



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

Behaviour Policy

Approved by:	Full Governing Body	Date: December 2021
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Last reviewed on:	July 2021
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Next review due by:	December 2022
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1. Our Aim

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:

'Learning and Growing with God by our side'

At St Alban & St Stephen Catholic Primary School & Nursery we teach and model positive behaviour through our core values and golden rules.

1.1 Our Values

- Faith
- Friendship
- Determination
- Respect
- Unity

1.2 Our Golden Rules

- We are gentle
- We are kind
- We listen
- We are honest
- We work hard

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Children at St Alban & St Stephen Catholic Primary School & Nursery are expected to be kind to each other. We do NOT tolerate bullying, which we define as deliberately and repeatedly hurting someone's feelings or body. If an adult is made aware that someone is using bullying behaviour they will act immediately to stop the poor behaviour choices. If a child is being bullied, or sees bullying they should tell an adult straight away.

We ask that children always try their best. Hard work is rewarded through adult acknowledgement and with the chance to make the most of all that school has to offer. We encourage every child to make the choice to meet their full potential.

And most importantly, children who make the right choices will learn and feel proud of themselves. It is not OK for anybody to make the choice to spoil another person's learning,

'Learning and Growing with God by our side'

happiness or safety. If it is believed that a child has made deliberate choices to ignore these rules, there are resultant consequences

1.3 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.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy online.

3. Our school is a Hertfordshire Steps School

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.

4. Mental Health and Behaviour

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.

5. Maintaining the pro-social environment

5.1 Steps in the playground

- 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.

5.2 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.

6. Unacceptable behaviours

6.1 Unacceptable behaviours

- distracting others
- ignoring instructions
- talking over staff or when silence is asked for
- answering back
- unwanted touching of another person e.g. poking, tugging clothes
- making inappropriate facial expressions at others
- encouraging others to do any of the above

6.2 Serious unacceptable behaviour

- wilful destruction of property
- throwing objects/furniture around classroom
- refusing to co-operate
- leaving class or the building without permission
- leaving school
- spitting at another person
- deliberately hurting another person e.g. pinching, biting, punching
- attacking another person
- making inappropriate gestures
- swearing
- verbally abusive to others
- encouraging others to do any of the above

Serious unacceptable behaviour will be referred to the SLT.

7. Consequence Steps

At each step the children will be given the opportunity to make better choices.

1	ASK	They are asked to remember the rules
2	TELL	The adult tells them what they expect to see
3	WARNING	The adult will give them a final reminder of the rules
4	TIME OUT IN CLASS	They sit in a quiet part of the classroom on their own
5	TIME OUT- BUDDY CLASS	They go to their buddy class for the rest of the lesson.
6	SENT TO SENIOR STAFF	They are sent to the Phase Leader or Mrs Moore, Mrs Porter or Mrs Murphy to discuss what has happened.

Children who make choices which affect the safety of themselves or others including all serious unacceptable behaviours may move straight to Step 6.

7.1 If a child is sent out to a buddy class or to the senior team, it is expected that the teacher who sent them will take the first appropriate opportunity to discuss what has happened with the child and if necessary, agree further consequences for safety or education. If a child consistently reaches Step 6, senior leaders may ask parents to come into school to discuss their child's choices and plan for improvement.

7.2 All children should make good choices at lunchtime, both in the dining room and outside. Making good choices means that everyone gets to have fun, enjoy their food and see their friends from other classes. If someone does not make good choices, they may have some thinking time on the playground. MSAs will keep a note of this and let the class teacher know, so that they can talk through the choices made and possibly agree further consequences. The school provides a quiet space within the building at lunchtimes for children who need calm or increased supervision.

7.3 Further consequences may be agreed if appropriate, relating directly to the need to educate the child in acceptable behaviours or to keep them or others safe. This might mean spending lunchtimes indoors, restricting movement around the school, or placing the child on a behaviour plan to address poor behaviour choices.

8. Communication and Parental Partnership

8.1 At St. Alban & St Stephen, we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher or an Assistant Headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

8.2 Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. In the most serious cases escalation to fixed term or permanent exclusion may be considered.

8.3 Fixed-term and Permanent Exclusions

The whole team works diligently to avoid exclusions from our school long before it occurs. Only the Headteacher has the power to exclude a child from school. The school has adopted the Hertfordshire policy on Exclusions, available on request via the school office. The Headteacher reserves the right to consider exclusions in cases of the most serious or repeated unacceptable behaviour.

9. What to do when things go wrong

9.1 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.

9.2 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 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.

9.3 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.

9.4 We expect high standards from our children, and our adults promise that they will:

- Treat every child fairly and with respect.
- Be a supportive and safe person for every child to talk to.
- Use the rewards and the consequences ladder honestly with every child.
- Model the same behaviour that they expect from the children.
- Discuss both positive and negative behaviour with children and their parents.

10 Social, Emotional and Behavioural Health (SEMH) Difficulties

At St Alban & St Stephen Catholic Primary School & Nursery, we accept and understand that there may be children for whom the school's Behaviour Policy **may need to be adapted**, and for whom a more individualised approach may be necessary. We aim to ensure that these children are supported through the STEPs approach, and if necessary, through the Restrictive Physical Intervention in School Policy (Appendix B).

Appendix A

St Alban & St Stephen Catholic Primary School & Nursery

STEPS Principles Agreement

All staff at St Alban & St Stephen Catholic Primary School & Nursery agree to follow the principles below in order to practice therapeutic behaviour management strategies.

- We avoid raising our voices or being critical of children or other adults.
- We consistently demonstrate the importance of kindness, fairness, respect and equity.
- We use agreed scripts and strategies to support the needs of specific children, following the lead of their class teacher.
- We follow agreed procedures and we record incidents as per the Behaviour Policy.
- We use the language of consequence, not punishment, and ensure that children understand why a consequence for a poor behaviour choice is necessary and how it is relevant to their choice.
- We put well-being at the core of everything we say and do in the school community.

We understand that the STEPS philosophy is the chosen approach of the school, supported by the Governing Body and Herts For Learning.

Name.....

Signed.....

Date.....

Appendix B

RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOL

SCHOOL POLICY

This policy is placed within the school's Behaviour Policy, it is be part of a graded response. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding and Equal Opportunities.

1. Introduction

At St Alban & St Stephen Catholic Primary School & Nursery we practice the principles of Hertfordshire Steps. We believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage behaviour, and to have an understanding of what difficult or dangerous behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2. Acceptable forms of physical intervention in St Alban & St Stephen Catholic Primary School & Nursery

Physical Intervention (PI) is the term used to describe contact between staff and children where no force is involved. There are occasions when it is entirely appropriate and proper for

staff to have contact or PI with children, however it is crucial that they only do so in ways appropriate to their professional role and the child's individual needs, and in accordance with the STEPS principles followed by the school. These are occasions when PI may be necessary:

- To comfort a distressed child by giving a supportive hug, or in the case of EYFS/KS1 children, holding on the lap until the child has recovered.
- To gently direct a child to move to another area, using the 'open mitt' hold.
- For curricular reasons (EG. Dance, gymnastics), supporting or guiding.
- First aid and medical treatment.
- To avert danger, using open mitts to guide, redirect or restrain.
- In rare cases, when Restrictive Physical Intervention is warranted (see section 3)

3. Definition of Restrictive Physical Intervention

Restrictive Physical Intervention is the term used to describe interventions where the use of 'reasonable force' is necessary to control a child's physically dangerous behaviour. It refers to any circumstance in which a teacher or another adult authorised by the Head teacher has a duty to use reasonable force to control or restrain a child in circumstances that meet the following legally defined criteria:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility).
- To prevent a child from injuring self or others.
- To prevent or stop a child from causing serious damage to property (including the child's own property). There is no legal definition of reasonable force. However, there are two relevant considerations:
- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary.
- In the best interest of the young person, we agree that 'reasonable force' should only be applied by senior leaders or members of staff with direct responsibility for the child's well-being (EG class teacher or Learning Support Assistant), unless in emergency situations where one of these individuals is not immediately available.

The principles of the STEPS approach should always be followed. This document takes into account DfE Guidance on Use of Reasonable Force July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> .