St. Alban & St. Stephen Catholic Primary School & Nursery

Behaviour Policy

Date Agreed	September 2020
Date of Review	September 2021

<u>Our Aim</u>

Our school is a nurturing, warm and caring environment. It is a place where children are encouraged to thrive, grow and develop an excellent attitude towards life-long learning. We work in partnership with parents and carers to live out our school's mission statement of:

<p style="text-align:center">""Building God's Community of Love and Learning".</p>

The Board of Governors of the school has ultimate responsibility for behaviour. Day to day responsibility for behaviour rests with the Headteacher. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

<u>Our school is a Hertfordshire Steps School</u>

Steps is the preferred approach towards behaviour in Hertfordshire. Every member of staff must complete 'Step On' training, delivered by our Steps tutors within school. 'Step On' is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

<u>Mental Health and Behaviour</u>

The culture and structures within our school are designed to promote pupils' mental health through:

- A committed senior leadership team that sets a culture of belonging within our school and makes it possible to discuss problems in an open and caring way.
- An ethos of setting high expectations of attainment for all pupils with consistently applied support.
- A SENCO who ensures all adults working in the school understands their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need SEND provision.
- Working with parents and carers as well as with the pupils themselves ensuring that their opinions and wishes are taken into account.
- Clear systems and processes to help staff identify children with possible mental health problems.
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support.
- A healthy school approach to promoting the health and well-being of all pupils in the school.

<u>Steps in the classroom</u>
<u>Creating and maintaining a pro-social learning environment</u>

- An engaging and sufficiently challenging curriculum is paramount to promoting good behaviour in our school.
- Teachers are required to plan and teach well-resourced and effective lessons, taking note of formals and informal assessments to inform subsequent lessons. Pace of lessons must be good to ensure children are engaged.
- Inclusion is a priority when planning learning opportunities. Staff should refer to the preferred model of inclusion as explored during their *Step On* training.
- In line with Steps, we do not display reward systems within our classrooms, we favour a less public approach which helps to develop intrinsic motivation.
- In September, each teacher must work with their class to generate a simple list of four *positive* rules (from the whole school Golden Rules) to follow - ownership of these rules is important. Please refer to the bank of possible rules attached when creating these with your class to ensure consistency in our school. At the beginning of each term and when necessary, the school/class rules are discussed and shared with the children.
- All staff to be familiar with 'Roots and Fruits' and ensure that this is something that they are mindful of when working with children.
- All staff must set consistently high but realistic expectations of work and behaviour within each classroom. Adult relationships must be respectful and positive as we are role-models for the children.
- All staff must encourage children to be reflective of their work and encourage them to try, even though it may seem difficult at first.

To celebrate success and learning staff can;

- Have a conversation with the child to let them know how well they are doing. Be specific with praise.
- Award a sticker when it is merited and explain to the child *why* they are receiving the sticker.
- Give thumbs up and smile towards the child- letting them know that you approve.
- Every week during assembly one child per class received an Excellent Effort award. Then the children will have an opportunity to have a hot chocolate with the SLT.
- Arrange for the child to pay a visit to a member of the Senior Leadership Team for praise and encouragement when something has gone well for them.
- Use the Ripple effect- catch children doing it right- verbally praise when you see children getting it right (it will encourage others to do the same!).
- Wake and shake time- 10 minutes daily.
- Mindfulness time to be used when your class need some quiet time, bring them back down after an exciting lesson (10 minutes, three times per week). See CM or AP for resources.
- House points to be used as a well-deserved reward, rather than bribery. For example, rewarding a house point spontaneously when you see a child following the class rules rather than 'if you complete this, then I will give you this…'.

- **The House teams are as follows:**

The children are allocated to different houses across both sites. Siblings are placed in the same house team. These are named after important and prominent saints.

St Peter

St Peter is the foundation of the Church and our first Pope. He is a reminder to us of the importance of the Church and beliefs in our lives.

St Paul

St Paul is a reminder of how the power and belief in God can transform our lives and how he helped spread the word of God through his missionaries.

St Teresa of Calcutta

St Teresa is a reminder of our need to help others and serve those less fortunate than ourselves.

St Bernadette

St Bernadette is a reminder of the importance of Mary our Mother and the role she played in Jesus' life. She also reminds us of the importance of prayer through the Rosary.

Steps in the playground
Maintaining the pro-social environment

- The same approach applies in the playground.
- Staff are there for the children's safety and must keep a global view on what is happening around the playground at all times. Pre-empting a possible issue is the key to ensuring happy playtimes.
- If things do go wrong in the playground, staff must help the child to resolve any issues by listening carefully to them and *guiding* them to come up with a solution. Teaching them how to problem solve is important.
- Any issues on the playground can be reported to the class teacher when they arrive to collect the children in the playground. The class teacher may then ask you to record in the on CPOMS under behaviour if necessary.
- Teachers may inform parents as necessary and make a simple note of any conversations that take place.

Steps in the wider school

- Termly whole-school celebrations of learning to provide positive experiences; e.g. a visiting theatre.
- Assemblies may have a Steps focus on occasion.
- SLT will sit with the children for lunch on different days of the week, we can then model good communication skills at the table and hear how the children are feeling. Children have an opportunity to have a social chat with us over lunch.

What to do when things go wrong
De-escalation

- Staff can choose from a menu of approaches where there is a minor breakdown in behaviour, the list is below.

- Positive phrasing:
  Come sit next to me for a story.
- Limited choice:

Would you like to sit on the chair or bean bag?
- Disempowering the behaviour:
    You can listen to the story from there.
- Consequence (Protective or Educational):
    We will check you understand the story before going out for break time.

- Protective consequence- removal of a freedom to manage harm. Educational consequence- the learning, rehearsing or teaching so the freedom can be returned.
- Staff have also been trained to use the de-escalation script to remove heat from a situation if necessary. The script is displayed in every classroom on purple so that it's easy to locate.
- Teachers may inform parents as necessary and make a simple note of any conversations that take place.

De-escalation script:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and…………

- Where there are persistent concerns over a child's behaviour, teachers must seek advice from BM, SENCo.
- Tools such as; anxiety mapping, roots and fruits mapping and risk reduction plans can be used to support the child. Parents should also be part of that process so that a consistent approach towards supporting the child can be established and maintained.

Reflect, Repair and Restore
Re-building after a breakdown in behaviour

The purpose is to re-visit the experience by re-telling and exploring what happened with a changed set of feelings.
During the incident the child's behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective.

Restorative Questions for staff to use:
- What would you like to happen next?
- How can we make things better for *John / you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to play safely etc?
- What do you think *John* might need?

Restorative activities:
- Supported thinking book / area
- Social stories
- Role-play with dolls/ teddies/animals/puppets
- Use signs, symbols or pictures to talk about emotions
- Complete a 'Roots and Fruits' tree

All staff must work together to promote the therapeutic approach to behaviour that we aspire to in our school. Consistency is the key to success. Everyone must work collaboratively to ensure that our school is a happy and safe place to be for our children and our staff.

<u>WHOLE SCHOOL GOLDEN RULES</u>

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property