Through God's grace, a community growing in knowledge and understanding

St. Laurence Catholic Primary School

Positive Behaviour Policy

Ratified by Full Governing Body on October 2021
Next Review Due: October 2023

St. Laurence School is a happy and caring school where high standards of behaviour and work are expected. We believe that all members of the school community; staff, children and parents are responsible for promoting, maintaining and improving excellent standards of behaviour. Everyone is expected to behave in such a way that their own learning and that of others will be enhanced.

All staff working with our children receive training in behaviour support. This training is called **Cambridgeshire Steps** and is adapted from the original work by Angela Wadham. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "*The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."* This statement reflects the philosophy, policy and practice at our school, which includes adapting what we do to meet the needs of our pupils.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Cambridgeshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one 'Steps' training and new staff joining the schools will receive this training as soon as it is available to them. Our Head of School is an accredited Cambridgeshire Steps tutor and has delivered the initial training to our staff. Annual refresher training is provided for all staff.

Rationale

In our school, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole child, including spiritual, moral, social and cultural education. Within our school community, we aim:

- To be welcoming and inclusive
- To create a firm and consistent approach throughout the school
- To maintain, encourage and promote positive behaviour, self-discipline and respect
- To encourage independence and personal confidence
- To uphold our mission statement and School Gospel Values of Responsibility, Community, Peace, Hope, Thankfulness, Generosity, Forgiveness, Wisdom, Respect, Courage, Compassion and Justice. Our Gospel Values are integral to the ethos and application of this policy.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour
- To develop pride in the school, in work, in effort as well as achievement.
- To enable all pupils to own their behaviour
- To encourage pupils to be accountable for their behaviour
- To respect mutual rights and to do so within the context of workable relationships with other pupils and their teachers

Code of Conduct:

The school's Code of Conduct has been drawn up by members of the school community to enable the school to function efficiently as a place of learning and to ensure the safety and well-being of children and adults. Our Code of conduct sets out our behaviour expectations and is displayed around school and referred to frequently with all children, depending on age and ability. It encourages children to be positive in all that they do.

Our Code of Conduct is based on the teaching of Jesus, **"Love one another as I have loved you".**
As friends of Jesus, we act with **care**, **courtesy** and **concern** at all times. This makes St. Laurence a happy place where everyone can learn and grow.

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Teaching right from wrong, honesty and respect for others
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- Praising positive behaviour. Using positive phrasing and reminding
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour
- Being good role models through patterning and copying.
- Using scripts, repetition and structure
- Using consistent, clear and agreed boundaries
- Comfort and forgiveness
- Our schools adopt a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include themes of anti- bullying, respect and diversity. Regular RE and PSHE Lessons are central to the curriculum and the ethos of raising children's self-esteem. Additional PSHE times can also be planned for when classroom/playground issues may arise, as well as national initiatives such as anti-bullying. The PSHE curriculum include games to encourage positive relationships, peaceful problem solving, ways to calm down and describing feelings, all of which reinforce Restorative Approaches.

A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated respectfully and sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific approaches to positive recognition, social stories and charts linked to consequences and the guidance and support of outside agencies.

Praise, Rewards and Celebration

At St Laurence we believe that acknowledging positive behaviour is a fundamental part of providing a happy and secure environment which promotes learning, confidence and self-esteem amongst the children. In order to encourage positive behaviour, we operate a system of praise and reward.

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise.

This can be done by:

- Praise from adults and peers
- Showing good work to other classes, teachers, or a member of the Senior Leadership Team
- Star Stickers in work books to celebrate personal bests
- Weekly Celebration Certificates to celebrate good learning attitudes and behaviours
- Team Points for showing Care, Courtesy and Concern

A Therapeutic Approach

St Laurence recognises that negative experiences can lead to negative feelings and that negative feelings can lead to negative behaviour, whilst positive experiences create positive feelings and positive feelings underpin positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Cambridgeshire Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour. This analysis is crucial in identifying the needs of the child to enable us to plan the necessary support.

Graduated response to minimising and responding to difficult and dangerous behaviour

Step 1 – High expectations, consistency, class rules, praise, recognition
Step 2 – Behaviour concern tracked through Anxiety Mapping and analysed.
Step 3 - Roots and Fruits discussions with child and parent
Step 4 - Modification of strategies and approaches recorded and monitored through
Assess, Plan, Do Review cycle
Step 5 – If behaviours are dangerous then Steps 1 – 4 inform a Risk Management. Plan written in conjunction with Head of School and SENCo

Consequences and Sanctions

Our STEPs approach emphasises reparation, restitution and reconciliation as the norm. Teachers will use their professional judgement as well as school policy when deciding the degree of seriousness in the application and kind of consequences used.

All adults in our schools have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Staff must ensure that consequences are reasonable, proportion and necessary. They must relate to behaviour being

corrected (see appendix 1 for examples).We use two types of consequences; Educational and Protective. Often there are natural consequences which act as good models of prosocial behaviour, for example a child who has run to the front of a queue could simply be directed to the back of the queue as a natural consequence.

Educational consequences: The goal is to stop children's misbehaviour and help them make more constructive choices - a way to help the child learn from their behaviour e.g. make apologies, put right what went wrong, model and practice an appropriate response. Restortive conversations, social stories, modelling and practising the appropriate pro-social behaviour with children helps, with regular reference and revisiting, form new behaviours for children.

Protective consequences: To keep everyone safe e.g. child to be supervised in an area of school to protect others, child to learn or play somewhere away from others to protect them or child to be internally excluded from their classroom to keep their peers safe. Protective consequences will stay in place, until staff are satisfied that the pupil has partaken in the educational consequence and learnt from their behaviour.

Where consequences are agreed in incidents referred for SLT support, for more serious or persistent difficult behaviours, clear communication is vital between all staff involved. It is important that the class teacher is directly involved in the follow-up and follow through of difficult or dangerous behaviour by any pupil so that the relationship can be repaired and restored.

See appendix 4 for examples of difficult and dangerous behaviour

Responsibility for all

In St Laurence, we emphasise collegial responsibility of school-wide, duty-of-care management and expect *relaxed vigilance* in out-of-class contexts (corridors, playground, lunch supervision, after-school supervision). All staff work together to ensure that expectations and standards for behaviour are high. Class teachers are primarily responsible for follow-up of any consequences, with support of senior colleagues where necessary.

Most importantly, we aim to build and utilise a *supportive colleague* culture for problem-solving. Colleague support is essential in the management of difficult pupils and pupils with emotional and behavioural disorders. Difficult classroom behaviour and playground supervision are also crucial areas that benefit from focused colleague moral and organised support.

The Behaviour Management Process

When a child is not demonstrating positive behaviour staff will, manage behaviour discretely in the classroom. Staff use few words and are very clear about what right choices the child needs to be showing. This enables the rest of the class to continue learning without being disturbed. The sequence of this should follow

1. Observe problem behaviour
2. Use tactical ignoring/distraction
3. Check the task set and alter the activity if needed. Work alongside the pupil briefly, using positive reinforcement
4. Positive reminder – Quietly tell the child what behaviour you would like to see
5. Re-enforcement – Describe the effect of the behaviour upon others, describe the behaviour you would like to see and outline the possible consequences.
6. Consequence – Put in place the consequence, which should be proportional, logical and timely

Difficult and/or dangerous behaviour may be managed using a risk management plan which directs a very consistent response. The sequences below form a basis for more individualised responses within a Risk Management Plan

Difficult?

1. Remind and refocus
2. Give the pupil limited choices (this or this)
3. Temporary removal from the activity (quick job/distraction)
4. Move pupil within the class
5. Discuss possible consequences
6. Send pupil to a partner teacher's classroom (refocus on return with positive reinforcement)
7. Discussion and review completed with pupil

Dangerous?

1. Teacher to use the de-escalation script (SLT member on call if needed)
2. Provide a supportive environment for the pupil to calm
3. Ensure other pupils are safe
4. Once calm, undertake restorative with the pupils involved
5. SLT member to review the incident with staff involved and determine consequences together
6. Teacher to ensure educational and protective consequences are followed through
7. Teacher to debrief with SLT
8. Teacher or SLT member to inform the parent/carer of the incident and measure put into place to help their child learn

If difficult behaviour continues, and is impacting upon learning, the pupils will be raised with a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete further educational consequence at this time. Parents/carers will be contacted to discuss next steps.

Difficult and dangerous behaviours will be monitored by the class teacher through staff recording incidents onto ABC proforma. These help staff to consider what happened before, at the time and following an incident, including who has been affected and how. It is the class teacher who is responsible for reading the ABC form and asking any further questions about the incident to gather a full understanding. The class teacher must seek advice, liaise with parents/carers (of the pupil(s) displaying the difficult or dangerous behaviour as well as any pupils affected by the incident) and inform appropriate line managers of any concerns.

The Senior Leadership Team (SLT) must ensure that appropriate consequences have been applied and provide support and advice to the class teacher. This may be through seeking external advice from professionals working with the pupils involved or seeking advice from the local authority. At this stage, next steps for the pupil displaying dangerous behaviours and any affected pupils will be determined. The SMT show that they have read the ABCs by signing them. These charts are stored in the class behaviour folder to ensure that incidents can be monitored in order to spot patterns and address these swiftly.

If difficult behaviour is impacting upon the safety of others and becomes repeated over time:

- Teacher and SLT member meet to discuss next steps
- Complete Anxiety Mapping with pupil (KS2)/without pupil (EYFS/KS1)

- Teacher meets with the child to discuss 'Roots and Fruits'
- Parent/guardian invited to school for a meeting with teacher and SLT
- Individual Risk Management Plan put into place with the pupil and parents/carers

All staff will follow this process, using the Behaviour Management Flowchart (see appendix 3).

Reflect, Repair and Restore (after a crisis)

We use Restortive conversations to raise a pupil's awareness about their behaviour and how it affects others' rights, including the teacher.

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. All staff will aim to use the same language with the children, when discussing an incident, and we will encourage parents to use this language at home too.

Staff will undertake a Restorative Conversation with pupils, using the following questions:

- What happened today/yesterday with….?
- What were you thinking when it happened?
- How did you feel?
- Who has been upset by it?
- How are they upset?
- What do you think needs to happen now to make things right?/to make … feel better?

Restorative Justice

Restorative justice is important in putting right poor behaviour choices. It is important to assess the situation carefully before choosing the correct line to take. The harmer or victim may need time to calm down before this process begins. Staff must be sensitive to the fact that it can take 45 minutes for a child's metabolism to slow back down, after they have been upset or angry. Allow space and time for this to happen.

When an individual has harmed another, the victim can sometimes feel comfortable about meeting their harmer and being supported to tell them how they feel because of their actions. This is not always the case. There are times when the victim will want nothing more to do with the harmer as this will intimidate them further. It is important that any adult dealing with an incident assesses which of these applies prior to dealing with the harmer. Remember at times a kind offer of support can ignite a calming situation.

Appendix 6 outlines how verbal or written apologies may be used as an educational consequence.

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Cambridgeshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing, for example:
  - "*Stand next to me"*
  - *"Put the toy on the table"*

- *"Walk beside me"*

- Limited choice, for example:
  - *"Put the pen on the table or in the box"*
  - *"When we are inside, Lego or drawing"*
  - "*Talk to me here or in the courtyard"*

- Disempowering the behaviour, for example: - *"You can listen from there"*
  - *"Come and find me when you come back"*
  - "*Come down in your own time"*

- Use of a De-Escalation Script, for example:
  - *Use the person's name – "David"*
  - *Acknowledge their right to their feelings – "I can see something is wrong"*
  - *Tell them why you are there – "I am here to help"*
  - *Offer help – "Talk to me and I will listen"*
  - *Offer a "get-out" (positive phrasing*) *– "Come with me and….."*

Physical Intervention

There are situations when physical intervention may be necessary. Staff are trained by Cambridgeshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others.

Appropriate touch is normal practice in our school but is always in the pupil's best interests. Physical touch maybe used;

- To comfort a student in distress, appropriate to their age and understanding
- To support a child with their physical care (toileting, self-care, changing clothes)
- To gently direct/guide a person
- To assist in a supportive way during an activity (drama, physical games)
- To avert danger to the pupil, other persons or significant damage to property

Working with the parents/carers

During the school day, staff will act in the role of the parent. In this role, they give care, support and guidance. However, we understand the importance of parents/carers being made aware if their child is making poor choices or showing dangerous behaviours.

Contact with parents will be done privately and ideally prior to the end of the day. It will not be done on the playground or in front of an audience. A note of the conversation will be kept on the meeting with parent proforma, and may be kept on the child's file. The purpose of this discussion is to inform the parents of the issue and to seek their support at home to help address it. Staff must make it clear that we are not passing judgement on parents or pupils but seeking their support.

Risk Assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the class teacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Our Trust follow the Department for Education's guidance to inform our process and procedures (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf).

Parents are informed of the decision and reasons for the exclusion and the Local Authority will be notified of the child's exclusion through their Exclusion Hotline and the situation discussed with the Access and Inclusion Team.

Exclusion Hotline 01353 612812 (2pm to 4pm)

A reintegration meeting is held with the parents and pupil on their return to school. This meeting confirms what will be different for the pupil and child on their return, to avoid any further exclusions. If a pupil will not partake in a reintegration meeting then the protective consequence (exclusion) will remain in place.

Monitoring

When ABC's, statements or logs of conversations are completed with pupils they are filed in the class behaviour book/folder. This will be monitored to look for patterns of behaviour and will be shared with a member of the Leadership Team. Staff will not log every incident, just as we do not reward all of the right choices children make.

Lunchtime

Midday Supervisors are given guidance on their role in implementing this policy. They are responsible for liaising with the senior leadership team during the lunch time and teachers at the end of lunch about children's positive and negative behaviour.

Out of school behaviour

Pupils are expected to behave in an appropriate way when off school premises during the school day (e.g. on school trips and visits) and before and after the school day when in school (e.g. before and after school clubs).

APPENDIX 1

Example Consequences

Many of these consequences will take place outside of Teaching and Learning but they are opportunities to help the child to understand why the behaviour is unacceptable and the effect that it has on others.

Natural Consequences

- Child misbehaving in line for dinner, goes to the back of the line
- Child being silly in the water tray and gets wet, needs to go and get changed and stop playing with the water
- Repeatedly fighting over football, the football is removed

Educational Consequences (You break it—you need to help fix it):

Children to take responsibility for fixing, as best they can, any problem or mess they have created

- A child knocks into another > apologise and help them up
- A child knocks over someone's dinner tray > help clean it up and offer to go back and get another tray of food
- A child hurts another child's feelings > Apology of action by writing a note/drawing a picture, including inviting them to join in with a friendly activity
- Conflict with peers > Restorative conversation together
- Pupil wastes learning time, avoiding learning > Make up the time at another point during the day or the task goes home to be completed.
- A child speaks rudely to an adult > Apology of action by writing a note/drawing a picture, including offering to do a job for them to show that they are sorry and can be trusted
- Child throws furniture/rips up work/ruins displays > Fix what they have broken (this may need adult support)

Protective Consequences:
Children may need consequences that keep them and/or others safe

- A pupil waves scissors around > loses the chance to use scissors
- Child plays unsafely on the field/climbing equipment > Must play in a different area of the playground
- Child messes about in the line, as a result hurts others > child must walk with an adult until they can be trusted
- Unacceptable use of the internet/not looking after IT equipment > lose the privilege to use the internet/equipment for a period of time until they can be trusted
- Child fighting/intimidating in the cloakroom or toilets > Has to be accompanied by an adult for a couple of days, until they can be trusted on their own.
- A child continues to hurt others in the classroom > Child has to work away from their peers, until they can be trusted to be safe in the classroom.

Time out: This is helpful when a pupil is on the verge of losing control and beginning to disrupt/disturb theirs and other's learning. This isn't a punishment but recognising the need for some quiet time. Pupils can choose to have time out, if they are able to identify that they are feeling angry, sad, silly...

Talk Time: Time spent with a child on a restorative conversation, where feelings and actions are discussed. This is the time to help teach how their behaviour has impact upon others and to decide upon consequences. This conversation **must not** happen until the child has calmed and is ready to reflect (this can take 45mins or more).

APPENDIX 2

Restorative Approaches

This approach to dealing with conflict and incidents of behaviour

- gives all sides a chance to have their say
- helps the adult to understand how the situation happened
- avoids the situation happening again
- helps the children to feel understood
- encourages the children to find a way to move on

The approaches are based on a mutual respect and consideration of the feelings of others.

Restorative approaches are part of an ongoing whole school approach that encompasses:

- developing relationship skills
- developing emotional literacy
- developing health and well being
- building a compassionate community

The four features of Restorative Approaches are:
RESPECT – RESPONSIBILITY – REPAIR – RE-INTERGRATION

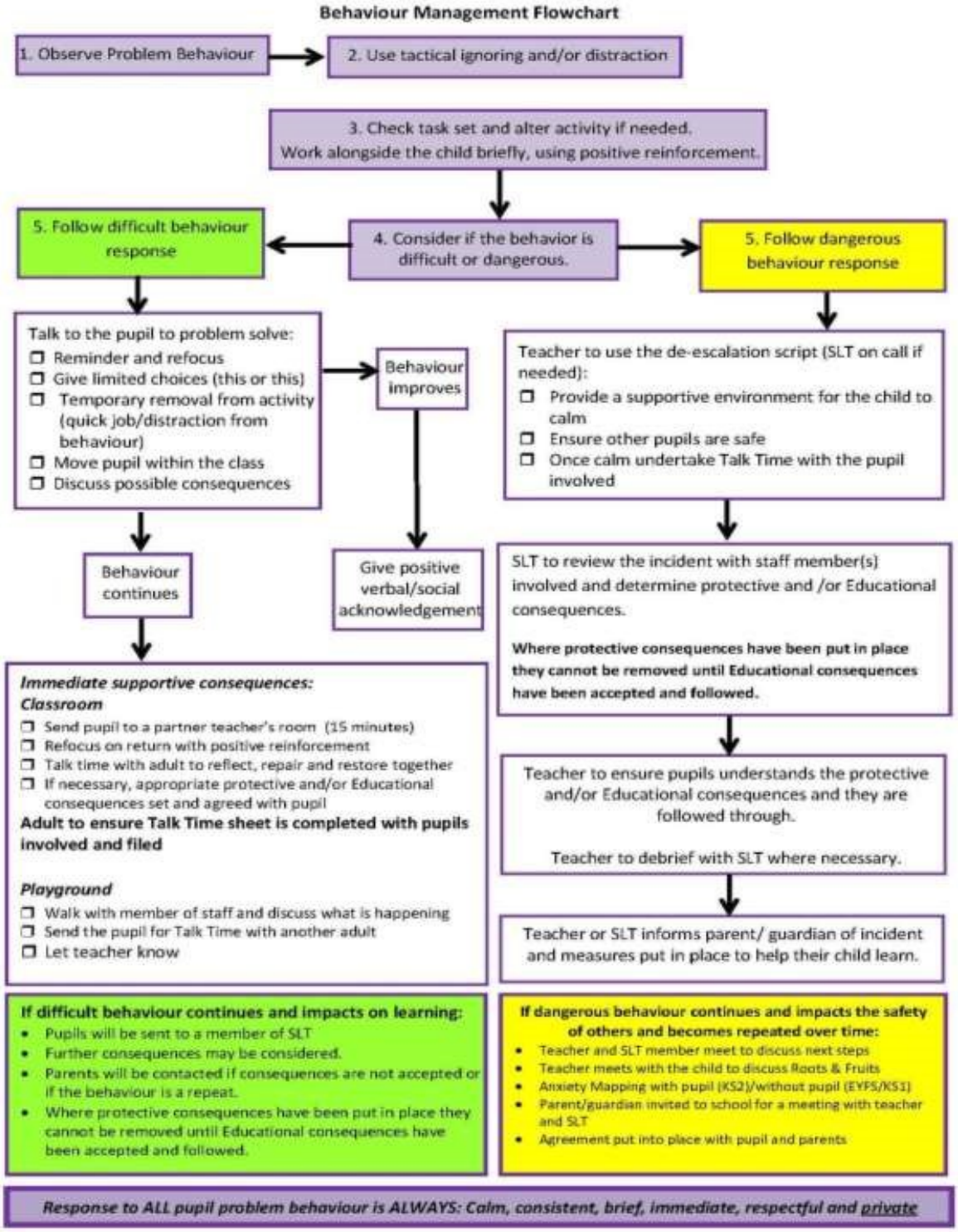
St Laurence staff use

- ✓ Restorative Circles – where children can share their feelings and concerns and learn to problem solve together. In circles the teacher models the use of restorative language and creates a non-judgemental environment than enables discussion.
- ✓ Restorative Language – which involves open ended questions and the use of a structured script. Teachers remain neutral and encourage the children to take responsibility and empathise with each other.
- ✓ Corridor Conferences – which are used to resolve low level conflict/ disruption and to de-escalate situations. Teachers follow the structured script and encourage children to do the same through the role of peer mediation.
- ✓ Restorative Conferences – which are for the highest level of behaviour incidents where perhaps 3 or 4 people are involved (including possibly parents or other members of staff) The Inclusion Manager has been trained as a Restorative Conference Facilitator and would prepare individuals in the case of a conference and then follow the prepared script to enable a resolution and repair to the harm caused by the situation/incident.

Restorative Approaches at St Laurence support the whole school values in meeting needs.
These approaches are not just used as a response to extreme behaviour but as a part of a whole school approach to developing strong, positive relationships and responsible, empathetic individuals.

APPENDIX 3

Behavioural Management Flowchart



APPENDIX 4

Difficult and Dangerous Behaviours

Difficult behaviours:

- Defiance/ disrespect/ non-compliance e.g. lying, repeated reluctance to engage in learning, non-completion of an acceptable amount or quality of work
- Disruption (talking while teacher is speaking; loud voices or noises indoors)
- Inappropriate/derogatory verbal language e.g. swearing, name calling
- Harassment/ tease/ taunt
- Physical contact – non serious but inappropriate e.g. rough play
- Abusive language and swearing
- Property misuse/damage
- Late due to partial truancy

Dangerous behaviours:

- Abusive language that would be considered threatening or discriminatory
- Disruption (sustained loud talk, yelling or screaming); sustained out of seat behaviour (tantrums, throwing things across the classroom)
- Physical aggression
- Forgery/ theft
- Property misuse/damage becomes unsafe
- Absconding (child has not been in the classroom for 15mins)
- Actions considered criminal behaviour