

St Cecilia's Catholic Primary School

*"With Jesus as our guide and walking by our side,
we learn to love and love to learn."*

Positive Behaviour Policy

First Written: May 2019

Reviewed : May 2022

Reviewed: May 2023

Re-written due to amalgamation: June 2024

Date of next review: June 2024

Reviewed November 2025

Mission Statement

*“With Jesus as our guide and walking by our side,
we learn to love and love to learn.”*

Overview

In St Cecilia’s Catholic Primary School we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, enables all to reach their full potential, emotionally, socially and intellectually.

St Cecilia’s 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.

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.

Outstanding behaviour is central to all we do at St. Cecilia’s Catholic Primary School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school’s life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

By being good role models and rewarding pupils, it enables us to promote positive behaviour. We will work in partnership with parents to ensure that the school’s values become central to the lives of learners. Home and School Agreements will promote this policy.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our 3 school rules:

Every class will display and promote the following school rules:

- Be Ready
- Be Respectful
- Be Safe.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

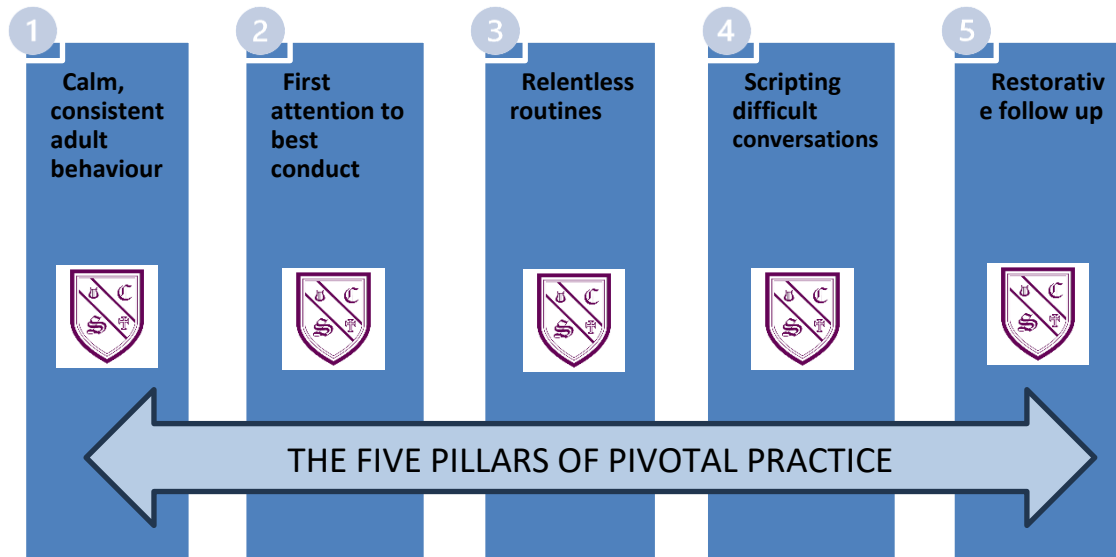
- Recognise behavioural norms

- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Strategies

Our behaviour policy is based on the **Five Pillars of Pivotal Practice**

Adult Behaviours “*When the Adults Change Everything Changes*’ (Paul Dix, Pivotal Education)



1. The school rules will be promoted at all times by the whole school community.
2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. In line with our mission statement, this policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour encouraging our children to think about ‘What would Jesus do?’
6. Each member of staff is held responsible for the behaviour of the children in their care.
7. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.
8. Parents will be involved at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner’s behaviour, the headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines (hard copies of this are available in our school office).

Expectations of Adults

At St Cecilia’s, we expect **all adults** to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what **and praise good conduct publicly**.

Adult behaviours we **don't expect to see** are: aggression, shouting, negativity, humiliation and **reprimanding in public**.

All staff

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going 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 behaving badly.

Senior Teachers and Middle leaders

Senior teachers and middle 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.

Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in and around the school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on restorative conversations.
- Encourage use of Positive Notes and Positive Phone Calls.

Senior Leaders (Headteacher, Deputy Headteacher and Assistant Headteacher)

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:

- Meet and greet learners at the beginning of the day on the school gate.
- Be a visible presence around the school and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Carry out regular learning walks to support, coach and model expectations.

Recognition and Rewards

At St Cecilia's we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go '**above and beyond**' our standards. We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

- ❖ Rewards in individual classes consist of: verbal praise, encouragement stickers and certificates. Teaching Assistants work with the class teachers to support this positive ethos. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic ethos. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.

- ❖ Positive notes/phone calls home/face-to-face conversations: these will be given each week to members of the class who have gone **above and beyond** that week.
- ❖ In EYFS and KS1, teachers award Dojo points to children for consistent good work or behaviour and/or to acknowledge outstanding effort.
- ❖ In KS2, when a pupil produces outstanding work or have shown outstanding improvements in their work, their class teacher will award them a gold star in their book. Children keep a record of their gold stars in a class book and a visual chart in class. Badges are awarded in assembly when children earn a specific amount of gold stars:
 - 30 gold stars = Bronze badge
 - 60 gold stars = Silver badge
 - 90 gold stars = Gold badge
 - 120 gold stars = Platinum badge
 - 150 gold stars = Supreme badge
 - 180 gold stars = Elite badge
 - 210 gold stars = The Ultimate badge
 The total amount earned by each pupil, will continue through to the following academic year until the end of year 6.
- ❖ One pupil will also be selected from each year group (Reception to Y6) for promoting the Gospel Values, and they will be rewarded with a trophy at the assembly. Their names will appear in the Weekly News, which is sent home each week. Each week, these four pupils will attend afternoon tea with the Headteacher.
- ❖ From Reception to Year 6, one pupil from each class will be awarded 'Learner of the Week'. These pupils will be invited to Hot Chocolate Friday with the Deputy Headteacher and their names will appear in the 'The Golden Book' and announced during the celebration assembly as well as the weekly newsletter.
- ❖ Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go **above and beyond** our standard.
- ❖ Pupils in Years 2-6 will contribute to 'class ticks' on the board, if they reach their daily target, they will spend the last 5 minutes of the school day doing a fun class activity of their choice.

CPOMS

CPOMS is our school's online behaviour record which is used by every staff member to log any issues that arise in school. Each staff member has their own personal log in and every child is on the system. If there are any incidents that staff need to record or children's behaviour that is a cause for concern can be logged on the system. Staff can assign incidents to other staff to look over or intervene if needed, notes can also be added to the incident. This gives us a record of individual children over the course of their time in this school. CPOMS is overseen by senior leadership and the pastoral team.

i) The purpose of this is to give a complete picture of regular patterns of poor behaviour from individual children.

ii) Ensure that there is a written record kept over time that can be used in discussion with parents/carers and outside agencies.

iii) Give staff opportunity to praise and reward children who succeed in changing their behaviour

Managing Behaviour

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use

a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. See [appendix ii](#) for **'Practical steps in managing and modifying poor behaviour.'**

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script". Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that (you are not ready to learn), reference previous good behaviour*
- 2) *I need you to ... (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)*
- 3) *I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention, the less likely a member of staff is to "improvise". Staff will then walk away and give pupils time to think and act positively. ([Appendix iii](#))

Important note

For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual behaviour plan developed for them to meet their individual needs (using 'ROAR' resources) put together by Miss Quigley, SEMH support. These plans are regularly reviewed and shared with all staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults

Consequences

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences. See [appendix iv](#) for the **Consequences Chart.**

Restorative Conversation:

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

- 1) What happened?
- 2) What were you thinking at the time?

- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

In line with the DfE guidelines, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Searching

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item

Dangerous Items Prohibited in School

Illegal drugs and 'legal highs' and any equipment associated with drug taking. Guns, including toy/mock ones. Knives and other offensive weapons. Fireworks or any other explosive or flammable items. These items are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises

Banned Items:

Mobile phones. Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery (see uniform policy) Energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item or mobile phone, staff will confiscate it and bring it to the office for safe-keeping.

Governors

The Governors will ask the headteacher each term about any problems with behaviour. The headteacher prepares a report on behaviour at full governors' meetings. Behaviour/Safeguarding is a standing item at these governors' meetings.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aim and rules of conduct. It will be used to promote community cohesion. A one page summary of this policy will be displayed in every classroom see **appendix v**

Reviewed and adopted by the Governing Body on: _____

Signed by Chair of Governors: _____



THE STANDARD

At our school, we want to reward our pupils for going '**above and beyond**' the expected standard of behaviour. This expected standard is listed below:

- Follow our 3 school rules: SAFE, RESPECTFUL, READY
- Have 97% attendance or more
- Walk & play safely in our school
- Show good manners & be polite
- Wear our school's uniform with pride (including PE. Kit)
- Listen carefully & follow instructions
- Care for everyone in our school & everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet
- Complete tasks to the best of your ability (including homework)
- Listen to one another
- Try your best
- All forms of bullying are unacceptable
- Take pride in all of your work



Practical Steps in Managing and Modifying Poor Behaviour



Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct.

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

| Steps | Actions |
|----------------------------|---|
| 1) Encouragement | Engagement with learning is always our primary aim at St Cecilia’s. For the vast majority of our learners a gentle reminder is all that is needed Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness. “Lessons are for learning, not for socialising.” |
| 2) Reminder | A reminder of the expectations READY, RESPECTFUL, SAFE delivered privately wherever possible. Repeat reminders if necessary (up to 3 reminders). Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. Don’t forget to praise. |
| 3) Warning | A clear, verbal warning delivered privately (side on/child’s level) making the learner aware of their behaviour, be assertive (use ‘I’ve noticed...’ “stop, think, make the right choice” “think carefully about your next step” and clearly outline the consequence if they continue (time out – step 4) |
| 4) Time Out | Give the learner a chance to reflect away from others (preferably within the room). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so <u>learners should only stand outside classrooms if they need to cool down and/or defuse a situation.</u> In general, 3 minutes should be enough. <i>Use the 30 second scripted intervention</i> I have noticed that you are...(having trouble getting started, wandering around etc.) right now. At St Cecilia’s, we... (refer to the 3 school rules – ready, respectful and safe) Because of that you need to... (refer to action to support behaviour e.g. moving to another table, sit in the reading corner for time out you will complete learning afterwards) See me for 5 minutes after class/during break/ Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today... Thank you for listening... then give the child some ‘take up’ time. |
| 5) Time Out [Next Door] | At this point the learner will be referred internally to the classroom next door if practically possible or TA in nurture room/calm space for the remainder of the lesson. It is time allowed to <u>calm down, breathe, look at the situation from a different perspective and compose themselves</u> All internal referrals must be recorded on CPOMS. |
| 6) Repair | A restorative meeting must take place before the next lesson. Staff take responsibility for leading these, receiving support from middle leaders/SLT when requested/necessary. Follow the agreed Restorative Questions during this conversation. |
| 7) Formal Meeting | A meeting with the teacher, pupil and SLT recorded on CPOMS with agreed targets (use ROAR Behaviour Plan) that will be monitored over the course of two weeks. |



Appendix iii

30 seconds scripted intervention

- Done in PRIVATE with a pupil
- “I noticed you have chosen to...(turn around during teacher talk, get out of your chair without permission, refuse to begin the task)”
- “That was the agreed rule about...that you have broken.”
- “You have chosen to ... (answer back , refuse to work)”
- “Do you remember when you were brilliant...last week or last lesson?” or “ Look at the rest of the class-perfect silence all working hard)”
- “That is the _(child’s name)_ I want to see today!”
- “Thank you for listening.”
- Then WALK AWAY and don’t look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.

When everyone sees poor behaviour is no longer rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn

Paul Dix

Seven assertive sentence stems to start you off

- ▶ You need to (speak to me at the end of the lesson)
- ▶ I need to see you ...(following the agreed routine)
- ▶ I expect ... (to see your table cleared in the next two minutes)
- ▶ I know you will(help to clear the mess off the floor)
- ▶ Thank you for
- ▶ I heard what you said now you must ... (move to the next table)
- ▶ We will(chat about this later, have a better day tomorrow.

Appendix iv

St Cecilia's Catholic Primary School – Consequences

We understand that for some children in our school, 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.

| Behaviour | Consequence | Next Steps |
|--|--|--|
| Fighting Physical Aggression | Follow step 6 first & 7 with teacher and member of SLT. Pupil will miss outdoor play with peers at break and lunch the following day/s (depending on whether it is a first time fight or not and details which emerge from the RC). Children to be supervised at break by class teacher (RP to take place if not already done so) and by Pastoral team at lunch with RP resources. | Log it on CPOMS. <u>Phone call home to parents</u> and a letter sent home explaining consequence and number of days. During exclusion from the yard, the pupil is to repair relationships by: 1) Writing letter of apology using R.P. resources. 2) Agree to do something to 'make up' with other pupil/s |
| Swearing/ Racist comment Homophobic comment | Follow step 6 with teacher and member of SLT. Details which emerge from restorative meeting will determine a next step consequence. | Teacher who initially deals with incident to record it on CPOMS. Parent informed after step 6. Know the full facts first. |
| No homework English & Maths only (not reading) | Every pupil is given 1 chance to return the completed homework the following day. If the pupil fails to return homework after this chance, they will stay in at break time in their own classroom with their teacher or LSA and complete the homework during this time. | Log missed homework <u>privately</u> in teacher's mark book. If happens twice in half term, class teacher to contact parents. If a pupil is not reading at home, <u>speak to parents</u> about it emphasising the importance of regular reading practice. |
| No PE kit Incorrect uniform | Give them a spare kit. Reminder for a reasonable timescale for correct uniform/kit to be worn. | Log it <u>privately</u> in teacher's mark book. Send letter home if this occurs twice in ½ term (adjust the letter accordingly) |
| Repeatedly ignoring instructions. | Follow steps for modifying poor behaviour. Class observations to take place to assess the pupil's behaviour by a member of SLT and how the behaviour is being managed. Refer to SENDCO to consider EHAT. | Parents informed. |
| Walking out of the classroom/missing learning | "If you choose to walk out of your classroom without permission, you will be missing your learning, which means you will miss your break with your friends." This applies to <u>almost all</u> pupils with SEND. | Repeat this warning for a second time giving the pupil a chance to engage in learning. If not, apply the consequence. Complete a restorative during break. |

3 IS THE MAGIC NUMBER! Following these basic principles will ensure our behaviour policy is consistently being applied:

| | |
|--|--|
| <p>3 SCHOOL RULES</p> <ul style="list-style-type: none"> ● Ready ● Respectful ● Safe  | <p>3 ways to recognise conduct that is 'over & above':</p> <ul style="list-style-type: none"> ● Positive recognition boards ● Class ticks ● Good notes/ phone calls home  |
| <p>3 adult behaviours we don't want to see:</p> <ul style="list-style-type: none"> ● Inconsistency ● Reprimanding in public ● Shouting  | <p>3 adult behaviour we do want to see:</p> <ul style="list-style-type: none"> ● Positivity ● Calmness ● Supportive  |
| <p>3 restorative questions for follow up:</p> <ul style="list-style-type: none"> ● What's happened? ● Who's been affected? ● What can we do to make things better/right?  | <p>3 ways of dealing with unwanted behaviour:</p> <ul style="list-style-type: none"> ● Use 'I've noticed..' consistently ● Refer to 'the script' ● Time out – Repair  |

Relentless Routines

| | | |
|---|----------------------|---|
| 1 | Meet & Greet | Meet, greet, connect, direct at the door. All pupils should know exactly what to do & what is expected of them at the start of the school day and after lunch, from lesson to lesson and any other transition moments. |
| 2 | Terrific Transitions | Children should follow your <u>specific, deliberate instructions</u> when transitioning from one lesson to the next or in and out of the classroom. Signal: Hands up to stop “Everybody stop. Look at me. [Give instruction 1 – take up time] Thank you. [Give instruction 2 – take up time.] Thank you.” Remind. Repeat. Praise. |
| 3 | Positive Praise | Specific, deliberate praise. Be descriptive not vague. Explain WHY you are praising them. |
| 4 | Tick Tock Timings | Keep lessons going at a pace. Every second counts. Every minute matters. Be prepared for all lessons. |
| 5 | Hands up to STOP | This means everybody stops whatever it is they are doing. Afterwards: specific, direct instructions: “1. Everybody stop. 2.All resources down. Tops on pens. 3.Look at me. Thank you.” |
| 6 | Legendary Lines | Children walk around the school quietly and orderly without disturbing the learning of other learners. Give the children a position/number in the line. |