



ST TERESA'S CATHOLIC PRIMARY SCHOOL

POLICY FOR THE DEVELOPMENT OF POSITIVE BEHAVIOUR

Live, Love, Learn and Grow in St Teresa's Little Way

OVERVIEW

Our key purpose is to ensure the safety and success of all our pupils. In order to teach personal discipline and responsibility, we have in place a range of interventions to support children, develop positive relationships and promote personal self-discipline. Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children high standards of behaviour will be expected and promoted consistently by all adults and at all times. At St Teresa's Catholic Primary School we know that restorative practice for more challenging behaviour works. We also recognise that minor issues can be dealt with swiftly and efficiently by refocusing children on their learning.

SHARED VALUES

Our shared values of kindness, friendship, respect, patience, generosity and forgiveness ripple through our daily practice. Everyone at St Teresa's Catholic Primary School will be treated with unconditional respect. Everyone has the right to learn freed from bullying and harassment that may include bullying online and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At St Teresa's Catholic Primary School good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school.

Adults manage and influence behaviour; children are responsible for the choices they make.

OUR SCHOOL VISION

Our behaviour policy will promote and underpin our vision:

Illuminated by the light of Christ and grounded in love, we grow together, on our journey of discovery and learning.

OBJECTIVES

- To create an ethos of excellent behaviour in school.
- To create a culture of self-discipline – where children know that good behaviour is expected as the norm.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it
- To understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion.
- To ensure that excellent behaviour is an expectation for all children.

At all times school will reflect upon and be mindful of aspects of practice that, when effective, contribute to excellent pupil behaviour:

- Sustaining high expectations of the conduct of all children
- Explicitly teaching children how to behave through robust programme of PSHE and SMSC.
- Consistent practice with adults establishing and maintaining the same clear boundaries.
- Promoting personal behaviour management that is rooted in self-discipline and not blind compliance.
- Engaging and dynamic teaching and learning
- Support, leadership and training from the SLT and other appropriate agencies.
- Classroom management strategies that echo our shared values.
- Making children feel important and valued for behaving well while removing attention from those who make poor choices.
- Catching children doing the right thing.
- Directly teaching good and encouraging better behaviour routines, for example coming in and out of the classroom, moving from tables to the carpet etc.
- Sustained, personalised and where possible discrete staff development and support.
- Flexible pupil support systems that meet the needs of individuals and is joined up with other agencies where necessary.
- Excellent regular communication with parents to celebrate success and at times ask for support
- Proactively managing pupil transition at all points including Foundation to KS1, KS1 to KS2, between classes at end of year and from primary to secondary school.
- Clarity of procedures and systems organisation and facilities.

At St Teresa's Catholic Primary School we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet
- we give importance, taking time to show we care
- we follow up with a restorative approach
- we teach routines and relate everything to our three rules
- we remain calm and remove emotions that may affect a reasoned response
- we step our consequences
- we promote self-discipline
- we use non-verbal cues
- we address negative behaviour in private
- we are relentlessly positive and take time to notice the 'Always Children'

WORKING WITH PARENTS/CARERS

Clear communication on behaviour issues with parents/carers 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/carers on behaviour will almost always be positive.

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

Parents/carers must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents/carers 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
- Specialist Teachers
- CAMHS
- counselling services
- Local High Schools
- Early Help and Wellbeing Team
- School Nurse Team

SYSTEMATICALLY CONSISTENT

In our school we know the kind of behaviour we want everyone to show. We call this, 'Living in St Teresa's Little Way'. This approach will be used to ensure consistency, teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.

Behaving in St Teresa's Little Way promotes the importance of completing generous acts and kind deeds for each other every day. We promote three simple rules to follow with all examples of behaviour linked to these rules:

- **BE READY**
- **BE RESPECTFUL**
 - **BE SAFE**

POSITIVE REINFORCEMENT, RESPONSIBILITY AND REWARD

At St Teresa's Catholic Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- sincere and timely verbal praise,
- positive recognition through class and school achievement awards, for example, star of the day in the classroom, praise awards in assemblies
- top table at lunch time
- stickers, certificates, Dojo points

- positive notes and postcards home,
- positive phone calls home
- positive text messages home
- individual/class/group rewards

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

Our staff know that it is not just what you give but the way you give it that counts.

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 three rules and living in St Teresa's Little Way, or nudge in the right direction is all that is needed. Pupils who continue to misbehave must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved the St Teresa's Little Way and how they have not followed one of the three rules and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger or in public. At St Teresa's Catholic Primary School adults deescalate skilfully.

```
graph TD; A[Reminder of Expectations] --> B[The Timeout]
```

Reminder of Expectations

The Timeout

STEP ONE: REMINDER OF EXPECTATIONS

Children are reminded of the appropriate rule and how we are expected to live in St Teresa's Little Way.

STEP TWO: THE TIME OUT

The child is directed to take a 3 minute egg timer (KS1) or a 5 minute egg timer (KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class.

The child should not be escorted to time out by a member of staff. However, staff should use their professional judgement and if it is felt necessary for child may be escorted to time out.

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 parallel class for the remainder of the session.

If the step above is unsuccessful, or if a child refuses to go to time out, then, a 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 a member of SLT will be called to support.

The same procedures and length of time out apply at break and lunch time.

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 practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring. Restorative questioning prompts will be used by all staff to ensure that there is a consistent approach.

Repeated incidents of time out will be entered on CPOMS. 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.

For the vast majority of children a time out provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

If required, children can be offered time in 'The Woodland Room' to reflect upon their behaviour in a supportive and calm environment.

At St Teresa's Catholic Primary School we recognise the importance of stepping our consequences. Therefore we follow the procedure set out below for multiple time outs in a single day:

First Timeout

Spoken to by the adult sending the child for timeout.



Second Timeout

Spoken to by class teacher, parent informed by teacher at the end of the day.



Third Timeout

Spoken to by class teacher and phase leader, parent informed, loss of break time to catch up work.



Fourth Timeout

Parent informed immediately, same day meeting with class teacher, remainder of day loss of break, lunchtime.

Each new session during the day presents an opportunity for children to have a 'fresh start'. If children are repeatedly reaching high level classroom sanctions senior leaders will support class teachers to create a behaviour plan. Parents/carers will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the full support of senior leaders.

However, it is recognised that for some children further sanctions may need to be used;

We believe some serious behaviours have no place within our school or the society outside of school for which we are preparing our children. 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
- deliberately urinating on another person
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission

- deliberately spitting at another person
- bullying in any format
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language

Any of the incidents above will, in the first instance, result in an immediate internal inclusion and will be recorded on CPOMS. 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 head teacher, and in his/her absence, the deputy head teacher.

TEACHING BEHAVIOUR, RESPECT AND DIGNITY

- All will be taught to treat others well, through collective worships, RE, assemblies, SEAL, circle times and within day to day role modelling.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered and have personal discipline.
- Positive reinforcers and sanctions will be used sensitively and fairly by staff to encourage and promote good behaviour.
- Children are held responsible for their behaviour.
- Staff will deal with behaviour without delegating. Where a member of staff needs further support with a behaviour issue school leadership will not deal with the child remotely but provide support and agree a plan of action help and support.
- The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour. The key stage leader and headteacher will become involved if the problem persists.
- When there is a serious problem with a child's behaviour, the SENCO and headteacher will, where appropriate and with the agreement of parents involve outside agencies.
- In extreme cases, a child's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Guidelines.

SUPPORT FOR CHILDREN WHO PRESENT EXTREME BEHAVIOURS

Pupils who present such extremes of behaviour should have a written positive behaviour plan. Such plans will include strategies to prevent and deal with any recurrence of behaviours that could lead to the use of physical interventions.

This plan is written by the class teacher in conjunction with the staff working with the pupil with support from the headteacher. It is very important to share this plan with everyone who has dealings with the pupil.

DEVISING A POSITIVE BEHAVIOUR PLAN

The following steps are vital:

1. Observation and Recording - How often does the behaviour present? What are the triggers and in what circumstances? What has been tried in the past?
2. Planning - Structured intervention is planned and a record system set up.

3. Review - Plans to be reviewed on a regular basis, according to the individual pupil's needs. The review should inform any changes or alterations to the plan.

Positive Behaviour plans will give clear guidance on strategies to use for diversion and de-escalation techniques. They will also explain any Physical Intervention Techniques to be used if de-escalation techniques do not diffuse the situation, as a last resort.

Good practice will involve the parents in the development of the PHP and parents should sign and be given a copy.

A copy of any Positive Behaviour Plan must be kept in the child's classroom and in their file in the school office.

POLICY FOR POSITIVE BEHAVIOUR (OR 'TEAM-TEACH' APPROACH)

The main aim of Positive Behaviour is to establish a school community with means of supporting children whose behaviour may require some form of physical intervention (in conjunction with the school's behaviour policy). However all non-physical strategies must be used initially to try to de-escalate the situation.

Our Policy on Positive Behaviour complies with the guidance produced by the DfE, July 2013, The use of reasonable force: Advice for headteachers, staff and governing bodies.

PRINCIPLES BEHIND POSITIVE BEHAVIOUR TECHNIQUES

It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions it may be necessary to use Positive Handling Physical Interventions to remove the child to a place of safety in order for the situation to be calmed and resolved. These techniques will be used as a last resort.

RESPONSIBILITIES OF STAFF DEALING WITH PHYSICALLY DISRUPTIVE CHILDREN

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. All physical interventions must be reasonable, appropriate and justified. The adults concerned in the physical act of removing a child to a place of safety also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Staff should avoid being left on their own with pupils. If it is absolutely necessary or appropriate, eg in intimate care sessions, staff are to ensure their colleagues know where they are and why.

THE USE OF REASONABLE FORCE

The guidance produced by the DfE on the use of reasonable force, July 2013, cites the following examples as to when it is acceptable to use reasonable force:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

In these examples use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

POSITIVE BEHAVIOUR PROCEDURES

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary and will take the form of a technique which has been approved for use in such circumstances.

Only staff trained in the Team Teach approach are authorised to use the Team Teach techniques. However, any member of staff will be acting within the law if he/she uses reasonable force in order to prevent injury, damage to property or disorder. In the event of a situation deteriorating to the extent that physical intervention is required the member of staff involved initially should normally seek the assistance of another member of staff. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident. Used correctly, positive handling techniques are designed to protect both pupil and staff member, but staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during a pregnancy.

Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil. Any jewellery or wrist watches likely to scratch or cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, should also be removed, if possible.

RECORDING OF INCIDENTS WHEN PHYSICAL INTERVENTION HAS BEEN USED

After any incident which has necessitated the use of physical intervention techniques, a record must be made as soon as practicable. For this purpose the staff member involved will need to write a brief account of the incident in the Physical Intervention Book, which is to be kept in the main office. The details which are recorded should include the events which led up to the incident, the appropriate measures taken prior to the incident and the name of any adult witness or staff member who assisted at the time of the incident. This should be completed before the member of staff leaves school for the day. The incident book must also be completed at this time.

Parents need to be informed if physical interventions have been used. Good practice is to contact the parents/carers by telephone, failing this contact the parents in writing, ensuring discretion.

Following such an incident all involved must be given the time to have support and talk about the incident, both staff and the pupil/s involved. Giving support to the pupil will be done in relation to their individual need.

MONITORING OF BEHAVIOUR

All incidents are recorded on a database. Each term this database is analysed to look for any patterns in behaviour. This information is then used to inform positive handling plans.

TRAINING

Only staff trained in the Team Teach use of physical intervention are authorised to use them. The school will endeavour to provide a number of staff with a Basic Team Teach course followed by bi-annual updates and regular practice sessions as appropriate.

Supply staff will not be authorised to use physical intervention techniques, unless familiar with school policy and have undertaken Team Teach training.

The Headteacher will keep a list of those who have undergone training and will provide updates.

OUTCOMES

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.

	Emerging	Developing	Highly Accomplished	Embedded Excellence
Developing Attitudes to Learning	In lessons most pupils listen and follow adult instructions. Some pupil groups engage well with learning questions and tasks making valuable contributions to lessons. Most pupils are able to collaborate well and respond to learning questions. This can be seen in pupil books, completion of tasks and learning conversations in lessons.	The majority of pupils contribute positively and enthusiastically in lessons. Pupils generally respond well to questioning, are keen to share learning ideas and work well with each other. There are no significant differences between engagement with learning between pupil groups. Pupils collaborate when asked and display positive learning behaviours. The quality of learning in books provides evidence of pride and participation in learning.	All pupils enjoy learning and display a positive disposition towards learning tasks. Pupils respond well to learning questions and are comfortable when discussing learning together. There are good routines for collaboration and well organised links between learning and the school values. Pupil books and discussions with pupils identify pupils are proud of their learning and share the school's high expectations.	All pupils participate enthusiastically in all learning tasks and contribute well to the design and construction of learning tasks. Pupils are confident at directing their own learning and are skilled at organising themselves and groups. Pupils are comfortable in taking on different roles within learning tasks and understand how collaboration enhances learning experiences. Pupil books are exemplary across subjects and ability ranges.
Promotion of Values	School values are displayed in class and sometimes referred to in lessons. Day to day interactions model and promote these values.	The community and class is committed to the schools values and demonstrate these through pupil behaviour. Most pupils model the school's values and rules in class and around school. This is evidenced through behaviour for	The community and class is strongly committed to the school's moral purpose and core values. This is clearly demonstrated around the school and evidenced in pupils' books. Pupils are role models and can articulate the school's expectations	Pupils talk confidently about the school's moral purpose and core values. They are deeply embedded in every day relationships, actions and form a framework for decision making. The whole class and community are committed to these values.

		learning, respect for the learning environment and from pupils' books.	relating to the importance of values.	Pupil books are exemplary.
Behaviour Leadership	Classroom leadership routines follow school policy. Class rules are displayed and referred to. Relationships in the classroom are generally good. Most pupils display good learning behaviours and make progress in lessons.	The climate for learning is calm, purposeful and focussed. The class has good systems for promoting and valuing good behaviour. This is typified in positive relationships. Behaviour for learning is good with only limited distractions on learning. Pupils describe why good behaviour for learning is important.	Pupils demonstrate consistently good behaviour across the curriculum and throughout the day. Pupils and staff have excellent relationships and use classroom systems to maximise positive behaviour for sustained periods. Occasional disruptions to learning and managed well.	Teaching communicates the highest expectations of pupils in everything we do. Pupils take pride in learning and have a strong voice in promoting positive relationships and excellent behaviour for learning. All pupils listen well and treat each other with respect. Disruptions to learning are rare.

This policy was reviewed and approved by the Governing Body on 20.11.18.

To be reviewed - 1.9.19.

Signed  [Chairman of Governors]

Mr P Holland