



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

Behaviour Policy

Approved by: Chair of Governors **Date:** September 2023

Last reviewed on: September 2023

Next review due by: September 2024

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

Our School values are mentioned every day, are constantly modelled and highlighted and are the 'golden thread' running through our curriculum and behaviour policy. Our values underpin every aspect of School life.

"In this activity, you will need to show unity by..."

"Well done for demonstrating friendship when you..."

1.2 Our Golden Rules

- We are gentle
- We are kind
- We listen
- We are honest
- We work hard
- We look after school property and the environment

Our Golden Rules are explicitly and consistently taught, modelled, practised and reinforced every day in the same way as the academic curriculum through PSHE lessons, assemblies, 'in-the-moment' interactions and planned interventions.

"When you are a good listener, you..."

'Learning and Growing with God by our side'

“My expectation is that you will show me that you are working hard by...”

“ Well done for following our School Golden Rule of being honest by...”

We are committed to providing a caring, friendly, respectful and safe learning environment for all of our pupils. Within the Catholic community of St Alban & St Stephen Primary School and Nursery, we aim to foster the spiritual and moral development of the children through the teachings of Jesus Christ, helping children to understand the true meaning of kindness and what it means to be loving and caring.

The school expects all members of the school community to behave in a way which shows respect to themselves, to others, and to the environment around them. Every member of our school community is expected to try their best follow our Golden Rules and to demonstrate our School Values at all times. We encourage every child to make the right choices to meet their full potential as they grow and learn. As part of our Catholic Social teaching about Rights and Responsibilities, we teach children that they have the right to learn, be happy and feel safe at school, but that this comes with a personal responsibility to make sure that all children have these same rights. If a child’s behaviour takes away another person’s right to learn, be happy or feel safe at school, action will be taken according to this behaviour policy.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy links to our Anti-Bullying, Child Protection, Equalities, Online Safety and Suspension and Permanent Exclusion policies and is part of our approach and commitment to promoting positive behaviour, dealing with inappropriate behaviour and improving the health and wellbeing of children. It also links to our Hertfordshire Steps Therapeutic Thinking approach to behaviour management.

Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, staff or parents are unacceptable and will not be tolerated at our school. We have used the Department for Education’s definition in their guidance; Preventing and Tackling Bullying” July 2013:

Bullying is “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

If an adult is made aware that someone is using bullying behaviour they will follow our Anti-Bullying Policy and act immediately. If a child is being bullied, or sees bullying they should tell an adult straight away.

1.3 The Board of Governors of the school has ultimate responsibility for behaviour. Day to day responsibility for behaviour rests with the Head teacher. Each teacher has the responsibility for the maintenance of good behaviour and good order within their classroom while all staff share 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 in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 Therapeutic Thinking Steps School

Therapeutic Thinking Steps is the preferred approach towards behaviour in Hertfordshire. Every member of staff completes appropriate training, delivered by our Steps tutor within school.

The Therapeutic Thinking Steps approach is based on the following principles:

- An emphasis on a consistent approach
- Teaching internal discipline rather than imposing external discipline
- A shared focus on inclusion of all children and young people within our school
- A shared set of values and beliefs
- Open and shared communication
- Using techniques to divert and de-escalate a situation before a crisis occurs and, where a crisis does occur, adopting techniques to reduce the risk of harm
- Shared risk management
- Shared reparation, reflection and restoration rather than punishment.

Underpinning the Therapeutic Thinking Steps approach is the belief that **most negative (anti-social) behaviour is caused by negative feelings which have usually been created by negative (anti-social) experiences. Our aim is to replace negative feelings with positive (pro-social) feelings created by positive (pro-social) experiences.**

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 SENDCo 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. Pupil peer mediators in Key Stage 2 may also guide children to find solutions in the case of minor friendship issues.
- 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 the incident 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

- Weekly assemblies celebrate children who have demonstrated the School Values.
- Termly whole-school celebrations of learning provide positive experiences; e.g. a visiting theatre / trips/ class celebrations / House Playtimes.
- Positions of responsibility for children.
- Assemblies will often have a positive behaviour focus linked to our school values..
- 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.
- Events such as Anti-Bullying Week, Wellbeing Week and Green Day raise the profile of mental health and wellbeing across the school

6. Unacceptable behaviours

6.1 Unacceptable behaviour

- 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
- using a mobile phone on any part of school property without express permission from a member of staff

6.2 Serious unacceptable behaviour

- vandalism or destruction of property
- throwing objects/furniture around classroom
- repeatedly refusing to co-operate
- leaving class, the building or school without permission
- theft
- fighting
- racist, sexist, homophobic or other discriminatory behaviour
- spitting at another person
- deliberately hurting another person e.g. pinching, biting, punching
- attacking another person
- making inappropriate gestures
- swearing
- verbally abusive to others
- sexual harassment
- any form of bullying (refer to the Anti-Bullying Policy)
- encouraging others to do any of the above
- making false allegations against adults

All incidents of serious unacceptable behaviour must be recorded on the school's recording system, CPOMS, by the adult who witnessed and dealt with the behaviour. If a senior member of staff is asked to speak to the child or deal with an incident, they should add this to the initial CPOMS record as an action.

7. Managing and Dealing with Negative Behaviour

7.1 De-escalating behaviour

Whenever possible, we anticipate and prevent the behaviour in advance. Our first step is always to ensure that every student can access the learning and is engaged.

If a student is not following the golden rules, the consequence steps will be followed for almost all children. If a child has a specific risk reduction plan, this will be followed instead.

At each step, the adult will attempt to de-escalate the situation and give the child the opportunity to make better choices.

If a student is demonstrating negative behaviour and this continues, the following strategies are used to de-escalate the situation as early as possible:

- 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.....

- Positive phrasing: “Stay seated in your chair.” “We walk in the corridor.”
- Limited choices: ‘We can talk here or in the library.’
- Disempowering the behaviour: “You can listen from there.”
- Reflect what the student has said back to them and repeat your expectation of appropriate behaviour.

7.2 Consequences

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 to a member of the Senior Leadership Team to discuss what has happened.

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

A time-limited reflection time may be necessary, whether on the playground with an adult, during time out or in the buddy class. The adult should explain why the consequence step is happening, how long it will last and what will happen next. The restorative debrief should follow.

If a child has reached Step 5 and been sent out to a buddy class, 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.

Step 5 or 6 should also result in a behaviour reflection sheet being completed by the child. This should be scanned and added to the CPOMS record of the incident.

Further educational or protective consequences may be agreed if appropriate.

Educational consequences relate directly to the need to educate the child in acceptable behaviours and involve learning, rehearsing or teaching so the freedom can be returned. Educational consequences might mean completing a piece of work at break time, checking that the child understands a story that they have missed before they go out for break time, rehearsing how to help another child when they are upset or helping an adult to repair the item broken.

Protective consequences involve the removal of a freedom in order to manage or prevent harm and keep the child or others safe. Protective consequences might mean spending break-time indoors, restricting movement around the school, not being allowed to play football at lunchtime or working in a different space. 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.

If a child reaches Step 6, parents will be telephoned or spoken to in person by the teacher or member of the leadership team as soon as reasonably possible.

If a child repeatedly reaches stages 4 or 5, the class teacher should speak to the parents/carers to

discuss their child's choices and plan for improvement. This may include placing the child on a behaviour plan to support them with improving their behaviour (see 7.5). Parents/ carers should always be made aware of dangerous behaviour or continuing difficult behaviour.

7.3 Reflect, Repair, Restore (Restorative Debrief)

Reaching steps 5 or 6 should always result in a restorative debrief with an adult when the child is calm. The process is also known as 'Reflect, Repair, Restore'. 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 child who is calm, relaxed and reflective.

Restorative questions to ask:

- What happened?
- Which of our rules should you have followed? Which of our values should you have shown?
- How is X feeling now? How are you feeling?
- What would you like to happen next?
- How can we make things better for the other person / you?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think others might need first?
- What will you do differently next time?

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
- Complete 'Wishes and Feelings' activities

7.4 Behaviour at Break and Lunchtime

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. Staff on duty at break and lunch times will let the class teacher know, so that they can talk through the choices made and possibly agree further consequences. All incidents of serious unacceptable behaviour must be recorded on the school's recording system, CPOMS, by the adult who witnessed and dealt with the behaviour.

7.5 Persistent Negative Behaviour

Where there are persistent concerns over a child's behaviour, class teachers must

- 1) Complete the Risk calculator document to assess whether the child is displaying difficult or dangerous behaviour.
- 2) Seek help and advice from the Phase Leader and / or SENDCo
- 3) Put strategies in place which provide the scaffolding and support needed to enable child to reach behaviour expectations. These will be personalised to the child, but may include:
 - Learning breaks after a certain amount of time
 - Activity box for timed breaks
 - Giving responsibility
 - Additional scaffold and support for academic work if needed
 - Regular low-level meetings with parents/carers.
 - Anticipating triggers
 - Talking through the timetable
 - Making expectations clear in advance
 - Seating plan
 - Targeted adult support
 - Social stories
 - Visual reminder cards for behaviour.

Any support needed and strategies implemented must be communicated to all adults working with the child:

- 4) If concerns around the child's behaviour continue, the class teacher must seek further support from the SENDCo and complete the Anxiety Analysis document and Predict & Prevent Mini-Plan
- 5) If more information is needed, complete the 'Roots and Fruits' and use the information to create a personalised Risk Reduction Plan. Parents should also be part of this process so that a consistent approach towards supporting the child can be established and maintained. External support may be necessary at this point to support the school.

All documents mentioned above must have been completed by the class teacher before external support can be sought.

7.6 Suspension and Permanent Exclusion

The whole team works diligently to avoid suspensions from our school long before they occur. In cases of persistent negative behaviour, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as contributory factors.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In cases of the most serious unacceptable behaviour or repeated unacceptable behaviour, escalation to a suspension or permanent exclusion may be considered. The Head teacher reserves the right to consider suspensions or, in the most serious cases, permanent exclusions. Please refer to our Policy for Suspension and Permanent Exclusion for more information.

Only the Head teacher has the power to suspend or permanently exclude a child from school.

8 Communication and Parental Partnership

8.1 At St. Alban & St Stephen Catholic Primary School and Nursery, 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, Assistant Headteacher or SENDCo 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.

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

8.2 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.

9 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 Therapeutic Thinking approach, and if necessary, through the Restrictive Physical Intervention in School Policy (Appendix B).

Appendix A

St Alban & St Stephen Catholic Primary School & Nursery

Therapeutic Thinking STEPS Principles Agreement

(annual digital signature from all staff required)

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 Therapeutic Thinking 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> .