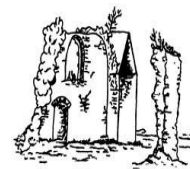




Diocese of Nottingham
Working in partnership with The Saint Robert Lawrence Academy Trust



The Priory Catholic Voluntary Academy

Behaviour Policy

Mission Statement

**The Priory; a place to learn: have fun, grow and develop, in the light and love of Christ.
Jesus said: "I am the vine; you are the branches" (John 15:5)**

Catholicity

Our religious beliefs coined within Catholic social teaching are central to the provision throughout the whole school; and the foundation on which the ethos of the school is built. Every person is recognised as a unique creation of God; it is the intention of every member of staff, for each child to be assisted in every way possible, to achieve his or her potential in all the fields which make up the whole human person: the academic, social, moral, physical and spiritual.

As Jesus taught through his actions and words, everyone has the right to be treated equally –with dignity and respect. All who work and learn here do so in the knowledge that God created us as unique individuals where our differences; whether of: disability, gender, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation and age, are celebrated as part of the wonderfully created world in which we live.

Our attitudes are Gospel led and every opportunity is taken to refer to behaviour norms which are seen as desirable and which epitomize those which are fostered by the Gospel teachings. This is especially the case in the ways in which we respect and relate to others through:

- valuing, respecting and promoting the rights, responsibilities and dignity of individuals within all our professional activities and relationships
- all members of staff feeling valued, well trained and able to perform their professional duties free from undue and damaging stress
- ensuring the equality of educational opportunity based on merit; irrespective of background, beliefs and socio-economic contexts.

As a worshipping community, we appreciate the importance of prayer in our daily lives and try to present as many opportunities as possible to participate in this intrinsic part of our Catholic Faith. It is from this action and acknowledgement of our faith that we are impelled to share our resources –the school and parish community undertake a great deal of charity work; supporting the global family of God on a local, national and world-wide basis.

Policy Statement

The Priory Catholic Voluntary Academy 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 the understanding of self-discipline and resilience; not blind compliance. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions which support members of staff and pupils. High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

This policy is based upon the 'Five Pillars of Pivotal Practice':

- 1. Consistent, calm adult behaviour**
- 2. First attention for best conduct**
- 3. Relentless routines**
- 4. Scripting difficult interventions**
- 5. Restorative follow up**

The school uses CPOMS software to monitor behaviour, child protection, safeguarding and other pastoral and welfare issues. Every member of staff has a duty of care to report any concerns straight into CPOMS which alerts relevant members of staff immediately.

General Aims

To create a culture of exceptionally good behaviour: for learning, for community; for life.

To ensure all learners are treated fairly and are shown respect; promoting positive 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.

Purpose of the policy

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

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

Code of Conduct

1. Ready
2. Respectful
3. Safe

The code of conduct 'Ready, Respectful and Safe' must be displayed as our school and classroom rules in each learning space and referred to in conversations around conduct.

Consistent Cultures of Excellent Behaviour (Relentless Routines pillar 3)

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies, but with the determination of every member of staff to hold firm: it is hard fought and easily lost. Where learners feel treated as valued individuals they respect adults and accept their authority.

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.
- Consistent **recording of any incident** of inappropriate behaviour onto CPOMs by the staff involved.

Consistent, Calm Adult Behaviour (pillar 1)

All Staff will:

1. **Meet and greet** on the playground in a timely manner.
2. Refer to the 3 rules: '**Ready; Respectful; Safe**'.
3. **Model** positive behaviours and build relationships.
4. Give '**first attention for good behaviour**'.
5. Show the pupils '**deliberate botheredness**'.
6. **Plan** lessons that engage, challenge and meet the needs of all learners.
7. Use **visible recognition strategies** throughout every lesson.
8. Be **calm** and give '**take up time**' when going through the steps. Prevent before sanctions.
9. **Follow up** every time, retain ownership and engage in reflective dialogue with the learners.
10. **Never ignore** or walk past learners who are behaving badly.
11. Be a **daily visible presence** around corridors and on the site.
12. **Support** their colleagues to reinforce our code of conduct.
13. **Report** any behaviour concerns straight onto CPOMS which alerts relevant members of staff (SLT) immediately.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

1. **Meet and greet** learners and **welcome** parents/carers at the beginning of the day and end of the day.
2. Be a **visible presence** around the school site.
3. **Celebrate** staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly **share good practice**.
5. **Encourage** use of Positive phone calls home and Positive notes home.
6. **Support** teachers in managing learners with more complex or entrenched negative behaviours.
7. Use **behaviour data from CPOMs** to monitor, target and assess the provision for vulnerable pupils.
8. To **read and monitor all incidents** uploaded onto CPOMS, to enable SLT to analyse the data and be able to report on behavioural issues (including any incidents of bullying) to the relevant bodies (for example, termly Headteacher reports to Governors).
9. **Contact parents and other relevant agencies** for support with a view to drawing up an action plan that will improve the demonstrated behaviour.
10. Regularly **review provision for learners** who fall beyond the range of written policies.
11. Ensure **staff training needs are identified** and targeted (including behaviour management in the classroom and school, Coping with Risky Behaviour and use of CPOMs to record incidents).

Teaching learning Behaviours (Relentless Routines Pillar 3)

Consider what behaviours the pupils need to show in your classroom to improve their learning (for example, how they come into school in the morning). Identify a 3-step routine to explicitly teach and model that behaviour to the pupils. In the classroom, display 3 pictures to illustrate the 3-step routine that is expected of them. The names of the children who demonstrate the required behaviours are placed on the 'Class Recognition Chart'. It can take up to 3 weeks to embed a consistent approach by all pupils, before a new behaviour is identified and addressed.

Recognition and Rewards (First Attention for Best Conduct Pillar 2)

We give first attention for best conduct. We recognise and reward learners who go 'over and above' our standards of expected behaviour. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, award. It is not what you give, but the way that you give it that counts. 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 are hardest to reach.

1. **Contact Parents** (phone call home to parents, or face to face with parents at the end of the day).
2. **Postcard home** (or DOJO message).
3. **Verbal Praise**.

Mission Award is also given out at Celebration assembly each week to celebrate children who are living out the Mission of our school.

Managing Behaviour in the Classroom (Scripting Difficult Interventions Pillar 4)

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps

should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger and noisy voices.

1. **The reminder** - A reminder of the expectations for pupils using the words: Ready, Respectful, Safe is delivered privately to the learner. The teacher makes them aware of their behaviour and the pupil has a choice to do the right thing.
2. **The caution** - A clear verbal caution is delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices. Use Assertive Sentence Starters for example, I need you to..., In 5 minutes you will have..., You should be..., When I return I will see you..., I expect you to..., I know that you will... Thank you for...

Scripted approaches:

(30 second intervention)

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

3. Last Chance

- The pupil is asked to speak to the teacher away from others.
- Boundaries are reset.
- The pupil is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- The pupil is given a final opportunity to reengage with the learning / follow instructions.

4. Time Out

If the step above is unsuccessful, then the learner will be asked to leave the room. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes is enough. After this time, ask if they are ready to join the learning –putting the onus and decision making process back to them to decide to make the right choice. If a negative response is given, repeat the process –giving 3 more minutes time out.

5. Repair (Restorative follow up Pillar 5)

Reparation meetings are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Reparation meetings, Senior Leaders will support when requested. Pupils may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly – we do not advertise poor behaviour to other pupils or give fame to those who choose not to meet our high standards of behaviour.

Coping with Risky Behaviour (see Positive Handling Policy for details)

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Positive handling intervention is a last resort. If a child is in crisis and needs positive handling intervention any member of staff has a duty to support the child. All incidents requiring handling are recorded onto CPOMs and information is shared with parents.

Partnership stage

The partnership stage will be implemented where there is a cause for concern with behaviour issues.

- At the beginning of each school year, the stakeholders will sign up to the Home-school agreement which details how the school, parents/carers and pupils will behave. The Home-school agreement will be shared with parents at the 'Meet the Teacher' meetings every September.
- All Incidents of inappropriate or unacceptable behaviour, as well as other more serious events and/or continuous unacceptable behaviour (including positive handling) are logged onto the electronic system C-POMs.
- Such incidents/events are discussed during our weekly SLT meetings and staff meetings so that the whole team of teachers can share their knowledge and expertise in drawing up plans of action to help prevent unwanted and inappropriate behaviour. The school works as a team to help and support each other and therefore the pupils. Such extreme or continuous misbehaviour is monitored through reports in staff meetings and by use of the electronic system C-POMs.
- Parents are requested to develop an appropriate Behaviour Management Plan with the pupil and their class teacher.
- If the situation warrants it, the Senior Leadership Team (including SENCO and Headteacher) will contact other relevant agencies for support to review the Behaviour Management Plan that will improve the demonstrated behaviour. Such strategies are aimed at preventing the process reaching the next stages of the hierarchy of consequences.
- Monitor, review and mentor using the Behaviour Management Plan.
- Discuss both the consequences for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves.
- If a pupil does not achieve the required change in conduct agreed within the Behaviour Management Plan a verbal warning will be issued by the headteacher.
- Pupils must be given a second chance to achieve the targets agreed on the Behaviour Management Plan after the verbal warning.
- A letter is sent to parents/carers if behaviour is still highly inappropriate. The letter invites parents/carers to an interview between Deputy and/or Headteacher, and class teacher/staff member to review the situation regarding the child's behaviour. If a child continues to compromise good order and discipline, he or she may be excluded from school; either for a fixed term, or permanently.

- Violent or abusive behaviour towards a member of staff may also result in an exclusion from school. Any serious incident may therefore result in exclusion from school. The Headteacher will use his professional judgement as well as all the available evidence (including the seriousness of the incident(s) in determining whether to exclude.
- The class teacher may require parents/carers to attend a meeting regarding their child's behaviour, at any given time, which may result in child being monitored through a 'Home/School Report'. To this end, letters may be sent home at any time of the above process as we believe the earlier we can work with parents/carers, the greater the impact of the action that is agreed between the two parties. Also, these and any other positive behaviour strategies to overcome problems or issues that may arise are used and sanctioned as the Headteacher deems appropriate and sees fit to use in order to rectify and redress such issues.

The policy is reviewed annually at the beginning of the Autumn Term by the whole staff. It is then sent to the Governors for ratification.

Reviewed: September 2020

Next review: September 2021

Addendum

Behaviour during the Covid 19 Pandemic:

Children who do not follow 'safe behaviour' guidelines

To ensure the safety of our children and staff, we have a zero-tolerance procedure regarding children who do not follow the 'safe behaviour' guidelines as set out in school since the start of the pandemic. Pupils who are unable to follow the guidelines set out in this addendum will not be allowed to continue attending school. This will be recorded as a fixed term exclusion and usual processes for exclusion will apply, with adaptations for current circumstances (e.g. exclusion is at the Headteacher's discretion or the school leader deputising if the Headteacher is not available and the length of exclusion is proportionate to the severity of the behaviour; work will be provided – either in books taken home, or via electronic learning as set out in the school's home learning policy for the period of exclusion. A reintegration meeting will be held (socially distanced) at the front of school in the school foyer – as this well ventilated; or virtually (on Microsoft Teams) or, by a telephone conversation. The format and timings of this meeting will be agreed by parents and the school.