

**ST. MARY'S C OF E ACADEMY
HANDSWORTH
BEHAVIOUR POLICY**



Ethos:

St. Mary's aims to provide both a quality academic grounding and Sound moral character, equipping children on their first step to success.

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Approved by:	Governing Body
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This Policy works in line with.

- **KCSIE 2024**
- **Safeguarding and Child Protection Policy 2024**
- **Anti-Bullying Policy**

Updated by Sarah Campbell- Swords
September 2024

Contents

- 1. Aims**
- 2. Purpose**
- 3. Entitlement**
- 4. Practical Principles**
- 5. School Rules**
- 6. Roles and Responsibilities**
- 7. School's Behaviour Curriculum (Implementation and Routines)**
- 8. Responding to Behaviour (Framework for Behaviour)**
- 9. Positive Approaches to Behaviour**
- 10. De-escalation (Positive Language Choices)**
- 11. Bullying**
- 12. Inclusion**
- 13. Behaviour Management**
- 14. Transition**
- 15. Training**
- 16. Monitoring and Reviewing**

Appendix 1: How we do Board

Appendix 2: Behaviour Rewards Chart

Appendix 3: Timetable for additional lunchtime support

St Mary's Primary Academy Behaviour Policy

Good behaviour in school is central to a good education. St. Mary's C of E Academy 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 mutual respect, respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners. It embeds expectations for behaviour with absolute certainty while allowing professionals the autonomy to meet the individual needs of individuals.

Where conflicts arise pupils should actively be supported to reflect, reconcile and forgive. Adults should model these skills and guide pupils through each process

1. AIMS OF THE POLICY:

Our Academy aims to provide a calm, safe and supportive environment for all those who work in or visit it. We aim to provide a culture of **being ready, respectful and safe** and promote this through the five pillars of our policy.

1. Consistent and calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions
5. Restorative follow up

Through the consistent use of our five pillars, we aim.

- ✓ 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 build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ✓ To promote community cohesion through improved relationships.
- ✓ To encourage calmness, independence, self-discipline and strategies to ensure when children do misbehave, the behaviour is prevented from reoccurring.
- ✓ To foster positive caring attitudes to one another and to the environment.

2. PURPOSE OF THE POLICY:

The purpose of this policy is to provide clear, practical procedures for adults and children that:

- ✓ Recognise behavioural norms
- ✓ Positively reinforces behavioural norms
- ✓ Promote self-esteem and self-discipline
- ✓ Teach appropriate behaviour through positive interventions

3. ENTITLEMENT

- ✓ Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- ✓ All pupils, staff and visitors are free from any form of discrimination
- ✓ Staff and volunteers always set an excellent example to pupils
- ✓ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ✓ The behaviour policy is understood by pupils, parents/carers and staff
- ✓ The exclusions section explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- ✓ Pupils are helped to take responsibility for their actions and steps are put in place to ensure this behaviour is prevented from reoccurring.
- ✓ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- ✓ Every child has the right to learn in a calm, safe learning environment and without disturbance from others, and in a quality environment.
- ✓ Every teacher has the right to teach.
- ✓ Children and their teachers have the right to have difficulties in behaviour in education situations addressed without prejudice.
- ✓ All persons involved in difficulties in behaviour have a right to have their views and feelings considered.
- ✓ Policy and practice should actively promote mutual respect for schools, parents, teachers and children.

4. PRACTICAL PRINCIPLES:

1. Equal opportunity and maximum inclusion should be always encouraged. An individual's difficulties and needs can vary over time and in different settings. Thus, organisations and individuals should avoid "labelling" children and young people.
2. All children should have maximum access to the mainstream curriculum and children should be educated, as far as possible, with their mainstream peer group. Differences are acknowledged and accepted, and a differentiated approach is sometimes necessary to draw children in.
3. Policy, planning and action in the field of behaviour management should be anti-discriminatory and conform to the equal opportunity policy.

5.SCHOOL RULES

At St Mary's, we have a shared culture for positive behaviour.

- **Be Ready**; being ready for learning is important, individually, and as a group.
- **Be Respectful**; we are respectful to others in the local and wider community.
- **Be Safe**; everyone in the school should be kept safe.
 - ✓ Responsibility and self-management are the most effective ways that everyone can be **Ready, Respectful and Safe**.

These three core rules are the overarching principles which guide the expectations of pupils and staff in the school. The rules will be displayed in each classroom and along the corridors. Staff will support children in learning and understanding the school rules and how to conduct themselves in line with the rules.

Ready	Respectful	Safe
<ul style="list-style-type: none">✓ Arrive at school on time✓ Wear the correct uniform✓ Ready to listen✓ Correct P.E kit✓ Ready in the line✓ Ready to learn	<ul style="list-style-type: none">✓ Listen to others✓ Use magical manners✓ Right voice, right time✓ Looking after the environment✓ Looking after each other✓ Be kind and thoughtful✓ Represent the school	<ul style="list-style-type: none">✓ Keep hands, feet and unkind words to yourself✓ Wonderful walking around school✓ Play/use equipment sensibly✓ Recognise when a game is getting too physical✓ Listen to instructions clearly and the first time

6. ROLES AND RESPONSIBILITIES

At St Mary's, behaviour and discipline are recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear; that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then expectations for the following roles are being fulfilled.

The Governing Body will:

- ✓ Support with the implementation of the policy
- ✓ Provide advice to the head teacher regarding disciplinary issues and exclusions
- ✓ This policy will be reviewed annually by the Head Teacher, Senior Leadership team and the whole staff to be presented to the Governors in the event of any changes

The Head Teacher:

- ✓ Responsible for the implementation of and effectiveness of the behaviour policy.
- ✓ To ensure the health, safety and welfare of all pupils in the school.
- ✓ Support the staff in implementing the policy and setting the standards of behaviour.
- ✓ Give fixed term exclusions to individual pupils for acts of serious misbehaviour.
- ✓ For repeated or very serious acts or major misbehaviour, can permanently exclude a child.

The Behaviour Lead and SLT

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- ✓ Meet and greet learners at the beginning of the day
- ✓ Be a visible presence around the site and especially at the beginning and end of the day
- ✓ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ✓ Regularly share good practice
- ✓ Support staff in managing learners with more complex or entrenched negative behaviours
- ✓ Use behaviour data to target and assess the school's behaviour policy and practice
- ✓ Regularly review provision for learners who fall beyond the range of written policies
- ✓ Be a daily visible presence around their corridor and the site, particularly at times of movement.
- ✓ Conduct IBP plans and meet with parents/carers
- ✓ Provide pastoral support for pupils who need behaviour support

All Staff:

- ✓ Meet and greet at the classroom door.
- ✓ Refer to 'Ready, Respectful, Safe'
- ✓ Model positive behaviours and build relationships.
- ✓ Plan lessons that support, engage, challenge and meet the needs of all learners.
- ✓ Teach the behaviour curriculum and its principles
- ✓ Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ✓ Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- ✓ **Never ignore or walk past learners who are behaving badly.**

The Pupils:

- ✓ Behave in an orderly and self-controlled way
- ✓ Arrive at school on time
- ✓ Show respect to members of staff and each other

- ✓ In class, make it possible for all pupils to learn
- ✓ Move quietly and calmly around the school
- ✓ Treat the school buildings and school property with respect
- ✓ Always wear the correct uniform
- ✓ Accept sanctions or consequences when given
- ✓ Refrain from behaving in a way that brings the school into disrepute, including when
- ✓ outside school.

Parents and carers

Children are more secure and successful when the adults supporting them work together with a common purpose. The school will always seek to work collaboratively with parents/carers so that children receive consistent messages about expectations for behaviour. At St. Mary's, we will always seek to build a supportive and constructive dialogue with the home and will inform the parents/carers, as soon as it is possible, if there are concerns about a child's welfare or behaviour.

Parents and carers, where possible, should:

- ✓ Get to know the school's behaviour policy and reinforce it at home where appropriate
- ✓ Support their child in adhering to the school's behaviour policy
- ✓ Inform the school of any changes in circumstances that may affect their child's behaviour
- ✓ Discuss any behavioural concerns with the class teacher promptly
- ✓ Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- ✓ Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- ✓ Take part in the life of the school and its culture

7. SCHOOL BEHAVIOUR CURRICULUM

St Mary's has developed a behaviour curriculum (see additional document) which is discretely taught throughout the year to support all children's understanding of expectations. Each half-term, all year groups follow a behaviour curriculum which explicitly teaches the routines, values and behaviours expected at St Mary's. These apply to every child in every situation whether in class, on the playground, during trips and visits, or walking to and from school.

Implementation

The Behaviour curriculum will be taught in **15-minute sessions on a Monday morning** (directly after collective worship where the behaviour theme for the week will be introduced by the Head Teacher or Deputy) across **years 1-6**.

Nursery will follow their own behaviour curriculum

Reception classes will follow the Nursery curriculum for the Autumn Term and introduce the whole school curriculum from the Spring Term.

During the session the behaviour focus will be **discussed, learned and practised**. The behaviour focus will continue throughout the week.

Routines

At St Mary's, routines are aspirational, embody our values, create a sense of mutual respect, and apply to all children. Through the behaviour curriculum, children will be taught the importance of mastering the St Mary's routines:

- ✓ Awesome Appearance
- ✓ Legendary Lines
- ✓ Wonderful Walking
- ✓ Magnificent Manners

8. RESPONDING TO BEHAVIOUR

FRAMEWORK FOR INTERVENTION FOR UNWANTED BEHAVIOUR

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 steps in behaviour for dealing with poor conduct. Staff will adapt the 'see it and deal with it' strategy.

✓ **The reminder**

A reminder of the expectations for pupils, Be Ready, Be Respectful, Be Safe where possible, delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

✓ **The caution**

A clear verbal caution delivered to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices.

✓ **The time-out**

The pupil is asked to speak to the teacher away from others. Boundaries are reset. Pupil is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. Pupil is given a final opportunity to reengage with the learning / follow instructions Pupils should only stand outside classrooms if they need to cool down and/or to defuse a situation.

*Time out should **not be in another classroom**, unless previously agreed with SLT in the best interest of the child/class. In general, five minutes should be enough. If the step above is unsuccessful, or if a pupil refuses to go take a time out then the pupil will be asked to leave the room, they can go to a learning mentor or member of SLT, where possible a member of staff should accompany them. Before returning to class there should be a conversation with the pupil to re-establish a positive attitude towards learning, behaviour and peers. **Staff will***

always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Communicating the Behaviour Policy

To build and maintain the school's behaviour culture the policy will be communicated to all members of the community through the school website. This will ensure all behaviour expectations are transparent to pupils, parents, and staff members, and provide reassurance and expectations of, and responses to, behaviour that are consistent, fair, proportionate and predictable.

NURSERY (Behaviour Curriculum)

Desirable Behaviour

Appropriate and inappropriate behaviours need to be learned, and therefore taught in the Early Years setting. A specific behaviour will therefore be the focus of Personal and Social Development each week. This will prepare the pupils for progression onto the

These will include the following:

- ✓ **Kind hands/touching**
- ✓ **Walking feet**
- ✓ **Good listening**
- ✓ **Good manners**
- ✓ **Look after our things**
- ✓ **Share and take turns**

Throughout the week all practitioners will be involved in constant prompting and reminding children what is expected of them. During the summer term the children will begin to focus on the three core rules to ready them for school.

- ✓ **Be Ready**
- ✓ **Be Respectful**
- ✓ **Be safe**

Rewards

Children will be instantly rewarded through verbal praise and stickers:

In Nursery children who have behaved appropriately will be awarded a sticker at the end of the day.

Unwanted Behaviours

Procedure for children who exhibit unwanted behaviours:

- ✓ Verbal reprimand – about the specific behaviour. The desired behaviour will be explained. The child can rectify the consequence of their behaviour and has a fresh start, e.g. says 'sorry' or picks up toy.
- ✓ Remove the child from the situation and re-direct to another activity.
- ✓ Parents will be consulted if the unacceptable behaviour persists over a period of days or weeks, at the discretion of the teacher.
- ✓ SLT/SEND to be involved at the discretion of the teacher

RECEPTION, KEY STAGE ONE & TWO

During the first half term the reception classes will continue the nursery behaviour principles. They will focus on one a week and during their 15 min behaviour lesson they will practice the behaviour principle for the week. In the spring term the reception classes will begin to follow the whole school curriculum.

Non-negotiables

- ✓ Each class (Yr 1-6, and Rec from Spring Term) will do a 15 min behaviour lesson each week
- ✓ Each class will use the GOOD TO BE GREEN BEHAVIOUR chart and add stars to their charts as a reward.
- ✓ Each class will display the 'How we do it Board' on their notice board and ensure cover teachers are aware of the process.
- ✓ Each class will have a star chart (classes can decide on style or use the example in the appendix)
- ✓ A copy of (or photograph of) the behaviour chart for the week will be kept in the behaviour folder as evidence.
- ✓ Each class will have a behaviour book and record warnings given, unwanted behaviour and consequence.
- ✓ Consistent low-level disruption must be recorded on CPOMS under the tag low level disruption. This will allow SLT to monitor and provide support.
- ✓ Red card incidents **MUST** be recorded on CPOMS and tagged to Sarah Campbell-Swords Behaviour Lead

Each pupil begins the day with four cards:

- ✓ Green (It's Good to be Green)
- ✓ Blue (Stop and Think)
- ✓ Yellow (Warning Card)
- ✓ (Consequence Card)

Staff must have followed all stages of the consequences before sending a child to a member of SLT.

Throughout the day, a pupil may lose a card for reasons such as misbehaving, being off task, shouting out etc. (appendix 1). **Once a card has been turned to blue the pupil will have one opportunity to earn their card back to green.**

The Blue and Yellow cards are warnings 1 and 2 and must be recorded in the behaviour book. Behaviour books will be monitored by SLT to ensure a timely response in dealing with pupils who persistently lose their cards. If they end the day on:

- ✓ GREEN = the child is awarded 3 stars
- ✓ Blue = the child is awarded 2 stars
- ✓ Yellow = the child is awarded 1 star

Additional behaviour/ good manners etc – stars can be awarded by all members of staff Stars are recorded on the 'Behaviour Star Chart' (see app 2) Completed behaviour charts will be kept in the behaviour folder. It should be stored with the behaviour book in a place where SLT can access it for monitoring and cover staff can use it when teaching.

If they get to the Red Card (warning number 3) then teachers may add further sanctions which must match with the seriousness of the incident, such as missed playtime or time to complete work if this has not been completed. **If these sanctions are put in place the teacher must supervise this and not send pupils to sit outside the office.** This must be recorded on CPOMS and tagged to the behaviour lead. If the pupil is consistently receiving red cards this must be referred to SLT by the teacher. SLT will make the decision on the sanctions to follow, which may include time in the office, call home to parents, internal/external exclusion.

Behaviour Reports/IBP's

For those children who are constantly receiving red cards and have been referred to SLT an individual behaviour plan will be put in place. The following strategies/questions will be used to set the plan.

- ✓ Meeting with parents and pupil to discuss what the pupil has been doing to receive red cards.
- ✓ Discussing with the pupil; what is going wrong/what barriers is there to them demonstrating good behaviour?
- ✓ A definition of what good behaviour looks like will be set with the parents and pupil.
- ✓ Targets will be set on a behaviour card this will be introduced by SLT, reviewed daily and signed. The class teacher will be responsible for managing the plan and sending the pupil to SLT for review.
- ✓ The IBP targets and agreed strategies will be recorded and signed in a meeting with the pupil, parents, teacher and a member of SLT
- ✓ The plan will go home each day to be signed by the parents to ensure communication from all parties involved.
- ✓ The IBP will be in place for a period no longer than 6 weeks and then a review will take place with the Head teacher.

If it is felt that external support and advice is needed, then the school at this stage, may involve the support of external agencies (Family Support, Behaviour School Support and Educational Psychologist). The plan will give parents an opportunity to have an input and reviewed with them on an agreed date.

Rewards

- ✓ Rewards in school are based on a system of earning stars and ensuring a whole consistent approach. There will be three houses named: LOVE, PEACE and HOPE.
- ✓ Verbal praise, stickers and extra stars must be awarded for a range of other good behaviours, including excellent work, effort, behaviour and attitude.
- ✓ Head teacher can also award the gold star which is worth 10 stars.
- ✓ Once earned the stars are collated and contribute to individual and house rewards at the end of the week.
- ✓ Class teachers must collate the stars for each house and add it to the star chart recording sheet in the staff room. Stars will be collated on a Friday.
- ✓ **Stars may not be taken away.**
- ✓ Individual, team stars and certificates should be managed by class teachers. Teacher will keep a record of all certificates given in their folders.

- ✓ Teachers will ensure that all pupils receive a certificate throughout the year; every pupil will achieve something at their own level that deserves a reward.
- ✓ The total stars for each house will be added to their house rockets on a Friday afternoon.
- ✓ The winning house for the whole year will receive a reward.
- ✓ A fortnightly celebration assembly will take place where good work and behaviour will be celebrated. Parents are informed via the weekly newsletter and invited to attend.
- ✓ Teachers need to be aware of 'quiet, well behaved, under-the-radar' children who are consistently well behaved and may not receive as many stickers, stars or certificates as a child who we are trying to encourage more positive behaviours from.

PLAYGROUND BEHAVIOUR

To ensure that pupils realise that their behaviour throughout the day should be consistent, lunchtime supervisors will reinforce the behaviours used within the classrooms at lunchtimes. Any behaviour exhibited in the playground (positive or negative) will have an impact on the pupils/class when they return to their learning. To support the behaviour expectations, all support staff will spend 30min a day supporting children at lunchtime. See timetable Appendix 3.

Children who are having difficulty behaving well at lunchtime may be offered the support of the pastoral team. This support will take place in the Pastoral Hub where children will use the playground and hub facility instead of the large playground. There is a timetable to ensure there is always pastoral support available for the children who require it (Appendix 3).

Following these interventions, persistent inappropriate behaviour will mean that parents will be warned that it may be necessary to internally exclude children at dinner time. Children will then be excluded from dinner times until the child can demonstrate a full understanding of the expectation and the ability to behave appropriately.

DINNER SUPERVISORS

Dinner supervisors have the same authority as teachers during the lunch break; we expect the same adult/child relationship throughout the day. A supervisor will be responsible for a year group. They will maintain a daily class record of behaviour (negative and positive) and feedback effectively to the class teacher at the end of lunchtime. The behaviour books for each year group will be stored in the staffroom-on the LTS board- teaching staff will ensure they take the time to look at the books and address negative, reoccurring behaviours and praise positive. Teaching staff will signature the books when they have read them. Pupils who have had an entry recorded in the LTS's book (positive or negative) it will be verbally passed on to the class teacher at the end of lunchtime. Only for Red Card incidents will they be sent to the SLT for further intervention.

At the end of lunchtime, class teachers must make time to ask their dinner supervisor about the classes' behaviour during lunchtime. For this to be successful all class teachers must be outside at the end of lunchtime for when the bell rings.

9. POSITIVE APPROACHES TO BEHAVIOUR:

At St Mary's we seek to promote positive behaviour that reflects the values of the school, readiness to learn and respect for others, and reduce that which is negative. In all circumstances positive approaches to change or improve behaviour should be preferred. Interventions in response to unwanted behaviour should be the least necessary and least intrusive.

The 'behavioural environment' should be evaluated at the starting point of all interventions and work to improve the context should always be accorded high priority. To this end, good relationships between staff, parents and pupils should be strong and teachers should model the good behaviour they require of the children in their care.

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

10. DE-ESCALATION TACTICS AND PHRASES

Sometimes when children display anti-social behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself.

Here is the script (with guidance) that experts in behaviour management suggest will help, and that teachers at St Mary's use, when that happens:

- ✓ Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- ✓ "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- ✓ "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- ✓ "Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- ✓ "Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using

open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the stairs).

- ✓ Using Language of Choice and Assertive Discipline
- ✓ In disciplining children, adults are not only seeking to stop an immediate undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the undesirable behaviour (and so also the undesirable consequence) for the longer term.

- ✓ Using 'language of choice' contrasts with using 'language of demand'. If you demand something of someone, for example "If you don't stop talking now, you'll get a 'time out'!" you are directly prompting one of two natural responses, which is either to: Resist the demand (and create conflict) or Accede/Give in to the demand (and lose face)
Instead, language of choice places responsibility for behaviour with the child, for example,
"If you choose to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice.

De-escalation Scripts

Given below are sample scripts giving the sort of language and guidance that teaching staff at St Mary's have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

Script 1: Statement of Reality (i.e. simply tell them what you see)

"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

Use a firm but calm voice. This helps to show that you mean business but in a nonconfrontational way that might otherwise lead to a defensive response.

Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them ‘**take up time**’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them and allow sufficient space and **take-up time**.

When they are demonstrating a positive change make sure to acknowledge that with praise:

“Thank you, Fred, for... (e.g. walking/putting your pencil down/listening nicely...)”

If the child’s behaviour doesn’t change after a reasonable take-up time, move on to **Script 2**

Script 2: Tell them the behaviour you want to see

“Fred, I need you to... (e.g. show me wonderful walking – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)”

Be assertive and avoid starting or ending with ‘please’. Use ‘**I need you to...**’ and end with ‘**thank you**’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in **Script 3**.

Script 3: Statement using Language of Choice

“Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence that fits the incident]”

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions: that what has happened so far and what will follow is their choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn’t change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. **Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.**

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it’s good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

“Well done/Thank you Fred, you made the right choice”

Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.

Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

Script 4: Reinforce and depersonalise

“Fred, at St Mary's we respect and listen so that everyone can learn”

Repeatedly referring to whole school expectations (we are ready, respectful and safe) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

The Importance of Restoring a Relationship

We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to **reflect** on what happened, to **repair** any damage (to themselves or others) and to **restore** (themselves and others) to their previous (or improved) good selves.

Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on. The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them. The questions would include any or all of the following:

- ✓ What (in your words) happened?
- ✓ What do you think the people involved were thinking and feeling at the time?

- ✓ Who has been affected and how?
- ✓ How can we put right the harm?
- ✓ What have we learned to make a different choice next time? (Next time I will...)
- ✓ What would you like to happen next?
- ✓ How can we make things better for _____?

11. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

12. INCLUSION

All adults in the school are required to take account of pupils' individual needs and circumstances when applying the school's behaviour policy. This is part of our professional responsibilities. Such pupils are primarily those with SEND but other students may need to have their needs and circumstances taken into account. This may include students that are at risk of exclusion, looked after children, children with illnesses, young carers, children with EAL. As a school we will make reasonable adjustments in the application of the behaviour policy to ensure the needs of these children are met. These will be made at the discretion of the school.

Examples of when adjustments might need to be made:

1. When a child who is on the autistic spectrum makes a personal comment about an adult's appearance when that child has no understanding that this was inappropriate.
2. When a child who hasn't followed instructions has speech and language problems and didn't understand the complex instructions.
3. When a child needs an additional short-term reward for achieving targets set as they have emotional needs.

Pupils with such behaviour needs may have Individual Behaviour Plans in place and these will be shared with class teachers and with other key staff that may work in close contact with the child/pupil, as well as parents/carers. Behaviour plans must be agreed with the behaviour lead. If a behaviour plan is needed to support a child's behaviour, targets will be set with the class teacher, parents and the child. This is to ensure all parties are clear on the targets and what steps are needed to achieve them.

13. BEHAVIOUR MANAGEMENT:

Good behaviour has a great deal to do with respect and a pupil's motivation. We believe that motivation can be increased or decreased by curriculum content and methods. Hence a prerequisite to achieving good standards of behaviour is the need for teachers and support staff to exercise good **classroom management** in terms of:

- Developing a positive relationship with pupils
- Lessons should be well planned in advance
- Teach and practice the school rules
- Provide structured, supported and challenging work to levels that are appropriate for and meet the pupil's needs.
- Classrooms well organised, thus minimising the opportunities for disruption.
- Creating a stimulating learning environment with displays that will encourage and support learning.
- In line with KCSIIE, create a safe environment where pupils feel safe to speak out
- Using positive reinforcement and praise frequently.
- Recognising all achievements and progress.
- Respecting linguistic, cultural and ethnic knowledge and experiences that pupils bring to school.
- Embedding consistent routines and procedures that are understood by the pupil.
- Concluding the day positively and starting the next day afresh

Physical restraint:

Where possible, no restraint is used however, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Reported to a member of SLT and recorded on CPOMS.

Pupil Support:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. SLT will

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evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

External agency involvement:

Occasionally, the school will consult external agencies, such as the City of Birmingham School (CoBS) or CAMHs to get expert advice on intervention work that can be done with children. This will sometimes involve experts from these agencies coming and observing and/or working with the children on the school site, or the children being given appointments off the school site.

- Behaviour Support: following an IBP review and where there is no improvement in the child's behaviour this will then lead to a referral and support from CAMHs and the City of Birmingham Schools (CoBs) to gain further support and advice. In such circumstances we can provide specific targeted intervention, e.g. Social Skills groups.
- Communication and Autism Support (CAT): Some children with a specific diagnosis can demonstrate challenging behaviour. If this is the case we are able to access support from CAT to be involved in the review process of the IBP.
- Educational Psychologist Assessment: Where there is a need for the Educational Psychologist to be involved to carry out any forms of observation / assessment linked to learning or behaviour, consent for this will have to be granted from parents.

Exclusions:

Only the Head Teacher has the power to exclude a pupil from school. Internal exclusions can be given as a consequence of severe incidents.

Very serious incidents including, but not limited to:

- Verbal abuse, violence -wilfully hurting another child/adult
- Vandalism, refusal to follow instructions
- Endangering the safety of others
- Inappropriate actions and behaviour (in school / online e-safety)

Are likely to result in a fixed term exclusion. Parents will be notified and expected to attend a meeting with a member of the Senior Leadership Team (usually the head or deputy).

Incidents involving serious issues such as arson, assault, bullying (verbal or physical), theft, knives or persistent disruptive behaviour are likely to lead to permanent exclusion. In such

cases parents are always notified and their right to appeal explained. In any of these cases the school may also involve the police, governors and Local Education Authority.

Both internal and external exclusions are a last resort, and every effort should be made to keep a child in class or school.

Violence in the classroom:

Any violence in the classrooms will be treated extremely seriously. Any child involved in a violent act will spend at least ½ a day in internal exclusion with immediate effect (the head teacher will make the decision regarding the period of internal exclusion depending on the incident). The child's parents should be informed that their child has been involved in a violent incident in the classroom as soon as possible. This may become an external exclusion where deemed necessary.

Child-on-child sexual violence and harassment

We are vigilant to, and will not tolerate, child-on-child abuse. Child-on-child abuse is sexual violence and harassment between children of any sex. It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children and can be between two children of any age. The NSPCC summary of the Department for Education (DfE) report 'Sexual violence and sexual harassment between children in schools and colleges' (2018) makes the following points.

Sexual violence includes:

- ✓ rape
- ✓ assault by penetration
- ✓ sexual assault - intentionally touching another person in a way that is sexual.
- ✓ Sexual harassment is defined as 'unwanted conduct of a sexual nature' occurring online or offline.
- ✓ It can lead to the following:
 - ✓ a violation of a child's dignity, and /or
 - ✓ is likely to lead to intimidation, degradation and humiliation
 - ✓ the creation of a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
 - ✓ sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
 - ✓ sexual "jokes" or taunting.
 - ✓ physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (as a school we will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include

- ✓ non-consensual sharing of sexual images and videos.
- ✓ sexualised online bullying.
- ✓ unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

Staff will challenge any inappropriate language and behaviour between pupils including language perceived as 'banter'. Any instances will lead to the involvement of the Designated Safeguarding Lead (DSL) and are dealt with in line with the safeguarding policy (including making referrals into support services as appropriate), this policy and the anti-bullying policy. Significant sanctions will be used for deliberate or malicious types of this behaviour. All reports of child-on-child abuse, sexual violence or sexual harassment will be taken seriously and investigated appropriately, and the victim will be supported and listened to carefully. Our priority will be their safety. All cases of child-on-child abuse will be referred to CASS for advice. Further support may be necessary from the Harmful, Sexual, Behaviours Team.

Pupil Transition:

To ensure a smooth transition to the next year, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training:

Our staff are provided with training on managing behaviour as part of CPD. Behaviour management will also form part of continuing professional development.

16. Monitoring and Reviewing

Internal data on behaviour will be monitored and analysed internally at least half termly, including behaviour incidents, removal from classrooms, suspensions and exclusions, to interrogate and understand repeating patterns and the effectiveness of behavioural measures. Data-based decisions will be made about whether pupils may benefit from additional and alternative approaches, a pastoral review or support from the Special Educational Needs Co-ordinator (SENCo) and the SEND team, or whether specific teachers may require more support. This may include assessment to identify unmet SEND needs. Data will also be analysed to identify patterns relating to pupils sharing protected characteristics to ensure that the policy is

not having a disproportionate effect on such pupils.

Monitoring will involve behaviour walks carried out by the Behaviour Lead, pupil observations in their classrooms, on the playground and in the hall and staff/pupil voice.

St Mary's "How we do it board"

<p>1st Green Card</p> <ul style="list-style-type: none"> • Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children • Inappropriate language (not aimed at children) • Not listening • Not keeping hands and feet to themselves 	<p>1st rule Reminder</p> <p>2nd rule Reminder</p> <p>1st Green card changed to</p>	<p>"Name' you have to (describe action) you now have your first rule reminder. "</p> <p>"Name' you have to (describe action) you now have your second rule reminder."</p> <p>"Name' you now have move your card to blue to stop and think."</p>
<p><u>2nd Stop and Think Blue card</u></p> <ul style="list-style-type: none"> • Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children • Inappropriate language (not aimed at children) • Not listening • Not keeping hands and feet to themselves 	<p>1st rule Reminder</p> <p>2nd rule reminder</p> <p>Blue card changed</p>	<p>"Name' you have continued to (describe action) you now have a blue card. If you choose to improve this behaviour (describe) you can move back to green".</p> <p>"Name' you are continuing to (describe action) you have one more chance before moving to yellow.</p> <p>Adult changes their blue card to a yellow card. They can no longer move back</p>
<p><u>3Rd Warning Yellow Card</u></p> <ul style="list-style-type: none"> • Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children • Inappropriate language (not aimed at children) • Not listening • Not keeping hands and feet to themselves 	<p>1st rule Reminder</p> <p>2nd rule reminder</p> <p>Yellow card changed to Red</p>	<p>Name' you have continued to (describe action) you now have a blue card. If you choose to improve this behaviour (describe) you can move back to green".</p> <p>"Name' you are continuing to (describe action) you have one more chance before moving to red.</p> <p>Adult changes their yellow card to a Red card.</p>

<p>Red Card</p> <ul style="list-style-type: none"> • Inappropriate language aimed at others • Beginning to challenge authority/ minor level. • Treating classroom without respect • Not following instructions • Leaving the classroom 	<p>Time out space in Classroom</p> <p>Yellow card moved to Red</p>	<p>Rule reminder “At St. Mary’s’ we..., by continuing to... you are choosing to have time out”</p> <p>5 minutes at timeout space.</p> <p>Child will have their name written in the behaviour book plus a discussion with their teacher to come up with a plan for improvement. This may also include a call home, a talk with a mentor or loss of a privilege.</p> <p>If the child continues to receive red cards they will be referred to SLT.</p>
<p>STRAIGHT TO RED CARD OFFENCES</p> <ul style="list-style-type: none"> • Persistent offensive/ abusive language • Throwing objects to hurt • Break/destroying class equipment • Physically hurting others • Damaging property including displays • Racist/Religious/ homophobic incident • Leaving the classroom 	<p>Sent to HT/DHT/AHT</p>	<p>Immediate Removal.</p> <p>HT/DHT/AHT, involved Phone call home or appointment made by Senior Leader</p> <p>PARENTS INFORMED</p> <p>If appropriate, internal/external exclusion agreed by HT and letter sent home.</p>

Rewards Chart (Appendix 2)

Points will be recorded daily, and the total sent to Mrs Campbell Swords on a Friday. The

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Extra Points	Total
House	Love						
Gurav	✓ ✓ ✓	✓	✓ ✓ ✓	✓ ✓	✓	3, 4, 1	
Shareen	✓ ✓ ✓	✓ ✓ ✓ +3	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓		
Stacey			✓		✓		
Jamie							
Total						34	
House	Peace						
Total							
House	Hope						
Total							

charts must be kept in a folder as behaviour records. Class House Points Chart

Appendix 3; Additional support Timetable

This timetable shows the additional support provided by TA's at lunchtime and in the Pastoral Hub