



## Behaviour Policy

### Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at St Vincent's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally in attaining the best possible chances for success.

St Vincent's 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 respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

### Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships, recognising these as lifelong skills.
- To build a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To provide staff with tools to equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure all learners are treated fairly and with respect.
- To focus attention and importance on behaviours and not on labelling the child.
- To help learners take control over their behaviour and be responsible for any subsequent consequences.
- To ensure that excellent behaviour is a minimum expectation for all.

## St Vincent's Vision

Inspiring the children of St Vincent de Paul to:  
'Be happy, love learning, pursue endless possibilities!'

At St Vincent's, we have high expectations for all pupils. We expect children to be St Vincent's ready by demonstrating our St Vincent's Values. This is recognised through weekly Values Certificates at assembly, positive reinforcement strategies, recognition boards in classrooms, the 'above and beyond' recognition book in the Headteacher's office and end of term Golden Assemblies.

We expect all of the St Vincent's family to live out daily our mission statement of 'Serving with love, Striving for Excellence' by following the core **VALUES of being:**

**Ready**  
**Respectful**  
**Kind**

In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exemplifying our school values, impacting the wider St Vincent's community and showing St Vincent's initiative.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

## Expectations of Adults

We expect every adult to:

1. Meet and greet every child every morning.
2. Refer to 'Ready, Respectful, Kind'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the diverse needs of learners.
5. Use a visible-recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when progressing through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are using poor behaviours.

## **Phase leaders**

EYFS and Yr 1- Mrs Foy (Assistant Headteacher)

Yr 2, Yr 3, Yr 4A and Yr 4B - Mr Allen

Yr 5 and Yr 6 - Mrs O'Keefe (Assistant Headteacher)

Phase 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 united consistency to the learners.

Phase leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate learners and staff whose efforts go above and beyond expectations
- Encourage use of 'relentless routines', Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that all 'restorative conversations' are completed

## **Senior Leaders**

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:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded from Kiva) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

## **Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome for every child.

All adults will be looking out for children who show St Vincent's Values and go over and above. Ways that children will be recognised for doing so:

## **Hot Chocolate Fridays**

Children consistently going 'over and above' will be invited to have hot chocolate with the Headteacher on some Friday afternoons. There may be some weeks that no child in the class is chosen- it is a sincere high-level recognition and is not to appear devalued.

## **A Positive Note Home/Letter Home from Headteacher**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There are no set amounts each week- again this approach must be sincere to retain its value. Letters may also be sent home from the Headteacher to recognise children who display outstanding examples of our expectations and values.

*'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'*

Paul Dix

## **Recognition Board**

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' are written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to ensure everyone's name is on the board.

*'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'*

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

### **Phone calls home**

Member of staff or SLT to phone parent(s) to share their child's success.

### **St Vincent's Values certificates**

Awarded at assembly- two children are selected each week by the class teacher. The children are selected at the beginning of the assembly and receive a certificate and a 'positive affirmation card' from the Headteacher. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly. The whole school PE specialist will chose one child from every class.

### **Golden Assemblies**

**Role-appropriate** teachers choose approximately three awards to award to children who live out the St Vincent's Mission Statement - Music, P.E., playground, modern languages and community awards.

### **Achievement Awards**

Children with an achievement outside of school can share this at the weekly assembly alongside the class teacher.

## **Policy Blueprint & Classroom Plan**

### **Behaviour Policy Blueprint (See Appendix 1)**

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

### **Classroom Plan (See Appendix 2)**

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

### **Scripted Response (See Appendix 3)**

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent, and non-judgmental dialogue with the child to encourage positive choices to be made.

The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

### **Personalised Relationship Plans**

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

### **Restorative Approach**

*'Punishment doesn't teach better behaviour, restorative conversations do.'*

Paul Dix

Every adult in our school is important and can deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by trained support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. Support staff should then inform the class teacher. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. To minimise loss of teaching and learning time, the management team may become involved in a variety of ways,

e.g. releasing the class teacher to have a restorative meeting with a child.

### **Restorative Meetings/Conversations**

*'The positive relationships you form with pupils depend on a restorative approach being your default mode.'*

Paul Dix

At St Vincent's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

### **Restorative Questions (See Appendix 4)**

These restorative questions will be used to support restorative meetings and/or conversations. For middle and upper school pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

### **Consequences**

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'*

At St Vincent's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with the specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

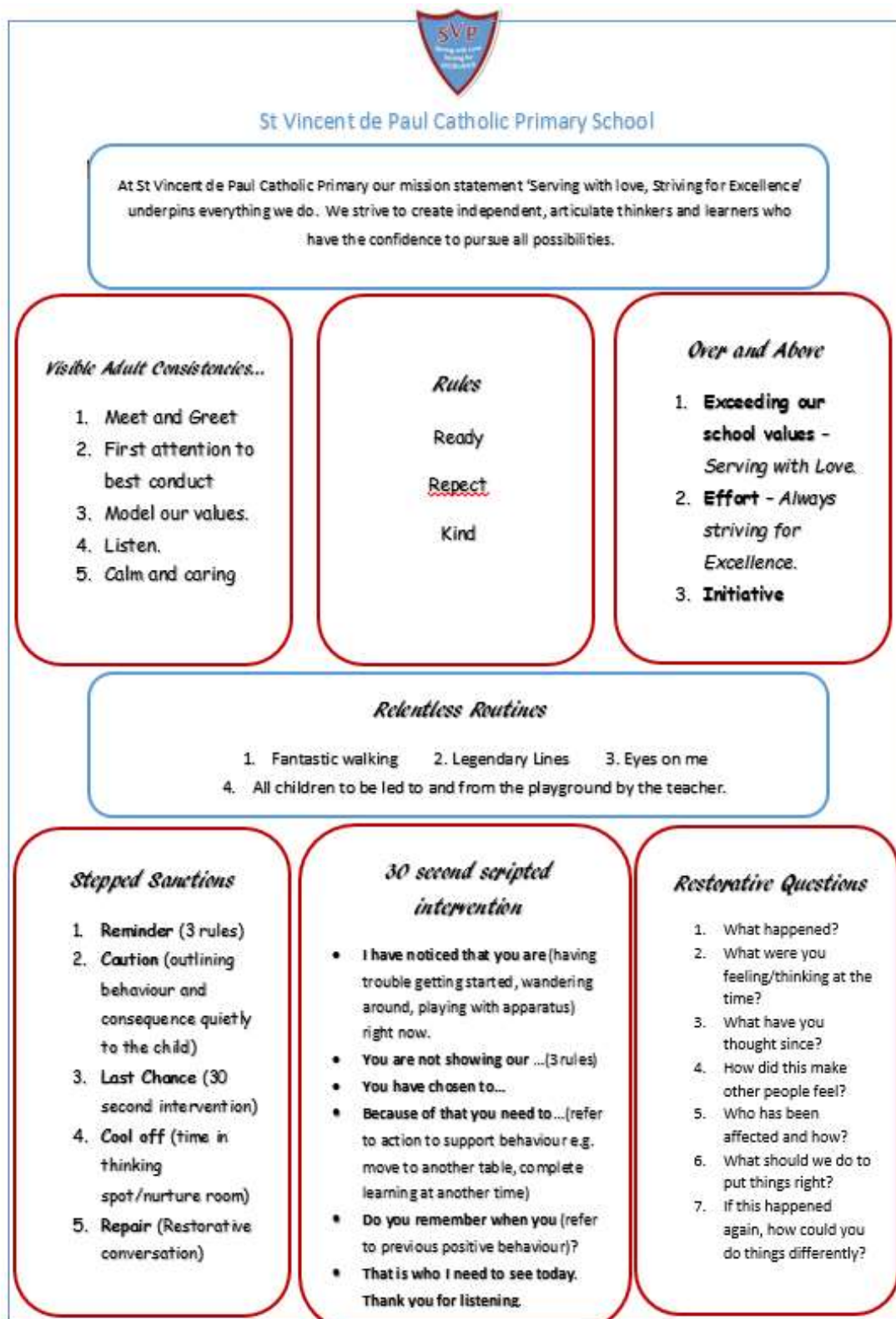
- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at St Vincent's. For most of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### **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 'Stepped Sanctions' for dealing with poor conduct. It is the aim that behaviours should be kept at steps 1 and 2 for as long as possible.

## Appendix 1 – Behaviour Policy Blueprint





## Appendix 2- Classroom Plan

	Steps	Actions
1.	<b>Redirection/Reminder</b>	A reminder of the rules delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Kind. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour because of the reminder.
2.	<b>last chance</b>	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	<b>30-second script</b>	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. These two minutes cannot be removed or reduced.
4.	<b>Time out/Cool off</b>	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in The Nurture Room or a quiet area in the classroom.
5.	<b>Restorative conversation</b>	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
	<b>Support step</b>	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

### Appendix 3- 30-Second Script



#### 30-Second Script

*'I noticed you are ..'. (wandering around the classroom chatting)*

*'You are not showing our school*

*Value...' (respect)*

*'You have chosen to...' (stay behind at playtime to catch up with work)*

*'Do you remember when you...' (finished all your writing)*

*That is who I need to see today. Thank you (for listening).*

### Appendix 4- Restorative Questions

#### 'Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

