



ST. EDMUND'S R.C.  
PRIMARY SCHOOL

BEHAVIOUR POLICY

<i>Date Policy Approved:</i>	<i>December 2021</i>
<i>Date Endorsed by Governors:</i>	<i>December 2021</i>
<i>Date of Next Review:</i>	<i>Autumn 2022</i>

## BEHAVIOUR POLICY

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can all grow to love God and each other more.

*At St. Edmund's, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice.*

### Aim

To support a whole school child centric approach to behaviour and discipline which fulfils legal requirements and which has a clear framework of rights and responsibilities with regard to desired pupil behaviour.

To encourage self-discipline in all pupils, helping them make positive choices and to recognise the consequences of their actions.

To promote an orderly, fair and safe environment for all through a consistent and positive framework for managing pupil behaviour.

### Rationale

This policy sets out the expectations of behaviour for children and adults working together at St. Edmund's. We believe that the relationship between everyone in our school community should be happy, caring and purposeful and should reflect our mission statement.

As a Roman Catholic school our mission is to love our children and help them to live by the gospel values. Alongside the academic learning that children receive we teach them about the gospel values and through our house system, reward them for displaying them.

Childhood is a learning journey and the skills and values children gather on their journey through school help them to become happy and successful adults.

We help children understand that, whilst we may sometimes disapprove of their behaviour, they, as individuals, are loved and valued. Any sanctions imposed will therefore be in this context. The emphasis is on rewarding those children who consistently try to meet our expectations of behaviour whilst supporting those who find it a challenge to do so. There are plentiful opportunities to reward, celebrate and reinforce desired behaviours for learning and play.

Included within this policy are our expectations for adults in school and this includes all staff as well as parents/carers. At St. Edmund's we are very fortunate to have supportive and understanding parents/carers. Our parents recognise that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in the life of our school. This guidance supports the implementation of the home-school agreement that all parents agree and sign when their child starts here. On occasions when a child needs support with their behaviour, we will refer back to the home-school agreement. Parents and child will be asked to support it and sign the agreement so that we can find ways to help a child move forward in improving behaviour. A copy of the home-school agreement can be found in Appendix A.

## Our expectations of children

At St. Edmund's we have high expectations of our children. We expect all members of our school community to try their best to live by our gospel values:

**Respect:** This is perhaps the most important as it incorporates Jesus Christ's new commandment, 'love one another as I have loved you.' To treat others the way you want to be treated. This also includes having respect for school resources, your own and other people's belongings.

**Honesty:** being truthful with yourself and others even when this might mean we face a negative consequence for a mistake we have made.

**Tolerance:** having patience and tolerance for yourself and others. This includes valuing each other; classmates, friends, family, the school, parish and wider community. To understand the world beyond your own experience. This also includes getting on with each other and with the adults who work with you in school.

**Kindness:** being thoughtful and gentle towards others in what you say and what you do. This includes looking for ways to be kind so that children aren't left out of games or left alone in the playground or dining hall.

**Sharing:** to be able to work alongside others, sharing space, learning and play resources in a friendly, kind and tolerant way.

**Perseverance:** to do your best and keep trying even when it is hard. This includes class work, physical activity, relationships and trying to improve our behaviour.

**Courtesy:** remembering our good manners in words and actions. These include, 'please', 'thank you', smiles, holding a door open, letting someone pass in front of you. This includes communicating appropriately in a range of situations in the classroom, playground and dining hall with other children, staff and visitors. This also includes doing as you are asked the first time and listening to others when they are talking.

**Responsibility:** taking care of your own actions and words. This includes thinking about the consequences of our actions, positive or negative, and reflect on the impact of them on others.

**Forgiveness:** to be able to forgive, forget and move on when someone has hurt or upset you. This includes forgiving yourself.

## The six principles of nurture

A child's welfare, well-being and safety is of the utmost importance to us. A child can't learn or make any progress in school if they don't feel safe or secure. We all know they need to be happy and we are here to ensure all of our children are nurtured to reach their full potential.

The six principles of nurture support us to do this by understanding:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children

## Our expectations of staff (including visiting staff) working at our school

At St. Edmund's we also have high expectations of our staff and believe that if we put the above gospel values and nurture principles into our own daily practice, our behaviour policy will be successful. We believe that adults should model the behaviour they wish their children to aspire to. In other words, all adults are expected to lead by example. Behaviour management also needs to be age appropriate and everyone needs to be consistent in managing behaviour in accordance with this policy. This also promotes pupil well-being, helps build self esteem and an 'I can' attitude amongst all our children. There are further notes and guidance for teachers and staff in: '*Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff*' document. This can be found on the staff shared area of the network.

### Our expectations of parents/carers & other visitors to our school

The purpose of this section is to provide a reminder to all parents, carers and visitors to our school about expected conduct so that we can work together to ensure an orderly, safe and nurturing environment for our children.

We expect all adults to show respect and concern for others by:

- Supporting the Catholic ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community at all times.
- Working together for the benefit of our children. This includes resolving any issues of concern through calmly discussing and clarifying specific events in order to bring about a positive solution for the child.
- Respecting the school environment, including keeping the school tidy by not littering.
- Following our parking rules to keep our children safe when dropping off and collecting children from school.

In addition, for parents and carers:

- Correcting your own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour.
- When discussing issues relating to your child with their teacher the child should not initially be present without the teacher's agreement.
- Not approaching other parents about an issue between their children (this includes phone calls, texts, via social media).
- Not approaching a child about an issue between their children.
- Not discussing issues with other parents.

**In order to support a peaceful, safe and nurturing school environment we cannot allow:**

- Disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds. This includes during breakfast club and after-school activities.
- Use of derogatory, loud and/or offensive language or displaying temper.
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences.)
- Damaging or destroying school property
- Abusive or threatening emails, phone or social network messages aimed at pupils or school staff
- Smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated

The above behaviours on school premises will be reported to the appropriate authorities and Governors will, where necessary prohibit an offending adult from entering the school grounds to safeguard our school community.

(For further information, see our 'Managing aggressive behaviour' policy)

### Rewards

At St. Edmund's we have house teams which support our reward system. Each child is allocated into one of our houses, appropriately named after the gospel writers, Saints Matthew (green), Mark (yellow), Luke (red) and John (blue). Each house has a colour and staff in school reward children a house point (a coloured token) each time they spot a child displaying one of the above gospel values. The adult will tell the child why they are being rewarded the house point, E.g. 'Thank you for holding the door...have a house point for being so courteous.' 'Thank you for remembering to bring in your homework this week...I'd like to reward you a house point for taking responsibility for your learning.' Children can also report to an adult if they spot another child displaying gospel values and then the adult will reward the house point. Each week our house captains collect and collate the house points and the winning house is announced in our celebration assembly on a Friday. The house points are displayed in the hall so that everyone in the school community can see who is winning and the house cup is moved above the winning house. In the penultimate week of each half term, the house captains tot up the house points and the winning house for that term is announced, again in the celebration assembly on the Friday. The winning house get to have an hour (2-3 p.m.) of fun and games on the final Tuesday of each half term. This will be organised and implemented by the house captains and the Deputy Headteacher. The tubes are emptied of house point tokens and we start again. The house captains and Deputy Headteacher keep a cumulative score and the winning house is announced in the final assembly at the end of the year. The winning house will be given a treat on the final day.

We only give one house point for each positive behaviour noticed and we do not give out blanket house points to either the whole class or groups of children. Class teachers may wish to reward a house if they have the most house points to encourage in house competition.

**This reward system is the most successful and is at the forefront of the strategies we use at St. Edmund's.**

**Positive behaviour has positive consequences** so we also reward children for their efforts in other ways. Examples of other rewards are:

- Praise and encouragement
- Spot children with positive behaviour and tell someone
- Class dojo\*
- Certificates awarded by the class teacher & presented in the weekly celebration assembly
- Public acknowledgement in the classroom
- Communication with parents via class dojo, letters of praise from the headteacher, speaking to parents at the end of the day, telephone calls home at the end of the day, end of the week
- Stickers from teachers and the headteacher for worthy work
- Bring a child to another teacher or headteacher
- Showing worthy work to another teacher or headteacher
- Other specific individual rewards/recognition from the class teacher

## \*Class Dojo

Class dojo helps to create a positive learning climate in a classroom and our teachers use it to give out immediate rewards for children who are actively engaged in their learning during lessons. It also provides an additional communication tool between our teachers and parents so that teachers can give parents positive feedback easily and in an alternative way. Class dojo is used in addition to the house system and is more specific to teaching and learning. The house system is our reward system for our behaviours.



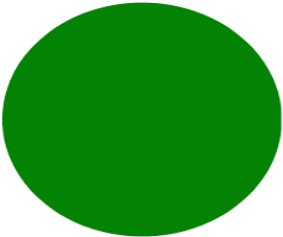

### What does our behaviour policy look like in the classroom?

- Each classroom clearly displays the gospel values & expectations for childrens' behaviour.

### Expectations of behaviour

- Respect everyone in our classroom
- Follow instructions from adults
- Try our best with our work
- Stay focused on our own work
- Be an active listener
- Keep in our own space
- Each classroom has a 'classroom charter' written by the children with the help of their teacher. All children and adults working with the class have signed the charter. The charter is a contract where children and adults have agreed to try their best to follow the gospel values and expectations of our school. It can have examples of what this positive/negative behaviour looks like in their classroom. This is on display and is there to support the class team.
- In Early Years and Year 1, each classroom/area displays a sun/cloud/rain. From Year 2 – Year 6, each class displays a traffic light chart.
- All children start each teaching & learning session on the green/sun.
- Children will be given the opportunity and every chance possible to return to green/sun as soon as they are showing that they are trying their best to follow the gospel values.
- Adults will give out house points as rewards to children who are consistently following the gospel values.
- Adults will give out class dojos as rewards to children who are engaging to the best of their ability in lessons.
- Adults will provide additional & possibly alternative ways to support children get back to green before the end of the session. (There are further notes and guidance for teachers and staff in: '*Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff*' document. This can be found in the staff shared on the network.
- Children are on task and able to follow instructions calmly and sensibly.
- There is no shouting in the classroom.
- Adults and children are calm, concentrating and considerate.

Steps to follow in the classroom

	<p>Children move here after they have had 3 or more reminders and have not been able to put things right to self-regulate their behaviour either on their own or with support from an adult. This means they will have some time out from their leisure time so that they can discuss with their teacher how to put things right in the next session. If this happens in an afternoon session and there is no leisure time, the child will be asked to move to another area of the classroom away from other children. The concerns will then be discussed at the end of the day.</p>	
	<p>After a second, gentle reminder, children will be moved to amber/ cloud. If the class teacher sees that the child is trying really hard to put things right to self-regulate their behaviour, they will be moved back to green. If not, the child and class teacher will spend an appropriate amount of time (normally 5 minutes) during the child's leisure time discussing a way to put things right to help self-regulate their behaviour in the next session. If in agreement, the child will start the next session on green/sunshine.</p>	
	<p>Every child starts each session on the green/sunshine. This means every child gets a fresh start for each session. Any concerns from a previous session should have been addressed by the class teacher and the child so that everyone starts afresh. Children stay at green if a gentle reminder is all that is needed to help a child to self-regulate their behaviour and is able to meet expectations.</p>	

\*Session: A session is 9:00 a.m. – break, after break until lunch, after lunch until home time (unless there is an afternoon break).

Our staff are committed to creating a positive, safe, nurturing and happy classroom and learning environment. Just as we expect our children to try their best to use the gospel values to help them meet our expectations, our staff will try their best too. For example, they will persevere in their efforts to help and support a child to succeed with their behaviour. Adults will show kindness and respect. They will be gentle and calm in their manner and be understanding and tolerant of children's needs. For example, some children need longer to process information so it might take longer for an instruction to register with them. Adults will be more patient in these instances. Adults will forgive, forget and move on, just as we ask the children to. Adults will not bear a grudge against a child for a mistake they have made. They will show children they have forgotten about it by smiling, being gentle, showing kindness and continuing to help them.

At the start of each session, the class teacher will ensure that each child's name is on green and will give brief reminders of how they'd like children to show they are ready to learn. For instance, teachers may refer to a display which reminds the class team of the expectations.

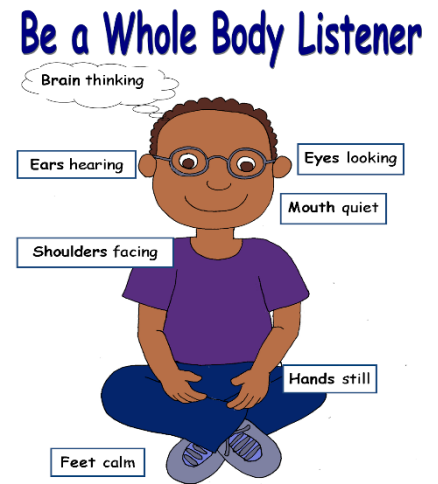


Teachers and adults will do everything they can to help a child get back to green before the end of the session and will spot any signs of better behaviour. When necessary, the class teacher will speak to a child about their behaviour during either the morning break or lunchtime. The class teacher will determine an appropriate and fair length of time. This can often take place in the playground, whilst going for a walk and discussing the problem. Adults will not ask children to stand at the wall during leisure time as this only humiliates a child and can fuel the problem further. It is important that all children get some exercise during leisure time so that they feel refreshed and are better equipped for the next session.

### Support and nurture for children who find it difficult to meet expectations

Just as we would with a child's learning, we provide support for all children to help them to succeed when managing their own behaviour. In most cases, this support is provided by the class teacher. Adults are committed to building positive nurturing relationships with children and will take the time to do this. Class teachers have the overall responsibility for supporting children with their behaviour (Teachers' Standards document, section 7).

We encourage our children at all times to make the right choices and meet our expectations. Adults in school are also committed to spotting children from other classes who are displaying and using the gospel values. Adults in school will reward children when they spot this, particularly if they are in the dining hall, in the playground and at particular times in the day, for example, breakfast club, lunchtime and after-school club. Adults carry house point tokens and will physically reward children when they spot them using our gospel values and will tell the child why they have rewarded it to them. If an adult does not have the tokens, they can still award house points and ask the child to put their token in the tube when they return to class. Class teachers and support staff will actively encourage in-class house competitions to help build team work and positive relationships between children.





## Negative behaviour requires supportive consequences

- When a child reaches red or the rain and the class teacher has been unable to support the child to improve their behaviour during a session, there will be a need for additional supportive consequences. As aforementioned, this can be time out from leisure time. It will be the class teacher who supports the child at this time. If a child is causing so much disruption that learning cannot take place, the class teacher will use another member of staff to support them. This will usually be a more experienced teacher or a teacher who has taught the child before and has a positive relationship with them. The child can go to the other teacher's classroom to have a chance to think and reflect about their actions. The other teacher will keep the child with them until the end of this session and then talk to the child about how s/he can help the child to put things right. If ready and able, the child will re-join the class for a fresh start at green and the class teacher will continue with renewed & perhaps alternative support for the child. It is important that the child feels supported at this time and understands why adults have provided additional support. It is important that the class teacher keeps their own log of any such incidents so that they can learn how to support the child in future. (There are further notes and guidance for teachers and staff in: *'Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff'* document. This can be found in the shared area on the network.)



Other supportive consequences can include:

- A child can be asked to sit at an alternative table. This should be seen as a constructive and supportive consequence for a child as it will remove them from any distractions.
- Time out for 2, 5 or 10 minutes (depending on the age of the child) – to help calm the situation immediately. This enables the class teacher to continue teaching and for the rest of the class to continue learning. Again, this should be seen as a constructive and supportive consequence for a child as it will enable them to calm themselves so that they can relax, reflect and then prepare themselves to learn.
- Support from another colleague. This can be in the way of the class teacher seeking advice and asking for help with a child. This can be done either with or without the child present and can be done during lunchtime.
- Support from a member of the SLT. Again, this can be done by seeking advice and asking for help with a child. A member of the SLT can come and observe a child in the classroom environment and offer support, advice and alternative strategies to the class teacher and child.
- Meeting with parents to discuss both positive and negative behaviours. This will then be followed up by more regular communication between the class teacher and parent. The class teacher will be committed to communicating positive behaviour choices so that improved behaviour is rewarded and positive relationships can be built.

*There are more examples of negative behaviour and possible supportive consequences in Appendix B.*

Some children, on occasions, may need a different approach for a period of time according to their own individual needs or disabilities. If this is the case, a member of the SLT will support the child and class teacher.

In some cases a personalised programme will be developed for a child between school and the parent/carer. This is called a Behaviour Support Plan. Targets agreed will be signed by the class teacher,

child & parent/carer and the initial plan will run for two weeks and be reviewed at the end of that time. It may be extended if staff feel the child needs continued support.

If a child has been supported via a Behaviour Support Plan this will be recorded on CPOMS and may be transferred to any new provision they attend.

### Nurture Room

At St. Edmund's we recognise the need for a calm nurturing space to offer short-term, focused intervention for children, led by suitably trained members of staff. Children attending the nurture room remain an active part of their main class, spending appropriate times within the nurture room according to their needs. The nurture room is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision. Its purpose is to offer children opportunities to re-visit early learning skills and promote and support their social and emotional development.

The nurture room helps to assess learning and social and emotional needs to give help that is needed to remove any barriers to learning. Miss Rabbitt, Mrs Shaw and Mrs Turner are working towards achieving Nurture UK's Nurture Award. Mrs Barros and Mrs Merino have both received Lego Therapy training in order to facilitate a lego group as an intervention to support not only social and communication needs but where applicable behaviour support too.

### What does our behaviour policy look like at lunchtime?

At St. Edmund's we recognise and understand that lunchtime is many children's favourite time of the school day and so it should be! During this hour children, eat, let off steam, relax, have fun with their friends, play games they enjoy, learn to play co-operatively and develop social skills to enable them to become rounded and civilized human beings. Therefore, our lunchtimes are well thought out, planned for and active so that children have the opportunity to learn these essential life skills. We don't want the children missing out on these opportunities and therefore, we keep 'lost leisure time' to a minimum.

We want to have consistency throughout the school day so that all members of the school community have a shared understanding. However, we also recognise that children will have fall outs, disagreements & arguments as they learn to co-operate with their peers. Therefore, they will need lots of help and support from the adults in the playground and dining hall. Sharing playground resources, sharing space, taking turns, working as a team are all skills that will take time to learn and our staff recognise this. Children will need help from adults when sorting out who goes first and the rules of various games. This is all part of their personal & social development and the adult's role is to nurture this.

All children start on a 'virtual green' – it is not practical to have charts outside or in the hall. Children will not be sent out at lunchtime by teachers to stand at the wall. If a child has to lose some of their leisure time, they will spend it with their class teacher (or the teacher who has made the decision) so that they can discuss how we can help put things right so that things will improve in the future. At all times, teachers should be mindful that 'lost leisure time' is kept to a minimum.

At St. Edmund's our staff are committed to ensuring that our school playground is a safe, welcoming and happy playground for all our children so that they can 'relax, play and join in a wide range of activities'. As part of our nurturing approach, behaviour is dealt with consistently by all staff.

We have four 'golden' rules to follow in the playground:

- ✓ Use kind words
- ✓ Use gentle hands
- ✓ Be a good friend and let people join your game
- ✓ Be gentle when you play so that people don't get hurt

Teachers may display them in their classrooms if they so wish. Teachers also remind children of these golden rules in the celebration assembly on a Friday.

Our staff will ensure that there is an appropriate amount of equipment and resources available in the playground for our children to play with. Our staff will consult with the children about what games they would like to play or equipment they would like to use so that children are participating in healthy activities which they enjoy. We recognise that when children are engaged in physical activities that they enjoy, they are less likely to display challenging behaviour. Also, staff understand the importance of children needing this participation to impact on their mental health and well-being.

Just as in the classroom and other areas around school, adults will be doing their best to spot children following the four 'golden' rules, using our gospel values and meeting our expectations. They will be keen to point this out to children and reward them with house points. Class teachers will actively seek out a behaviour report from staff on lunchtime duty so that they can praise and congratulate their children.

Rewards will include:

- Praise and encouragement
- Reporting the good news to the class teacher, particularly when there has been a recent improvement
- Reporting the good news to a child's parent
- Giving out 'good behaviour' stickers
- Class teachers can reward an extra 5 minutes play if reports from staff are consistently good during a week

In our playground, our staff will use yellow and red cards (similar to a sports referee) if a child presents negative behaviour and needs reminding of our 4 rules.

Step 1 – a child will be given a gentle reminder

Step 2 – a child will be given a 2<sup>nd</sup> reminder. Their name will be noted down on a yellow card

Step 3 – a child will be given a 3<sup>rd</sup> reminder that their name is down twice on a yellow card

At this stage, the adult will have a conversation with the child to remind them of our 4 lunchtime golden rules. The child needs to be made aware of what consequences will follow if they are going to continue to struggle to self regulate their own behaviour. It is helpful if the adult takes the child for a walk around the playground at this stage so that the child feels calmer and more relaxed before re-joining a game.

Step 4 – red card. This should be a last resort because we do not want children missing their leisure time. The child misses the rest of their leisure time and this is reported to the class teacher. The class teacher makes a decision as to the next steps. This might be that the child spends part of their next leisure time discussing ways in which the teacher can help put it right and improve their behaviour in future.

If a child receives 2 red cards in a week, the class teacher will follow the same procedures we use for supporting children in class. This will start by asking for support from a more experienced colleague if necessary. (There are further notes and guidance for teachers and staff in: '*Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff*' document. This can be found in the staff shared on the network.)

**Steps 1-3: Staff who are on duty at lunchtime do not need to inform the class teacher of children receiving reminders and yellow cards.**



Physical altercations: If there is a fight between 2 children, this is a red card offence and the class teachers & SLT need to be informed. In the first instance, the children are brought to members of the SLT so that they can be given the appropriate support and attention. Children are going to be upset in this situation and staff need to support them, provide medical attention possibly and help them to calm down. As a sanction for fighting, the children will miss their leisure time the next day and spend it with their class teacher or DHT, discussing the related issues and reasons for the altercation. Children should then help the class teacher with some classroom jobs and reconcile with the other child. Class teachers and SLT will make the decision about informing parents. If a child is injured and particularly if it is a head injury, first aid must be administered and parents need to be informed.

In extreme cases, the school may withdraw the invitation for a child to stay on the school premises during lunchtime (excluded from lunchtime).

### Pastoral Support Plans

- This is a time limited plan (up to 14 weeks) to support a child to stay in school
- To prevent an exclusion or following an exclusion we may place pupils on a Pastoral Support Plan (outlined within DfE attendance guidance) to support them with reintegrating back to school.
- The DfE sets out guidance where a school may consider the use of a Pastoral Support Plan:  
*'In exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.  
A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.'* DfE Attendance Guidance 2017

Bullying – please see the Anti-bullying policy

### Serious Incidents

St. Edmund's also utilise either a preventative placement as a support mechanism or as a consequence, usually within school, for a period of time of up to 3 days or alternatively at St. Patrick's RC Primary School for up to 3 days. Where this is off site at another school, a member of staff will accompany the child.

For serious incidents a fixed term or permanent exclusion may be utilised at the discretion of the headteacher and governors.

Following fixed term exclusion, we may place pupils on a pastoral support plan (outlined within DfE attendance guidance) to support them with reintegrating back to school.

The school will follow guidelines and procedures from Manchester Local Authority regarding fixed term and permanent exclusions.

### Reporting negative behaviour

At St. Edmund's we use CPOMS (Child Protection Online Management System) for recording any serious behaviour incidents. It is the class teacher's responsibility to report any serious negative behaviour from a child during lessons, snack time, assemblies, prayer & worship, play times (see examples from Appendix B). It is the responsibility of the lunchtime staff to report any serious negative behaviour from a child during lunchtime either in the dining hall or in the playground. The member of staff who deals with the incident, makes the report, including the action that has been taken. It is expected that staff report the incident once

it has been dealt with and has been resolved. At times, staff may need to ask for advice from another member of staff or SLT as to how best to resolve an incident. At our school, our staff are committed to helping each other to support children's behaviour. It is absolutely essential and the expectation that staff in our school will seek out a child who has received support to check on how they are improving to manage and self regulate their behaviour, reward them and inform the class teacher and parent. This will show the child that they have made a good choice, done the right thing and that their negative behaviour has been forgiven and forgotten.

#### Mechanism for policy monitoring and review

Evidence will be gathered on a regular basis as to the effectiveness of the policy. This policy should be reviewed annually.

Next review date is Autumn 2022

#### Other related policies

Safeguarding

Anti-bullying

Peer on Peer Abuse

Equality

RSE

SMSC

PSHE

Promoting British & Gospel Values

## Appendix A

Pupils achieve their best when teachers and parents support each other to nurture them.

In partnership, parents expect the school to:-

- ❖ Provide a Catholic education, employing, whenever possible staff who are practising Catholics.
- ❖ Provide a happy, safe, orderly, nurturing and spiritually aware school environment.
- ❖ Prioritise children's welfare, well-being and mental health alongside their academic achievements.
- ❖ Provide a curriculum and teaching that will enable all children to achieve their best.
- ❖ Encourage personal, spiritual and social development, respect and self-regulation.
- ❖ Issue regular information about pupil progress and achievement and early notification of any problems.
- ❖ Be open, welcoming and supportive of parents, visitors and members of the parish and local community.
- ❖ Provide a positive & nurturing approach to discipline by encouraging good behaviour.
- ❖ Provide information on curriculum areas, so that support can be given at home.
- ❖ Prepare children for transfer to secondary school.

In partnership, the school expects parents to:-

- ❖ Support the school's Mission Statement.
- ❖ Support their children in participating in the practices and observance of the Roman Catholic Faith and the Sacramental Programme.
- ❖ Ensure children attend school every day, arriving punctually.
- ❖ Follow the school dress code, ensuring that it is correctly labelled and bring the required equipment and books.
- ❖ Take an interest in progress, homework, school activities and attend parent meetings.
- ❖ Support the standards, rewards and sanctions in the school's discipline and behaviour policy.
- ❖ Make staff aware of any concerns or problems that affect the child's life at school.
- ❖ Support the expectations of behaviour which are expected of all adults in the school.

In Partnership, the school and parents expect each pupil to try their best to:-

- ❖ Participate in the religious life of the school.
- ❖ Work and play amicably with other children.
- ❖ Arrive in class on time.
- ❖ Bring reading books, homework and P.E. kit as required.
- ❖ Respect the learning of others.
- ❖ Follow the class and school rules.
- ❖ Try their best in all areas.
- ❖ Show respect to all staff, other children and visitors.
- ❖ Demonstrate respect for the school premises and its resources.
- ❖ Take and deliver communications between home and school.

Signed: \_\_\_\_\_ (on behalf of the school)

Signed: \_\_\_\_\_ (parent/carer)

Signed: \_\_\_\_\_ (pupil)

Date: \_\_\_\_\_

## Appendix B

teachers, support staff and children have worked together as class teams to draw up examples of positive behaviour that we love to see in our school. Children will be praised for these behaviours, words and actions and will receive house points and other positive consequences already referred to earlier in the policy.

<b>Respect</b>	
<b>Honesty</b>	
<b>Tolerance</b>	
<b>Kindness</b>	
<b>Sharing</b>	
<b>Perseverance</b>	
<b>Courtesy</b>	
<b>Responsibility</b>	
<b>Forgiveness</b>	

### Expectations of behaviour

- ✓ Respect everyone in our classroom
- ✓ Follow instructions from adults
- ✓ Try our best with our work
- ✓ Stay focused on our own work
- ✓ Be an active listener
- ✓ Keep in our own space
- ✓ Nurture each other by using kind words and actions

We have categorised our high expectations of conduct and have listed consequences to encourage children to follow them. At St. Edmund's we understand the importance of a consistent approach and as teachers, support staff and children, we agree that these supportive consequences are fair, support our gospel values and nurture principles. At the same time, we understand that our children are learning all the time and will of course, make mistakes. To ensure we help and nurture children with their social, emotional and mental health development, we have supportive consequences designed to increase their understanding of how their behaviour affects their learning and learning of others. We have colour coded these behaviours in terms of severity in order that we use a staged approach. Examples are:

<b>Green is good! Good to go!</b>	<b>Encouraging consequences</b>
<ul style="list-style-type: none"> <li>✓ Respecting everyone in our classroom</li> <li>✓ Following instructions from adults</li> <li>✓ Trying our best with our work</li> <li>✓ Staying focused on our own work</li> <li>✓ Being an active listener</li> <li>✓ Keeping in our own space</li> </ul> <p><i>(other agreed green behaviours specific to a class team)</i></p>	<ul style="list-style-type: none"> <li>Positive praise from adults</li> <li>Reward stickers</li> <li>Reward certificates in celebration assembly</li> <li>Class dojos</li> <li>Informing parents</li> <li>Informing other teachers, headteacher</li> <li>Notes &amp; phone calls home</li> </ul>
<b>A need for a reminder (think pink!)</b>	<b>Supportive consequences</b>
<ul style="list-style-type: none"> <li>Lack of responsibility for own learning</li> <li>Poor concentration</li> <li>Not focused on work</li> <li>Ignoring instructions or not following instructions the first time</li> <li>Non-aggressive throwing of objects</li> <li>Invading the personal space of others</li> <li>Running through school to get from one place to another</li> </ul>	<ul style="list-style-type: none"> <li>Gentle, verbal reminders</li> <li>Up to 2 gentle verbal reminders can be given for each of these negative behaviours</li> <li>Class teachers and support workers will actively praise and encourage good choices in a gentle, quiet and kind manner so that a child remains at green</li> </ul>
<b>Medium level negative behaviour (orange/cloud)</b>	<b>Supportive consequences</b>
<ul style="list-style-type: none"> <li>Inappropriate undirected language which is rude</li> <li>Refusal to work</li> <li>Refusal to follow instructions/co-operate</li> <li>Persistent invading of personal space</li> <li>Persistent lack of effort in work books</li> <li>Deliberately provoking others</li> <li>Deliberately disrupting teaching and learning</li> <li>Deliberate unkindness to others</li> </ul>	<ul style="list-style-type: none"> <li>5 minute discussion with the class teacher during leisure time to discuss how we can put it right</li> <li>10 minute discussion with the class teacher during leisure time to discuss how we can put it right</li> <li>The class teacher might suggest a supportive measure (moving place/table) for the next session</li> </ul>
<b>High level negative behaviour (red/rain cloud)</b>	<b>Supportive consequences</b>
<ul style="list-style-type: none"> <li>Consistent refusal to work</li> <li>Consistent refusal to follow instructions</li> <li>Unwillingness to try and improve behaviour</li> <li>Intimidating others</li> <li>Physical violence towards another</li> </ul>	<ol style="list-style-type: none"> <li>1. Another teacher gets involved to support the class teacher</li> <li>2. Work out of the classroom in a safe place, usually in another classroom for the remainder of the session. Inform parents &amp; record meeting</li> <li>3. Work in another classroom for a morning/afternoon session. Inform parents &amp; record meeting (with a colleague)</li> </ol>



	<ol style="list-style-type: none"> <li>4. Work in another classroom for a full day. Inform parents &amp; record meeting (with a colleague)</li> <li>5. Meeting with parents with SLT &amp; record meeting</li> <li>6. Internal exclusion away from other pupils for up to 3 days</li> </ol>
Most serious level (zero tolerance) behaviour	Supportive consequences
<p>Unprovoked physical or verbal aggression directed towards an adult or pupil</p> <p>Racism</p> <p>Bullying (including cyberbullying, prejudice-based and discriminatory bullying)</p> <p>Peer on Peer Abuse, including sexual harassment or sexual violence</p> <p>Use of objects to hurt others</p>	<p>Immediate SLT (Deputy or Headteacher) to support</p> <p>Meeting with parents</p> <p>Internal exclusion</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p>
<p>When there are continued and significant concerns around a child's behaviour or there is a serious incident, the school will work in partnership with parents to resolve the issue(s). This could include the option of an internal exclusion at our partner school, St. Patrick's, Collyhurst. The child would be supervised by a member of staff from St. Edmund's. This would only be considered if:</p> <ul style="list-style-type: none"> <li>➤ It is a proportionate and appropriate response to the behaviour</li> <li>➤ It is used as a preventative measure to a fixed term or permanent exclusion</li> <li>➤ Parents give their consent</li> <li>➤ It is clear that systems are in place to support the child to make the necessary improvements to their subsequent behaviour.</li> </ul>	