:</p> <p>"I have noticed that you are...(wandering around the classroom, haven't started your work etc)"</p> <p>"You are not showing that you are ...(respectful, ready, kind)"</p> <p>"You have chosen to.....because of that you need to"</p> <p>"Do you remember when you....(positive behaviour choice)"</p> <p>"That's what I need to see today."</p> <p>"Thank you for listening."</p> | <p>Restorative Questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling/thinking at the time? 3. How did this make other people feel? 4. Who has been affected and how? 5. What should we do to put things right? 6. If this happened again, how could you do things differently? |

Appendix 2

| | Steps | Actions |
|---|----------------------|--|
| 1 | 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 – Be Ready, Be Respectful, Be Kind. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible |

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|----------|--------------------------|---|
| | | 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. |
| 2 | Last Chance | A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour |
| 3 | 30-second script | If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced. |
| 4 | Safe Space | This step is only needed if the child needs to calm down and compose themselves. This might be a short time in The Nurture Room or a quiet area in the classroom |
| 5 | Restorative conversation | (2-5 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 | 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 Relationships Plan for certain children identified with behaviour as an additional support need. |

Appendix 3

Appendix 4

Stepped Sanctions:

1. Reminder
2. Caution (reminding pupil of school rules quietly)
3. Last chance
4. Cool off time – safe space
5. Repair – restorative conversation

Restorative Questions:

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?