

# All Saints Catholic Primary School, Anfield

## Behaviour Policy

Updated September 2024

### Vision and Ethos

All Saints Catholic Primary School and Nursery is a catholic school. Our school vision statement, “In the light of God, we shine on our own, but we shine brighter together”, reflects the distinctive nature of our catholic school and is reflected throughout our behaviour policy. Our behaviour policy is underpinned by our school rules which are based on our Gospel values as defined by Mgr. Marcus Stock in Christ at the Centre (2005 Catholic Truth Society).

The values of holiness, faithfulness, dignity, gentleness, peace, truth and service guide all that we do.

We ask all of our staff and pupils to embrace and uphold our school Christian values so that we can all flourish individually as well collectively as a school. Our ethos supports the catholic church’s vision for education that “...all may attain their eternal destiny and at the same time promote the common good of society”

### Aim of the policy

Our Vision and Values underpin our school aims and ethos statements. Our school rules are rooted in our Christian values which can be found in our golden rules.

The values and principles below are to ensure that our children develop a positive attitude to learning and all aspects of school, community and future life.

### We aim:

- to foster within each child a positive self-image, self-belief and self-respect.
- to encourage each child to express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams.
- to promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multicultural, multi-faith and diverse society.
- to foster respect, good relationships and acceptance of all within our diverse society showing an understanding of the 9 Protected Characteristics.
- foster a holistic approach to supporting children’s mental health and wellbeing.
- to develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals at the service of their families. Parish and community.
- to create a culture that promotes excellent behaviour, ensuring a calm, orderly, safe and supportive environment enabling all to flourish and feel safe.
- to support children to manage their behaviour, to self-regulate their emotions and understand the impact of their actions on others.

- to promote a proper regard for authority and following the rules that will provide children with strong foundations that will carry them through into adulthood.

### **Principles of All Saints' Behaviour Policy**

Every member of the school community has the right to feel valued, respected and safe.

We promote an environment where everyone feels happy, safe and where each member of our school community is treated fairly and consistently.

Good relationships are promoted so that people can work together as a team with the purpose of helping everyone to achieve their full potential.

Every member of the school community is responsible for upholding our behaviour principles and ensuring these permeate through every aspect of school life.

This policy is designed to promote good behaviour whilst developing an ethos of fellowship through mutual respect and trust.

We promote positive attitudes to learning by developing the skills of perseverance, resilience and determination at every opportunity.

### **The Benefits for our children**

- They learn to respect and care for each other and understand this leads to positive relationships
- They learn the expected standards of behaviour and the benefit of this to their learning and the learning of others
- They are able to achieve their full potential due to the enabling and supportive culture of the school
- They develop good behaviour and attitudes to learning
- Their school is a calm, orderly, safe and supportive environment where they can flourish
- They learn to respect authority, develop self-discipline and behaviours for success that will support them in their future
- They develop strong self-awareness, a strong personal stress regulation system and effective social skills

## **Section 1: Staff behaviours**

### 1.1 Consistency

The first expectation from adults in school is around consistency.

- Consistency around language. Refer always to the behaviour and not the child. For example, 'I didn't like your behaviour this afternoon', not 'You're a very naughty girl.'
  - Consistency around follow up. Teachers need to take responsibility for behaviour interventions, seeking support where necessary but never delegating.
  - Consistent positive reinforcement. Encourage and celebrate appropriate behaviour, highlighting it habitually.
  - Consistent consequences. Following clear structures at both classroom level and for more serious behaviours.
  - Consistent respect from adults to children, even in the face of disrespectful learners.
  - Consistent models of emotional control. Teachers model emotional restraint.
  - Consistently reinforced rituals and routines for behaviour around site: opening doors for others, walking quietly along corridors.
  - Consistent environment. Positive images of children's work and behaviours, not just marketing slogans.
- Consistency lies in the behaviour of adults and not simply in the application of procedure.

We frame this consistency around 7 guiding, or golden, principles, which come from our Catholic beliefs and attitudes.

Dignity	We show respect for people, property and the environment
Gentleness	We are gentle, we keep our hands and our feet to ourselves
Truth	We are honest, we don't cover up the truth
Peace	We always say sorry and take responsibility for our own actions
Service	We are always ready to learn, we follow instructions carefully
Faithfulness	We work hard, we don't waste our own or others' time
Holiness	We are one family, we all belong

### **1.2 Expectations of Staff**

The principles of the 'Thrive Approach' should be adopted by all staff to support pupils social and emotional development and promote positive behaviour.

These core behaviours should be adhered to by all staff.

- Where possible, meet and greet pupils at the door and off the playground.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use any agreed visible recognition system during lessons.
- Follow up every time, retaining ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past learners who are behaving badly.
- Support colleagues but never undermine them by taking over a situation

### **1.3 Expectations of middle leaders**

- Be a visible presence around the school to encourage appropriate conduct.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive phone calls to parents.
- Ensure staff training needs are identified and targeted.
- Use behaviour logs to target and assess interventions.

### **1.4 Expectations of senior leaders**

- Be a visible presence around the school, especially at lunchtime and transition times
- Regularly share good practice
- Support middle leaders in dealing with more entrenched behaviours and situations
- Review provision for pupils whose behaviours are not being improved by normal policies and procedures
- Take time to welcome pupils and parents to school at the beginning of the day and saying goodbye at the end of the day

### **1.5 Specific staff**

All Saints has two learning mentors, Mrs Wignall and Mrs Hanlon. A third member of staff, Mrs Tyrell, supports early intervention with young pupils whose social skills are less well developed. These staff are on hand to work with more vulnerable pupils and their families to establish positive improvements.

Staff, particularly in Foundation Stage and Key Stage 1, should consult with these staff and a joint decision will be made around pastoral support, how long it lasts, when it takes places, and at what time of the day. Further lunchtime supervision or mentoring can be added given the limits of staffing.

The overall provision map for this work will be overseen by Mrs Maguire and the SEN team.

There is further guidance surrounding the behaviour of staff, and the culture at the school, in the Dignity at Work policy.

## **Section 2: Rewards**

### **2.1. Praise**

We will recognise and reward those pupils who go 'over and above' our standards. Despite the fact that we have a reward system, our staff understand that a quiet word of praise can be as effective as a larger, more public reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including (and maybe

especially) those who are hardest to reach.

At All Saints, we recognise that this use of praise is the first step on the rewards journey. It should not be indulgent, or overused, as this reduces its meaning and effectiveness. It is also, helpful to explain why praise is being given – we should be praising the behaviour we want to see.

## **2.2 Rewards**

In addition to praise, we have a more structured approach to rewards.

### **1. Dojos and House Points**

All classes (Nursery to Y6) use Dojos.

Points are to be awarded for the golden rules (set these rules on your class page) 1 point per awarded per rule.

Rewards to be given as follows:

- 15 points (prize from class box)
- 20 points (HT prize, JM, and a phone call home from class teacher)
- 25 points (certificate in assembly)

Points can be removed for breaking golden rules but the sound must be turned off, as we do not want to publicly shame any child. Points will run weekly and are to be reset each week. Dinner ladies will have dojo cards and can give children points at lunchtimes too.

Every dojo also equals a house point and children can take their house points down to the hall at lunchtime. These are collected in the form of coloured chips which are available from the staff room in four colours representing the four houses – Chongqing, Flanders, Seville and Waterloo. Pupils can then deposit their chips into a tube in the main school hall at the end of a week. The tubes are periodically counted and a reward is given to the winning house.

2. Teachers can choose to send home a note of praise to parents – this can be done through a message via Seesaw (the school's online communication tool), a telephone call or a written note.

3. Teachers can award pupils a 'star of the week' award relating to their learning that week or indeed their behaviour and attitude, or a combination of both. In addition to this we will be awarding certificates to the reader, speller and mathematician of the week.

4. Teachers can recommend a child for a Headteacher's Golden Ticket; these will be sent out in the post each Friday and their names entered into the school newsletter. They are taken to a local café for afternoon tea and cakes with senior staff towards the end of each half-term.

Teachers promote good relationships at all time and to deal with any incidents of bullying as and when they occur. This is covered in our Anti-Bullying policy.

## **Section 3: Sanctions**

It should be set at the outset that the aim of this policy is to ensure that sanctions are not necessary, such is the positive intervention of staff. However, this is not an ideal world and there will be occasions when sanctions are required in an effort to improve behaviour. The principles of the 'Thrive Approach' will be applied when dealing with situations so that interactions are effective yet

dynamic, developmentally appropriate and trauma sensitive. Staff should be aware of the emotional presentation of the child at the time and utilise strategies in line with our Thrive Approach, including use of Vital Relational Functions and PACE stance to support regulation of the child's emotions beforehand.

### **GRADUATED RESPONSE**

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, calm approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

#### **3.1 Response to behaviour**

**Please see below the details of response to behaviour:**

Step	Possible scenarios/behaviours	Response
Stage 1: Reminder	Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning/refusal	De-escalation tactics e.g., move into the child's view, use non-verbal cues, Rule reminders – See example script Praise those who are doing the right thing Re-engage through redirection Provide take up time <u>Example Script</u> I noticed you chose to . . . . This is a reminder that we need to . . . (refer to class rule or value) Make a better choice please Thank you
Stage 2: Warning	Behaviours continue	Continue with de-escalation tactics and provide take up time <u>Example Script</u> I noticed you chose to . . . . If you choose to continue then you will owe 5 minutes. Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.
Stage 3: Follow up	Behaviours continue	Child needs a short period of reflection time (somewhere in the classroom/a paired class) 5/10 minutes sitting alone to calm and reflect Reflection time should be made up during Lunch in the detention room I noticed you . . . You now need to . . .

		<p>We can then speak in 5 minutes.</p> <p>Thank you</p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>• Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support.</li> <li>• Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</li> <li>• Parents contacted by teacher/SLT to inform them that behaviour is a cause for concern.</li> </ul>
<p>Stage 4: Follow up</p>	<p>Behaviours escalate</p> <ul style="list-style-type: none"> <li>• Offensive vocabulary</li> <li>• Repeatedly disturbing the learning for many</li> <li>• High levels of aggression/emotion</li> </ul>	<p>Child needs to learn somewhere else</p> <p>Teacher to provide learning</p> <p>Teacher to discuss with leadership appropriate consequence – could be the removal of a privilege/social time</p> <p><u>Example Script</u></p> <p>I noticed you . . .</p> <p>You will now need to learn away from our classroom</p> <p>I will speak to you about this . . .</p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>• Discussion with Phase Lead / SENCO / Head Teacher as appropriate.</li> <li>• Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.</li> <li>• Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside child, reduced school day, etc.</li> <li>• Consider referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.</li> </ul>
<p>Stage 5: Repair</p>		<p>Follow up using restorative questions</p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• How do you feel now?</li> <li>• How did this make other people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p> <p>Some behaviours may result in an immediate need for follow up. At All Saints Catholic Primary School, these behaviours include:</p> <ul style="list-style-type: none"> <li>• Hurting someone else</li> </ul>		

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| <ul style="list-style-type: none"><li>• Causing damage to school property</li><li>• Inappropriate language</li></ul> |
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### **3.2 Outside the Classroom**

We have looked mainly at what happens inside the classroom. For those incidents which occur outside, it is the responsibility of the members of staff to refer them to the learning mentors/SLT who will then give the first caution/second caution, following the same timeline as above. In some circumstances, the member of staff may decide to go straight to a detention – either break time or lunchtime.

### **3.3 Logging Incidents**

All incidents that reach stage 3 or above, must be logged on CPoms. CPoms will be monitored weekly by the behaviour lead, who will ensure that all incidents have been dealt with and followed up. Any pupil who has 3 incidents on Class Charts will receive a phone call home to inform parents/guardians, and if necessary come up with a plan to improve behaviour. The behaviour lead will also be having discussions with children who are struggling to self – regulate. The role of the lead is to be nurturing and caring and become the trusted adult. Children can be referred to the behaviour lead by class teachers and a system has been put in place.

### **3.4 Support for pupils whose behaviour indicates significant problems**

For some children highlighted to the behaviour lead further targeted intervention will be put in place to support their development working alongside the SENCO to identify root causes for the behaviours. This could take the form of social skills interventions, learning mentor support, seedlings or play therapy support. In some circumstances, children may participate in a THRIVE intervention to support their social, emotional or behavioural needs. For some children it may be necessary to put specific risk assessments in place for specific circumstances so that they and others can be kept safe. Additionally specific behaviour action plans may be needed to specify the targeted support a child will receive.

### **3.5 Exclusions**

It is the aim of this policy that we avoid exclusions, believing that it suggests a failure of the school, rather than a positive strategy. However, it is at times important to use this sanction when behaviour has had such an adverse effect on the staff and pupils that it is the wider interests of the school and the pupil involved to move to an exclusion, fixed-term or, in extreme circumstances, permanent.

A fixed-term exclusion can be considered if it is adversely affecting the education and wellbeing of other children over a sustained period of time, or regularly putting the health and safety of children in jeopardy. This will be made by the Headteacher, or in his absence, the Deputy Headteachers.

An internal exclusion may also be considered as a way of keeping the pupil in school whilst separating him/her from the class/break times. During an internal exclusion, the pupil would be isolated with a member of senior staff for a part-day or whole day, completing their work away from their peers.

For both an internal exclusion, and a fixed-term exclusion, letters to parents must be sent explaining why the decision has been taken.

All guidance documents referring to exclusions can be found in the appendices as part of the Liverpool LA Guidance Materials.

## **Section 4: Parent Behaviour**

The prime educator of each pupil is the parent, and their responsibilities for their child's behaviour is paramount. It is therefore incumbent on them to respect the school's



behaviour policy and set the appropriate example when on the school site.

Parents are asked to respect the following set of norms: -

- To adopt a respectful tone when talking to each other and to staff.
- On no account should screaming and yelling be heard on the school site. On those occasions when parents are angry, they should be invited into an office space where they can be asked to make their point in a calm way. They will always be heard.
- Remember that we all want the same thing – the best possible education for the pupils and their well-being at school.
- To set an example to pupils when engaging in conversations with other parents/staff on site. The more we model good behaviour, the more likely that it is habitually repeated in classrooms.

When talking to parents about children's behaviour, staff are asked: -

- To always ensure that conversations are out of the earshot of other parents/visitors, enabling a private interaction to take place.
- Prioritise a telephone conversation over a 'word' on the playground, particularly if it is complicated, controversial or multi-faceted.
- Avoid bringing other staff or pupils into the conversation – stick to that child's behaviour and any action that is being taken.

The policy will be under constant review throughout the 2023/2024 academic year.