

Love Learn & Grow Together



# Behaviour Policy

## ALIVE

### 2023 - 24

St Teresa of Lisieux Catholic Primary School 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. As members of our community, we adhere to the values of Learning, Loving and Growing Together by following our ALIVE Charter.

**At St. Teresa of Lisieux Primary School we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

**Purpose of ALIVE Charter:**

- To provide simple, practical procedures for staff and children that:
- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

**All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to our ALIVE Charter

### **The Senior Leadership Team will:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Daily meet and greet
- Persistently catching children doing the right thing
- Picking up on children who are failing to meet expectations
- Accompanying children to the playground at the end of every day
- Praising in public (PIP), Reminding in private (RIP)
- Consistent language

### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Listen to them
- Have a sense of humour

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private and we have adopted this through our ALIVE Charter.

*“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”*

*Paul Dix, Pivotal Education “When the Adults Change Everything changes”*

The school has 5 simple rules:

- Keep **ACTIVE** and play safely;
- Do our best to **LEARN**
- **INTERACT** kindly and thoughtfully,
- Be a friend to everyone (**VOLUNTEER**)
- Understand our **EMOTIONS** and those of others which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

### **Stepped Boundaries - Gentle Approach, use child’s name, child level, eye contact, deliver message**

#### **1. REMINDER**

I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be learning. You now have the chance to make a better choice  
Thank you for listening

**Example - ‘I notice that you’re running. You are breaking our school charter. Please walk. Thank you for listening.’**

#### **2. WARNING**

I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

If you choose to break the charter again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school charter. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

### 3. REFLECTION TIME

I noticed you chose to ..... (noticed behaviour)

You need to..... (Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to ..... (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

\*DO NOT describe child's behaviour to another adult in front of the child\*

### 4 FOLLOW UP – REPAIR & RESTORE

What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?

\*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

#### **Restorative Script:**

- When this happened ...
- I felt...
- Because...
- What I want to happen next...

### Consequences should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### Consequences need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

### Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect Explicitly

TEACH behaviour MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

### Language around Behaviour

At St. Teresa of Lisieux, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on CPOMs at the staff member's discretion.

### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before

they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. Some of these children will have bespoke 'Positive Handling Plans'

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. To deescalate a crisis, staff can use Help Protocol.

- Engage child by their name
- Put yourself in the frame **Hi, it's me**
- Describe reality (stating the obvious) **I notice that you are upset, I can see....**
- Give them a doable target. **Can you come over to this chair/corner/room ...?**
- Provide a positive outcome.

The school will record all serious behaviour incidents on CPOMS.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### Physical Attacks on Adults

At St. Teresa of Lisieux, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Care and Control Policy and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence (which includes spitting) towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Exclusions or Managed Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
  - The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

New 2023 guidelines state that:

- responsibilities relating to cancelling exclusions are now statutory
- Governors reinstatement meetings can be held remotely
- Pupils can be suspended for a maximum of 45 school days in an academic year
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for 45 school days in an academic year



Whilst our ALIVE Charter refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity

- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### Consequences and Disciplinary Action

Off-Site Behaviour Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### Application

This ALIVE Charter is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

## **PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY**

### Key Points

#### 1. Definitions

**“Reasonable force”** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

**‘Force’** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**‘Reasonable in the circumstances’** means using no more force than is needed

**‘Control’** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**‘Restraint’** means to hold back physically or to bring a pupil under control

## 2. The Legal Position

### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases, it may not be possible. Schools do not require parental consent to use force on a pupil.

### 3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others.
- Prevent a pupil from attacking someone
- Prevent a pupil spitting at another pupil or adult
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful. The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form)

Negative behaviours	Step 1	Step 2	Step 3	Step 4	Step 5
<b>A</b> <b>Dangerous play</b>	Teacher warnings and discussions. Possible use of sensory breaks/ circuits for some pupils.	Parents informed of behaviour concerns.	Reminder Card until behaviour improves and parents informed by class teacher.	Monitoring Card until behaviour improves and parents called in for discussion with teacher and member of Pastoral team. When behaviour improves teacher to inform parents moved to reminder card 1.	No improvement in behaviour, internal exclusion parents invited in to part of behaviour plan meeting.
<b>L</b> <b>Stopping myself and/or others from learning</b>					
<b>I</b> <b>Not treating adults with respect</b>					
<b>V</b> <b>Not treating property with respect</b>					
<b>E</b> <b>Not respecting your own and other children's feelings</b>					
<p><b>Reflection Time:</b> Should be used when it is deemed necessary that the child needs time out of the lesson to calm down, reflect and adjust their behaviour. This can be done for example within class with or without adult support, with TA in group room or in paired class. The decision should be made by the teacher with what solution will best help the child. <b>This should be seen by the child as an action to help, not punish them and used by staff in this way also.</b></p> <p><b>Persistent behaviour problems on yard:</b> Will result in missed playground time and being placed on a rota.</p> <p><b>Serious Incidents:</b> Certain incidents such as serious verbal, physical behaviour towards fellow pupils (including spitting) may lead to straight Step 3 or 4 depending on the severity of the incident. If a member of staff believes it should go straight to step 4, 5 or beyond then the decision needs to be agreed by relevant member of SLT.</p> <p><b>Continual poor behaviour:</b> Behaviour plan to be created between Pastoral, teacher, parent that will be explained to child. This will include targets, rewards, consequence pathway (internal exclusions external exclusions, short term placements, long term placements and permanent exclusion). Also, a referral for either internal or external pastoral support.</p>					

	<p><b>Within this system there may be occasions when children due to SEN reasons will be shown greater flexibility and in such cases a behaviour plan or referrals will be made at an earlier point.</b></p>
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**A**

**Dangerous play**

**L**

**Stopping myself and/or others from learning**

**I**

**Not treating adults with respect**

**V**

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**E**

**Not respecting your own and other children's feelings**

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**A**

**Dangerous play**

**L**

**Stopping myself and/or others from learning**

**I**

**Not treating adults with respect**

**V**

**Not treating property with respect**

**E**

**Not respecting your own and other children's  
feelings**

# Feeling

A

## Active

Walk, skip, run and jump,  
play for a team, join a club and cycle!  
Dance, play games, do some gym,  
garden, floss and swim!

L

## Learn

Read, write, spell and rhyme,  
explore the net, ask questions and  
think!  
Make mistakes, be creative,  
challenge,

I

## Interact

Talk, smile, look and hug!  
Listen to each other and the adults  
around you,  
have time for friends, family and the  
world in which you live!  
Love, care and forgive!

V

## Volunteer

Be kind, be helpful and share!  
To your family, friends and your  
school.  
To your community, your city and  
your world!  
To the young, the old and the  
vulnerable!

E

## Emotions

Happy, sad, excited and mad!  
Your feelings are real and yours  
to own,  
understand, embrace and control  
them!

# Feeling

A

Active  
PE – Breakfast Club – After school clubs  
School teams – dance performances  
– garden

L

Learn  
Curriculum – real projects – learning points  
Immersive learning – staff knowledge  
– ICT  
Homework – after school clubs – peer

I

Interact  
Friendship – respect – curriculum – real projects – circle time – news – parent involvement – assemblies  
newsletter – website – transition – mass – choir – coffee mornings

V

Volunteer  
Peer support in class and yard – helping adults in school – readers – buddies – school council – clubs – real projects – garden – community work – parish – fundraising

E

Emotions  
Relationship with staff/pupils – pupils/pupils – curriculum – PSHE – garden – behaviour – school environment – celebration

# Feeling

**A**

**Keeping active  
and playing  
safely**

**L**

**Doing your  
best  
to learn**

**I**

**Interacting  
kindly and  
thoughtfully**

**V**

**Being a friend  
to everyone**

**E**

**Understanding your  
emotions and those  
of others**

# Feeling

**A**

**Active**

**L**

**Learn**

**I**

**Interact**

**V**

**Volunteer**

**E**

**Emotions**

# Feeling

A

PE kit – effort in PE – effort in mile – gardening – playing nicely on yard – walking sensibly through school

L

Effort and achievement in class/academic work

I

Good listening – being a friend – attendance – good manners – lining up – talking respectfully – punctuality

V

Helping staff with jobs – supporting other children – holding doors – community work – reading – homework

E

Controlling emotions – general good behaviour – understanding others –