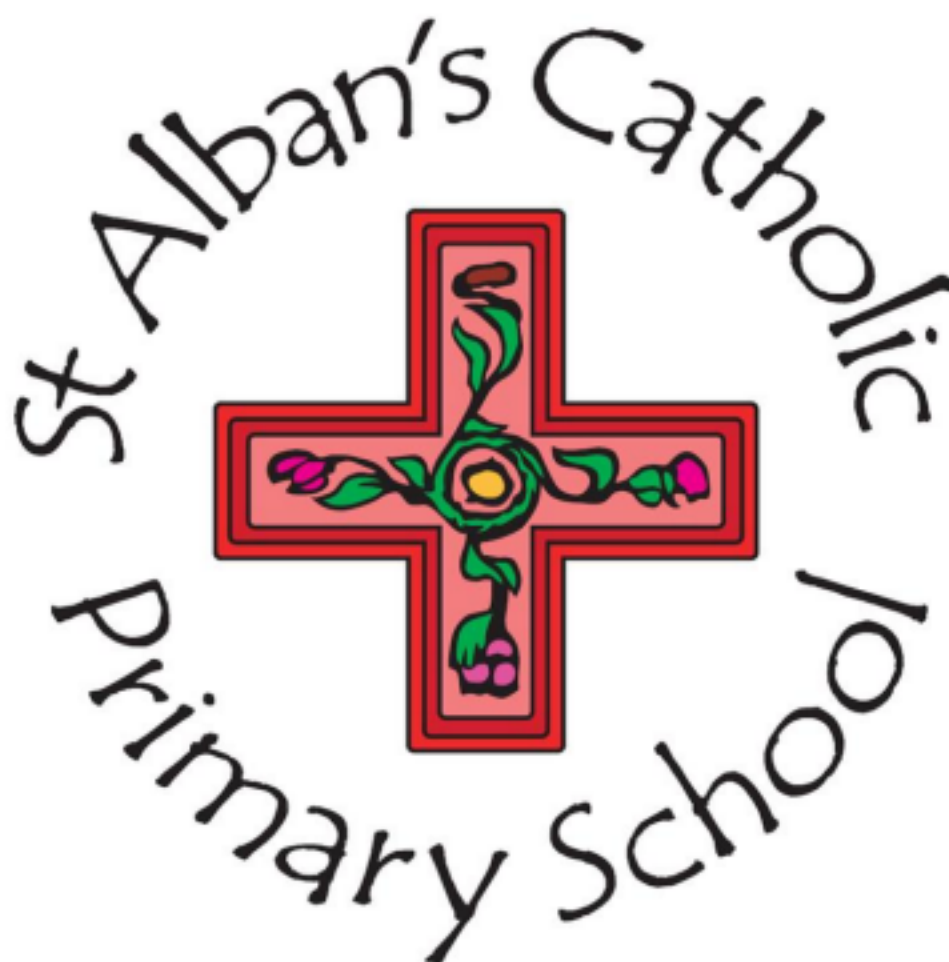


St. Alban's Catholic Primary School

Behaviour Policy

This policy was adopted by the Governing Body in 2022

Reviewed in April 2025



Behaviour Management Policy 2024 – 2025

“Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between adults on what matters, it is this consistency that is most important.”

Paul Dix

Policy Statement

At St Alban's we strive to create a caring, ethical and moral centred ethos where everyone in the school community feels safe, confident, valued and respected. 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.

We are 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. We expect all adults and children to live and breathe our school mission statement of 'Love one another as I have loved you' and to uphold and promote the Gospel Values. 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 collaborative approach to managing poor conduct and dynamic interventions that support staff and learners. Outstanding behaviour is central to all we do at St Alban's. High standards of behaviour are expected and promoted at all times both in lessons and throughout every aspect of school life. All members of staff set high standards and learners are given clear guidance on what is expected of them.

All adults are expected to be the role models of the behaviour we want to see in our children. We work in partnership with parents to ensure that the school's values become central to the lives of all learners. Home/School Agreements reinforce this policy.

Aims 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 and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative 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 and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

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

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice and summarised in our Behaviour Blueprint in Appendix A:



Expectation of Adults

At St Alban'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.

Teachers and TA's

1. **Meet and greet** at the door.
2. Refer to '**Be Ready, Be Respectful, Be 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.

Teaching Staff will uphold the Teachers' Standards (See Appendix B for detail). 'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Middays

1. Refer to '**Be Ready, Be Respectful, Be Safe**'
2. **Model** positive behaviours and build relationships
3. **Be calm** and give 'take up time' when going through the steps. Prevent before sanctions

Middle Leaders

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.

1. Be a visible presence in the Year Group area to encourage appropriate conduct
2. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
3. Regularly celebrate staff and learners whose efforts go over and above expectations
4. Encourage use of Positive Postcards and Positive Phone Calls
5. Ensure staff training needs are identified and targeted
6. Use behaviour data to target and assess interventions
7. Make sure that the 'buck stops here' in most cases

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.

1. Meet and greet families at the beginning of the day on the school gate.
2. Be a visible presence around the school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support middle leaders in managing learners with more complex or entrenched negative behaviours.
6. Regularly review provision for learners who fall beyond the range of written policies.
7. Carry out regular learning walks to support, coach and model expectations.

Language

At St Alban's Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

Recognition and Reward

We recognise and reward learners who go 'over and above' our standards. Our staff understands that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Teaching Assistants work with the class teachers to support this positive ethos. Pupils and staff are recognised for going 'over and above' in terms of

demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include picking up a piece of rubbish and placing it in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

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.

Focus	Praise Method	Approach
Values and Behaviours	Above and Beyond certificate	These awards will celebrate efforts / achievements against the 3 school rules and are for those children who have demonstrated going 'above and Beyond' the expected behaviours. Teachers will write the certificate and send the child to a member of SLT to show them their work or talk about what they have done. They will return to class with their certificate and the class teacher will bring it to the assembly on Friday and read it aloud.
Learning and Achievement	Weekly celebration assembly / Hot chocolate Friday	Friday mornings. Headteacher Award to the children and explain the learning / achievement, etc. Any other recognitions to be celebrated, including sporting achievements. These children receive a hot chocolate with the headteacher in the headteacher's office.
Values and Behaviours	Recognition Boards in every classroom	Teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour. The focus will change on a regular basis (age/development stage dependent) Once all the class has achieved this a small reward (chosen by the class) will be awarded – Eg 5mins extra at play (manned by class staff), 3 min class disco, 10 mins on the iPads at the end of the day etc.
Values and Behaviours	Golden Lanyards	Teachers will issue golden tickets to children who are going above and beyond. These tickets will go into a weekly draw. The winning ticket will be rewarded with a positive note home and will wear a golden lanyard for a week. Golden tickets can be issued by any member of staff to any child in class, in the playground or in the

		corridors. Children must put their name on the ticket and place it into their class box. All staff will acknowledge and praise pupils who are wearing the golden lanyards. The lanyards must remain in school.
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Learning, Attitudes, Values and Behaviours	Positive messages Home	Any member of staff can contact the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.
Values and Behaviours	St Alban's Ambassador	These termly awards, in the form of a letter home, will recognise pupils who consistently demonstrate the school's mission values. These will be handed out in the last celebration assembly of each term.

- Rewards in individual classes consist of: verbal praise, encouragement stickers etc. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic ethos.

Managing Behaviour

PIP and RIP approach used at all times: PIP = Praise in Public RIP = Reprimand in private	
Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately.
Caution	Verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'

Last Chance - 5 mins	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention:
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	<ul style="list-style-type: none"> • I have noticed that you are..... • At St Alban'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, complete learning at another time) • See me for 2 (or up to 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.
Time Out (if needed to calm down – dependent upon the behaviour) This step may come before Last Chance if child is dysregulated.	Time out might be a short time away from the classroom with another class, calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
Repair – this step will be logged on CPOMS	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting</p> <p>Restorative Practice: Use the language of the Three Bubbles here</p> 

Consequences – this step will be logged on CPOMS	<p>Impositions:</p> <p>Up to 5 minutes of time missing break for in-class behaviour. Up to 5 minutes of time standing at designated area for in-playground behaviour.</p> <p>Additional work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</p>
Follow Up	<p>If a child has two incidents in a week requiring reflection (Repair step), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face-to face meeting between the teacher and parents/carers will be arranged.</p> <p>The Phase Lead or member of SLT may be invited if deemed appropriate. Children who regularly receive more than 3 reflections in a week will have a meeting to discuss their behaviour with parents (Phase leaders).</p> <p>This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p> <p>If more than one meeting is needed then the meeting will be with the headteacher.</p>

Restorative Practice

St Alban's Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (St Alban's Behaviour Blueprint & Appendix C) and on the back of staff lanyards. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning.

Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

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.

Serious Incidents

Depending on the age and developmental stage 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
- Child on Child abuse
- Racist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults

Recording

All members of staff are trained to use CPOMS (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Middays and volunteers will use the written form which will be uploaded to CPOMS.

Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

Exclusions

These will be decided upon by the Headteacher, or DHT in their absence, in consultation with teachers.

- **Internal**

Internal exclusion is when a pupil must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed term exclusion.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary.

- **Fixed**

At St Alban's Primary School, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to

achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

• **Permanent**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of St Alban's Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Pupils conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school. Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school.

Children with SEMH needs

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 tailored behaviour plan developed for them to meet their individual needs by Mrs Christensen (SENDCo). These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

Related Policies

Bullying

St Alban's Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

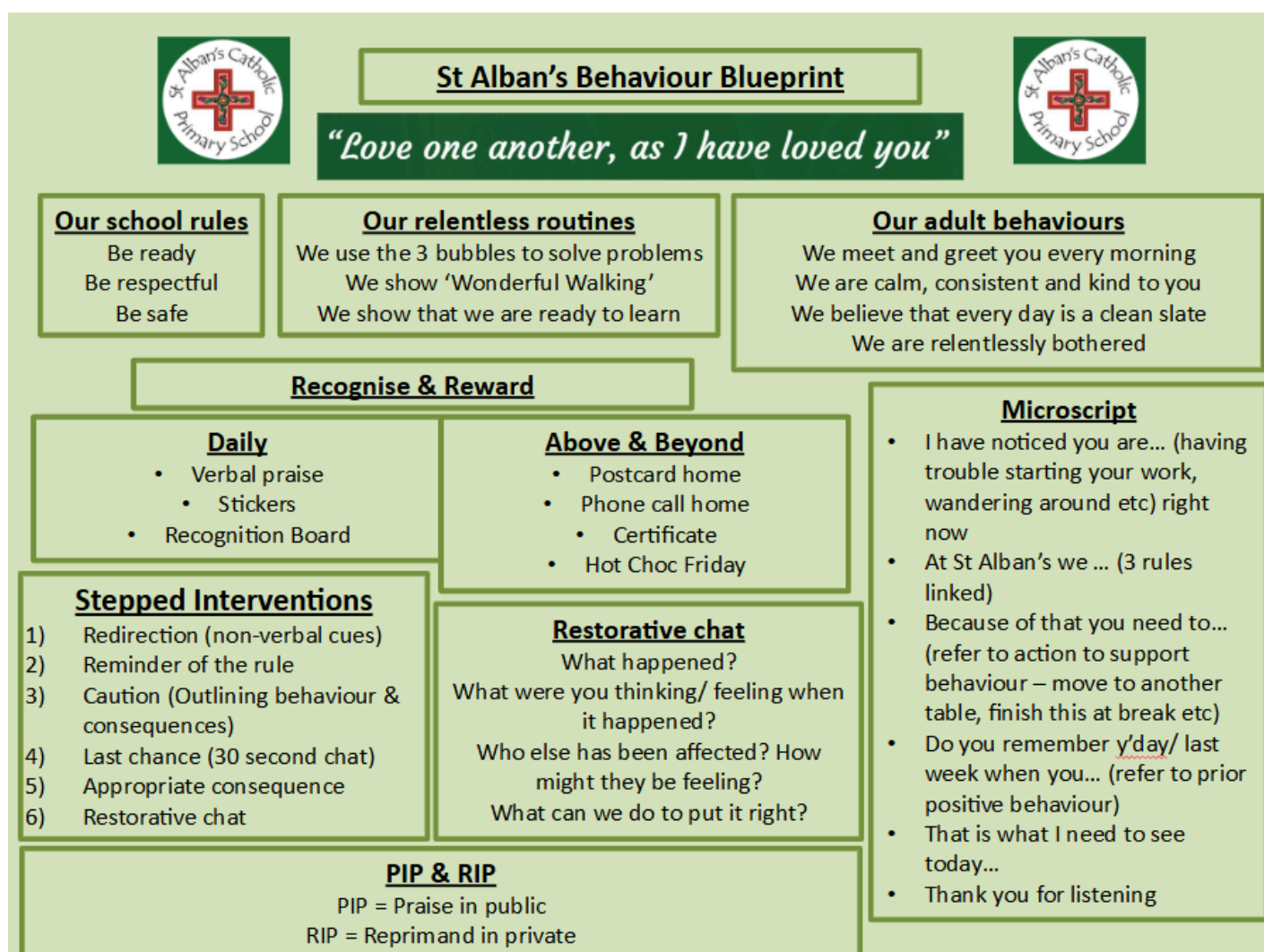
Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).

Power to Use Reasonable Force

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Force and Restraint policy).

Appendix A



Appendix B

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical, forge positive professional relationships, and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Appendix C

Restorative Practice at St Alban's Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalised. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed. The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1: To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2: To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?

