

St Vincent de Paul Catholic Primary School

Behaviour Policy



Policy Date:	September 2022
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	September 2023

In this policy you will find details of:

- Purpose of this policy
- Aims for behaviour in our school
- Our vision
- Expectations of Staff
- Expectations of Senior Leaders
- Expectation of pupils
- Positive Strategy/Support Steps
- Closing Statement

Purpose

The purpose of this policy is to guide staff, pupils and parents/carers on our restorative approach to behaviour management. This will allow the pupils at St. Vincent de Paul Catholic Primary School to enjoy a calm, nurturing and caring environment with consequences in place if needed, which will support every child both emotionally and educationally in attaining the best possible chances for success.

St. Vincent de Paul 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. This behaviour policy guides staff to teach self-discipline. It echoes the core values of our school 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 de Paul's Vision

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

At St. Vincent de Paul, we have high expectations for ALL pupils. We expect children to be ready by demonstrating our values. This is recognised through weekly certificates at assembly, positive reinforcement strategies, recognition boards in classrooms and the 'golden' recognition board outside of the Headteacher's office, and end of term 'Golden Assemblies'.

We expect all of our school family to live out our daily mission statement of '**Serving with love, Striving for Excellence**' by following our core Gospel values of:

Faith
Love
Hope
Justice
Service
Courage

These important values form who we are and we place great emphasis on developing in these areas as much as possible throughout each year. The full details of our Gospel values can be found in our extended mission statement.

We also hold the core **rules** of being:

Ready
Respectful
Kind

In addition, we wish to give recognition to pupils who always show consistently good behaviour, setting an example for others, and for those who go 'over and above' the expectation. 'Over and above' behaviours include exemplifying our school values, impacting the wider St. Vincent de Paul community and showing St. Vincent de Paul'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 Staff

We expect every adult to:

1. Meet and greet every child every morning in their classroom, promoting high expectations from the outset.
2. Use our core rule language of 'Ready, Respectful, and Kind' within everything that we say to send the consistent and accurate message of the expectations across the whole school.
3. Build professional relationships with all children, modelling and celebrating positive behaviour along the way.
4. Plan (or contribute to the planning of) lessons that engage, challenge and meet the diverse needs of learners.
5. Use a visible recognition system throughout every lesson that motivates all pupils (bead jars, Dojo system, recognition boards).

6. Remain calm and give 'take up time' when progressing through the steps of managing and modifying behaviour. We aim to be preventative as much as we can but in the event of needing to sanction a child, the careful steps that can be found at the end of this policy must be followed.
7. The use of 'talk' should follow every situation, ownership should be retained and reflective dialogue should happen with learners.

Expectations of Senior Leaders

Senior leaders are to stand alongside colleagues to support, guide, model and show a united consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start and end of every day
- Be a visible presence around the site and especially at transition times
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Encourage use of 'relentless routines', positive notes home and positive phone calls home too
- Ensure staff training needs are identified and targeted
- Make sure that all 'restorative conversations' are completed as well as the set steps of resolution for any behavioural situation, both positive and negative
- 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 are 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 create a welcoming environment by greeting pupils every morning through a formal meet and greet. This may be a simple 'Good morning' to provide a consistent check in and for every child.

All adults look for children who show the school's values and go 'over and above'. The ways in which children will be recognised for doing so are:

Dojo Reward System – we use the ClassDojo reward system in every class from Reception through to Year 6.

'What's ClassDojo? ClassDojo is a global community of 50M+ teachers and families who come together to share kids' most important learning moments in school and at home—through photos, videos, messages & more.'

'Imagine a future where the greatest number of kids get to discover and develop their greatest talents. That's what we're here to create.' Sam Chaudhary, C.E.O. of ClassDojo.

We reward dojos for being 'ready', 'respectful', 'kind' and for 'achievement'. Each class has a ClassDojo poster to explain and give examples of what you can be rewarded these different dojos for.

Bead Jars – Each class will have one empty glass jar as well as a tub of wooden beads. The children have to work collectively as a class to earn as many beads to pop into their class jar as possible. The class teacher sets a reward appropriate for their class which the children will receive once they have filled their class jar. This may take some classes longer than others but they are to focus on their own class achievements and recognition. BEADS ARE NEVER TO BE TAKEN OUT OF THE JAR. Once earned, they are to stay within the class jar.

EYFS have a bead jar too but they have three horizontal lines across the jar with three set rewards in place once they reach each line.

Beads are rewarded to children for positive behaviour that is displayed by the whole class (or the majority). Examples include for: lining up, tidying up, singing collectively, behaviour in assemblies, walking around school, uniform presentation, P.E. kit presentation, learning attitudes, external feedback.

This is a whole class reward system and so team work is essential. This is a visual system that really motivates the children to display positive behaviour and work together as a team. The aim of this is to remind the child of the vision of what we are trying to achieve and encourages them to think about their behaviour for themselves, and for the rest of the class. Senior leaders can also reward beads to classes who are displaying the behaviours as listed above. This reward system is not to be confused with individual rewards as we use the Dojo reward system for this.

Recognition Boards – Each class has a recognition board that is used to celebrate those children who show consistent positive behaviour. It can also be to celebrate someone who has gone 'over and above' for a particular reason. Their photo is displayed pride of place on the recognition board for all to see.

Hot Chocolate Fridays – Children consistently going 'over and above' are invited to have hot chocolate with the Headteacher every Friday afternoon. 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.

Positive Notes Home/Positive Postcards Home from the Headteacher – Positive notes home are also a high-level form of recognition for children who consistently go 'over and above'. They can be given to any child by any adult in school. There is no set amount of how many can be given each week; again this approach must be sincere to retain its value. Staff can also post positive notes home via our Seesaw platform.

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

Paul Dix

Phone Calls Home – A member of staff or senior leader can make phone calls home to parent(s)/carer(s) to celebrate their child's success. Again, this is for children who always serve with love and strive for excellence.

Weekly Assembly Certificates (Celebration Worship) – Weekly assemblies through Celebration Worship take place on a Friday morning for children and staff to gather together as a whole school in order to celebrate each other's learning and individual achievements that week. Two children are selected by the class teacher for a 'Living the Mission' award and one child for a 'Reading' award; teachers explain their reasons before announcing their chosen award winner. Hot Chocolate Friday nominations are announced during assembly as well, in preparation for their hot chocolate and biscuits that afternoon. The children are all seated pride of place on 'the best seats in the house' for the duration of the assembly.

Golden Assemblies – Golden assemblies are held at the end of each term to celebrate each term's biggest achievements; once again two children from each class are awarded 'Living the Mission' awards. Additional achievements are recognised: attendance awards, community awards, sports awards and more! The whole school attends and parent(s)/carer(s) are invited to attend to celebrate as a whole community. It is a beautiful way to end each term.

Behaviour Strategy/Support Steps

There is a 'praise in public, reprimand in private' consistent approach to behaviour across the whole school. Through our positive strategies, behaviour is celebrated in so many ways, both individually and collectively. There is an understanding of the need to praise as much as we can to promote wanted, positive behaviour. In the instance of unwanted, negative behaviour, the following steps must be taken following a traffic light system approach. The traffic lights are located on the teacher's desk in each classroom and looks like this...

The following steps are as follows:

1. First verbal warning is given by the class member of staff; this is a calm warning to highlight the unwanted behaviour. If behaviour improves, there is no need for a second warning.
2. If behaviour does not improve, a second verbal warning is given by the class member of staff; again a calm warning to highlight the continued unwanted behaviour with the next consequence highlighted if the behaviour continues further. This would be the traffic light turning to **amber** for this child and the member of staff writing the child's initials on the **amber** light, resulting in two minutes missed of their break time or lunch time.
3. If the unwanted behaviour continues again, the member of staff puts the child's initials on the **amber** light. This automatically means that the child now misses two minutes of break time. The child is warned that if the unwanted behaviour continues, there will be one more verbal warning.
4. If the behaviour continues within the same session, the last verbal warning is given with a final warning of the next step being that the traffic light will change to **red** for them. This would then mean that the child now loses their whole break time.
5. If the behaviour continues further, the child's initials are placed onto the **red** traffic light, confirming the consequence of their whole break time being missed.
6. During any lost break time, whatever length this may be, a restorative conversation is held between the staff member and the child. This consists of discussing what the issue was and a demonstration of truthful understanding from the child to highlight that they know what they have done.
7. It is important to add that every child is reset to **green** on the traffic light system (if not already on green that is) at the beginning of each session: for KS1, there are four sessions – pre morning break, post morning break, post lunch and post afternoon break. For KS2, there are three sessions – pre morning break, post morning break and the afternoon session.

The approach is restorative at every step in order to develop the child's understanding around what has happened and ultimately sending the key message of making the right choices, otherwise there are consequences. Restorative conversations must always be conducted before the end of the day so that the situations are spoken about while fresh to the child. The conversation should always end on a positive note too (a prompt script and example restorative questions can be found in the appendix to this policy). If this needs to happen in the presence of a member of SLT, then that can be arranged; the member of staff would lead the conversation with the child and the member of SLT would offer support. Any child that reached a red light during the day would have to be communicated to SLT to keep communication high and also to their parent(s)/carer(s) as well.

If a child from KS1 is displaying negative behaviour during every session within one day, a phone call home would be made by the class member of staff at the end of the day. If a child from KS2 is displaying negative behaviour during every session within one day, the consequence would continue into the next day.

A senior member of staff would be notified if the child who has shown negative behaviour for the whole day as they would need to assess and monitor reasons as to why this may be happening (wider context of the child).

S.E.N. children – Children with S.E.N may need to have slight alterations made to their learning plans. This must be discussed with our S.E.N.C.O. and S.L.T. Consequences must not run into the next day for a child with S.E.N. Reasonable adjustments will be made for children with complex needs.

If a child has a physical outburst, then a senior member of staff should be consulted immediately and an appropriate consequence, decided by the Headteacher, would be actioned.

Home communication around negative behaviour is necessary when a child has repeatedly misbehaved during the day. Reiterated... this has to be communicated with a senior leader first before a call is made home for the child, to ensure safeguarding and wider contextual information is considered.

Our EYFS children do not need this traffic light system in place; they operate the bead jars as a collective approach.

Senior leaders are always there to support staff with these processes but all staff members take responsibility for the step by step system above as all children need to show respect for all staff when consequences are used in a consistent and systematic way.

Closing Statement

The behaviour policy and expectations must be followed consistently by every member of staff in school. This includes visitors to school, including trainee teachers and students. It is the responsibility of senior leaders to ensure that everybody is aware of the behaviour policy and expectations, and ensure that they are following them.

Appendix

Script Prompts:

- 'I noticed you are...'
- 'You are not showing our school value of...'
- 'You have chosen to...'
- 'Do you remember when you...'

Restorative Questions:

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