Promoting positive and appropriate behaviour Policy

***We honour God through our actions***



Priory Catholic Primary School

**Status & Review Cycle:** Statutory & annual

**Previous Review Date: September 2024**

**Next Review Date:** September 2025

**Rationale:**

Everyone that works at Priory Catholic Primary School is responsible for encouraging and ensuring the high standards of social, emotional and academic behaviour. We believe that everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race or social circumstance. As a Catholic community we are committed to living, working and growing together as one in God’s family.

We aim to catch children going above and beyond expected behaviour, praising it. We set high expectations for our school community with an emphasis on building an ethos of respect. It is our aim to have simple yet clear structures in place to establish positive behaviour. As a Thrive school we recognise that children, regardless of circumstance, all have the capacity to succeed and we will support all children with this.

# Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
* [DfE guidance](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online) explaining that academies should publish their behaviour policy and anti-bullying strategy online

**Expectations:**

As a school, we set high expectations for behaviour. However, we recognise that some children need extra support to meet these expectations, therefore strategies are used to help these children and where necessary a behaviour support plan is implemented. To encourage going beyond expectations we use a house points system which recognises and rewards improvements and excellent behaviour.

The Governing Body are responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

All pupils and staff are expected to abide by OUR BIG THREE!

**Be respectful**

**Be ready**

**Be safe**

All pupils are expected to:

* respect yourself always by making the right choices;
* show respect to everyone with whom you come into contact;
* always have good manners;
* always show respect, consideration and kindness towards everyone;
* take care of and respect other people’s belongings, the school building and resources;
* wear school uniform tidily and proudly;
* be responsible for the tidiness of your classroom and cloakroom area;
* walk quietly along the corridors and on the stairs (keep to the left);
* remember and respect the school’s online-safety rules when using electronic devices.

In the playground all pupils are expected to:

* show respect and consideration towards other children and adults on duty;
* show kindness, especially to those children who seem lonely by including them in your play;
* play in the correct areas and ask permission to leave the playground;
* play safe, sensible games and use school equipment responsibly.

In the classroom all pupils are expected to:

* listen respectfully to others;
* focus completely on the adult when they are talking to you;
* respond promptly to the windchime;
* allow those around you to learn.

All parents are expected to:

* model good behaviour, particularly within the school community;
* support staff in delivering the behaviour policy;
* communicate with staff about positive behaviour as well as those of concern;
* engage with your child at the end of the school day to establish how their day has been.

All staff are expected to:

* Abide by the Plymouth CAST staff code of conduct
* model exemplary professional behaviour within the school community and beyond;
* build positive professional relationships with all children;
* to use school agreed mantra when dealing with any behaviour issues,
* to look beyond behaviour and remember behaviour is a voice for emotions;
* be emotionally regulated when dealing with all behaviour;
* ensure that only a calm and quiet voice is used when admonishing or giving instructions – remember how do you fight fire? With water;
* apply consequences fairly in accordance with this policy and support children to make the best choice and when managing their consequences;
* listen to children and ensure you have all the information before acting;
* to seek a debrief and support after dealing with difficult behaviour;
* to adopt an attitude of PLACE (playful, loving, accepting, curious, empathic) with all children;

All governors and senior leaders are expected to:

* model good behaviour within the school community;
* monitor behaviour across the school;
* support all staff in delivering the behaviour policy.

**Motivators:**

When children go above and beyond the high expectations given to them, the following rewards are used:

* Individual class rewards ie, marble jars;
* Stickers and Praise;
* Priory Witness of the week awards; Respect, Family, Resilience, Love, Integrity, Pride and Resilience (weekly);
* Virtue Award; fortnightly
* Attendance certificates;
* Celebrations in the monthly newsletter;
* House points

‘The Big 3’ school rules should be clearly agreed and displayed so that expectations about behaviour are clearly understood by all.

 Respect for the right of others to learn is crucial and is the responsibility of each child to follow

If a child is making learning difficult for their peers the teacher should explain why that is a problem using the agreed mantra.

All staff need to ensure that behaviour issues are followed by a period of ‘restorative reflection.’

Staff need to personally deal with behaviour issues to ensure a consistent approach.

Staff must ensure that the agreed microscripts are used.

If there are several incidents in a week then the class teacher should involve the parent directly.

**Support:**

As a school we set high expectations for behaviour. However, we recognise that some children need extra support to meet these expectations, therefore strategies are used to help these children. The following interventions are used to help children form positive attachments; develop coping strategies and succeed in school.

Interventions are targeted based on specific need. This is not exhaustive:

* Therapeutic Support
* Meet and greets
* Emotional Check-ins
* Personalised reward charts
* Behaviour logs
* Home school book
* Buddies
* Rainbows- bereavement
* Whole school PSHE
* Lunch time support
* 1:1 support
* Play therapy
* Draw and talk

**Consequences:**

Consequences are an important part of managing behaviour. They help children to understand cause and effect. Consequences are not always negative, the motivators already listed are consequences of positive behaviour. Equally, there are consequences for negative behaviour. We recognise that children may need support managing these consequences and should be given the opportunity to repair negative behaviour.

In delivering the behaviour policy adults are responsible for supporting pupils to repair and ensuring that they have the strategies to improve their behaviour.

**Restore, Redraw, Repair**

In situations where children have made the wrong choices, which need repairing, it is important that the children understand the consequences of their actions. A period of restorative reflection will allow the children a chance to think about why things went wrong, who was affected and what can be done to prevent this happening again.

Restorative reflection meetings can be done verbally or using a written restorative reflection sheet. It is important to remember that the purpose of the meeting is to restore the specific misdemeanour in a calm and supportive manner and not be distracted by any secondary behaviours.

# In severe cases which involve physical attacks on other children or adults, verbal abuse of adults, extreme vandalism or serious disruption to the class this will be dealt with alongside a member of SLT.

# Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) on ‘Moving Up Day, which is generally the first Thursday in July. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

# Training

Behaviour management forms part of continuing professional development. Training is formed as part of the annual review of this policy. Individuals may need some extra support from SLT or training from external providers.

All staff are invited to read *When Adults Change Everything Changes By Paul Dix* as forms the rationale behind our policy.

# Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and staff at the end of every academic year. It will then be reviewed at the first meeting of the Governing Body in Autumn 1 annually. At each review, the policy will be approved by the headteacher.

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

**Links with other policies**

This behaviour policy is linked to the following policies:

* Exclusions policy
* Safeguarding policy
* Anti-bullying policy
* SEND policy