



## Guardian Angels Catholic Primary School

# POSITIVE BEHAVIOUR POLICY

<b>Date Written</b>	September 2024
<b>Chair of Governors (Signature)</b>	Mary Higgins
<b>Head Teacher (Signature)</b>	Helen Milligan
<b>Date for review</b>	September 2025
<b>Links to Other Policies</b>	Safeguarding, Prevent, Anti Bullying, Equality Policy, E-safety
<b>Rights Respecting Links</b>	Article 42 – You have the right to know about your rights. Articles 1 and 2 All children have these rights protected, no matter who you are Article 29 Your right to an education that develops you to the best of your talents and abilities and learn to live peacefully, protect the environment and respect other people Articles 12 and 3 Your right to give your opinion and have adults take it seriously and your right to have adults consider what is best for you Articles 28 and 42 You have the right to a good quality education and to know about your rights Article 37 No one is allowed to punish you in a cruel or harmful way Article 23 You have the right to special education and care if you have additional needs Articles 42 and 9 You have the right to know about your rights and the right to live with a family who cares for you

***‘This is what God asks of you: only this, to act justly, to love and to walk humbly with God.’ Micah 6:8***

The Staff of Guardian Angels Catholic Primary School aim:

- to be a welcoming community where each member is valued and respected because we are unique in the sight of God.
  - to help everyone in our School Community to grow in the knowledge and understanding of our Catholic Faith and the person of Jesus Christ.
  - to encourage all in our school to reach their full potential within a happy, secure and stimulating Catholic environment.
  - to foster and maintain links with the home, parish and the wider community.
- Guardian Angels has two guiding principles:
    1. All individuals are valued for themselves in the sight of God and so staff and pupils treat each other with respect and courtesy at all times.
    2. All young people have God-given talents and must work hard to develop their potential and make use of their abilities.

We believe that the ethos of our school and the planning of the curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school.

Pupil behaviour is motivated to be 'Christ like' in their dealings with others following our positive behaviour policy. The school has 3 school rules only. These have been made as simple as possible to allow pupils to understand them.

In following these 3 keys to good behaviour, pupils further develop their understanding of what it means to try and follow the teachings and example of Jesus.

For example, the first key to good behaviour is 'Ready'. Children are expected to be ready to serve others, be ready to take responsibility for their own actions as well as being ready to learn.

The second key to good behaviour is 'Respectful'. Children are expected to be respectful to everyone in our school community and beyond.

The final key is 'Safe'.

### **OUR SCHOOL CHARTER**

**Ready** to learn

**Respectful** of everyone

**Safe** in our behaviour

#### **Staff are expected to:**

- Establish and maintain clear and consistent expectations and boundaries
- Model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children;
- Be visibly consistent in approaches – not walking by;
- Benefit from a calm and secure environment in which to teach effectively;

- Use Core Values and restorative language to support good behaviour for learning;
- Build positive relationships with the whole school community – discussing any issues with parents and carers in a timely manner;
- Consider the reasons why behaviours are being displayed

#### **Pupils are expected to:**

- Show respect to staff, each other and their learning environment
- Always do their best and make it easy for everyone else to learn

Reflect on their actions thinking 'What would Jesus do?'

- Take care of equipment, furniture and surroundings
- Always walk quietly and sensibly around school
- Always come to school on time and in the correct school uniform
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site.
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member.

#### **Parents are expected to:**

- Be fully informed about the school's Catholic ethos, Core Values and the Positive Behaviour policy;
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's Core Values;
- Be confident that their child is developing personally, socially, morally and academically;
- Keep the school informed of any significant events that may affect their child in school;
- Support the school in developing appropriate behaviour;
- Remain vigilant regarding the use of Social Media and Communication Technology.
- Contact the class teacher if they have concerns. If that concern remains, they should contact phase leader and then the Deputy, or Head teacher.

#### **CONSISTENCY IN PRACTICE**

**Consistent language; consistent response:** Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour - Ready, Respectful, Safe

**Consistent follow up:** Ensuring 'certainty' at the classroom, middle and senior management level. Not 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. Verbal praise, phone calls/texts home and postcards for above and beyond.

**Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

**Consistent, simple rules/agreements/expectations** referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.

**Consistent respect from adults:** Even in the face of disrespectful children!

**Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.

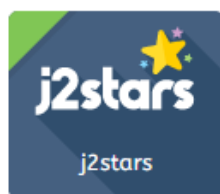
**Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.

**Consistent environment:** Display the quality of a good Catholic primary school, consistent visual messages and echoes of core values, positive images of children.

## **REWARDS AND SANCTIONS**

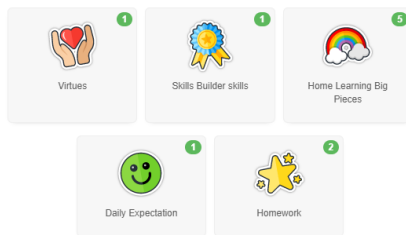
We believe that positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour. As our children progress through the school they should begin to acquire a set of Christian moral values, on which their own behaviour is based, such as honesty, sincerity, personal discipline, kindness, consideration and responsibility, to be tolerant to others, respecting their feelings, views and property.

- Verbal praise and positive comments and smiling at learners: praise and positive comments will be given readily, making specific comments on good behaviour using the 'values language'.
- Skills Builder and Virtue stickers to be awarded to the learner. When an adult sees a child with this sticker, congratulate them and ask why they received it.
- A Recognition Board will be in each classroom; learners will put their names on this board daily when they have demonstrated the Virtues or Shown a particular Skills Builder Skill. The aim will be for every learner to have their name on the board. Any learner whose name appears on the board at the end of the day receive a J2Star. Names cannot be removed once they have been added to the board.
- Each week the class teacher will identify positive attitudes to learning, and two chosen learners will receive a 'Star Pupil' certificate in our 'Gifts and Talents' celebration assembly.
- Each week the class teacher will identify a pupil who has displayed the Virtues of the half term, and they will receive a 'Virtues' certificate in our 'Gifts and Talents' celebration assembly.
- Learners who have done some great learning will be sent to another member of staff or the Headteacher for rewards and praise.
- J2Stars are earned for learners demonstrating the Virtues, Skills Builder Skills and making positive contributions to their learning.



J2stars will be used to reward children who, during the school day, display our school virtues, Skills Builder skills and for promoting the UNICEF rights. At the end of each half term, the five children in each class with the most

stars will receive a prize. Stars will be reset at the beginning of each half term. **Children will only be awarded stars by staff in their class.**



Teachers will also continue to consider the following when awarding stars to children:

- Turn up to school and be on time
- Be wearing the full school uniform smartly throughout the day
- Complete any homework requested and hand it in on time
- Demonstrate excellent behaviour throughout the entire day including playtime and lunchtime
- Have their planner signed by an adult at home every day
- Remember to have the correct PE kit for any PE lessons

House points will be used to reward general good behaviour, in the classroom and around school. These can be given verbally or through written feedback by any member of staff. House points will be counted weekly and announced in Friday's assembly. The weekly results will be totalled and at the end of the year, one house will be crowned winners. **Children can be given house points by any member of staff in school.**

***“Love one another as I have loved you.” John 16***

### **OUR SCHOOL RULES: READY, RESPECTFUL, SAFE**

#### **Ready**

- We arrive at school on time, every time.
- We get to lessons on time.
- We wear our uniform with pride and have the right clothes for PE and playing outdoors.
- We make sure we have the right equipment for all lessons.
- We take part fully in lessons and show resilience.

#### **Respectful**

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment and never drop litter.

- We queue sensibly in the dining area and always tidy up.

### Safe

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside school.

### **RESPONSE TO INAPPROPRIATE BEHAVIOUR**

On occasions, where a learner finds it difficult to follow our Core Values and positive attitudes and behaviour expectations, adults will:

- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and be non-judgemental;
- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups;
- provide learners with the opportunity to make amends – repair and restore.

Where necessary, individual learners may need to have personalised behaviour plan, which would be set up in conjunction with the class teacher, phase leader or other Senior Leader. This will be communicated to parents in the form of a face-to-face meeting.

**Remember - It is the behaviour which is unacceptable – not the child. Consider the deed not the perceived reputation of the child.**

	<b>Steps</b>	<b>Actions</b>
<b>1</b>	<b>Reminder</b>	Minimal acknowledgement of behaviour, eye contact, facial expression, reminder of the Core Values delivered privately, wherever possible. Repeat reminders, if reasonable adjustments are necessary. (Take the initiative to keep things at this stage if needed.)
<b>2</b>	<b>Warning</b>	A verbal caution delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue – Reflection on what would Jesus do?
<b>3</b>	<b>Last Chance</b>	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, and refer to previous examples of good behaviour. Use the 30 second intervention comments:  <i>I noticed that you are...(having trouble getting started/struggling to get going/struggling with playing kindly).</i> <i>The expected behaviour you have not shown is...(be kind and loving/be the best you can be/be respectful to everyone and everything).</i> <i>You have chosen to (move to another seat/catch up with your work later).</i> <i>Do you remember last week when you...(got that positive note/did that fantastic learning).</i> <i>That is the behaviour I need to see today...You need to...</i>

		<i>I expect...(to see your table tidy in 2 minutes)I know you will... Thank you for...(give them take up time)</i>
4	<b>Calm Time</b>	Calm Time will be a short time in a buddy class, in a thinking space or at the side of the playground. It is a few minutes for the learner to calm down, breathe, look at the situation from a different perspective and compose themselves – it should be short.
5	<b>Repair</b>	<p>This might be a quick chat at break time in the classroom/playground (walk and talk) or a more formal meeting – using restorative language (from restorative 5).</p> <p><b>What happened?</b>  <b>What were you thinking and feeling? Which Core Value were you not showing?</b>  <b>Who has been affected – how did it make them feel?How can you make it right?</b>  <b>How can you make sure this doesn't happen again?</b></p> <p>Depending on the behaviour displayed and whether the behaviour is repeated, this step may involve SLT – for time out they should be sent to a SLT member (not sitting on the 'tutting chair'!) The repair may involve 'Community Pay Back', or an imposition (rather than exclusion).</p>

The member of staff who has dealt with the situation records incidents of poor behaviour on MyConcern. This enables staff to monitor behaviour closely and address patterns that may arise. These will be monitored regularly in Pastoral Meetings.

Each incident will be recorded on MyConcern using the following 6 questions:

What happened?

What were you thinking and feeling?

Which Core Value were you not showing?

Who has been affected – how did it make them feel?

How can you make it right?

How can you make sure this doesn't happen again?

**\*Remember each child has a clean state after each lesson /day /week / 1/2 term**

### **COMMUNITY PAY BACK**

These are additional responsibilities that will be carried out in the learner's own time, e.g. break or lunchtime – assisting an adult with a club, tidying an area, helping in the lunch hall, sharpening pencils, putting the playground toys away or litter picking. The staff member will remind the learner of the reasons why they are carrying this out, before and after the Community Pay Back. This will be communicated to parents by the adult issuing the sanction, by letter and will be followed up with a review meeting, where undertakings will be discussed, reparation made and clean sheets created. A mentor may be allocated to support the learner; this could be any member of staff with whom they can build a positive relationship.

## **IMPOSITION**

If a child needs to catch up on learning missed - this is sent home with a short note attached and must be completed that evening and signed by the parents/carers. The parents/carers can see that there are expectations that are not being met, and the learner can see that there are consequences for not completing work.

The aforementioned rewards, behaviour expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied:

## **EXCLUSIONS:**

### **Internal Exclusion**

An internal exclusion at Guardian Angels means that a child will complete their set work outside of the classroom that they usually work within. This could be the SLT office or another appropriate area. Only the Head Teacher and the Deputy Head Teacher can internally exclude. The parents/carers would be informed by a member of SLT sending a letter home. The incident would be logged on the learner's electronic file (MyConcern).

### **Fixed Term Exclusion**

- If an incident is deemed serious enough to involve fixed term exclusion, the Head Teacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Head Teacher or Deputy on the day that the child returns to school to ensure such events don't reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter. Guardian Angels School follows guidelines set out in the Department for Education's document (2012) 'Exclusion from Maintained Schools

## **HOW A SITUATION IS DEALT WITH**

If a dispute happens, we will deal with this with:

**Care:** it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing 'learner voice' is fundamental.

**Consistency:** all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by the school policy.

### **Focus on repairing harm, rather than punishment**

Using restorative questioning/debrief:

- What happened?
- What were you feeling/thinking at the time?
- What do you think/feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and others?



- Which Core Value/Behaviour Expectation has not been followed?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**These questions are always neutral and non-judgemental; they are about a child's behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.**

### **Child on Child Abuse**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome using MyConcern.

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

### **Nurture / Well-Being Groups**

In our school team we have staff who support children who have difficulty in controlling their emotions. The children who are the intended focus are those who need support for a range of emotions. Anyone involved with a child may highlight concerns for a child's emotional development.

It is usual and expected that prior to the identified need for referral for a child's behaviour, the class teacher will have been keeping the child's parents informed about the child's behaviour.

Prior to the referral of a child for behaviour management, the class teacher must speak to parents and ensure they agree to their child taking part in the nurture group.

The children meet in small groups, with peers of a similar age. Activities are designed to allow each child to share their feelings and to learn how to manage their emotions. The aim is that the children will be able to recognise the early signs of emotions such as anger and through greater understanding, that they may be more able to then employ strategies to manage him or herself to be calm. Children in these groups will also always have named staff as mentors that they can access easily, who will talk to them daily and they feel they can approach if they wish for support.

## **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and provide, equal opportunities for all our pupils. We aim to take into account cultural background, gender, special needs, and gifted and talented children, both in our teaching attitudes and in the sanctions we use with our pupils.

## **CONFISCATION OF INAPPROPRIATE ITEMS**

What the law allows:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property, as a punishment, and protects them from liability for damage to (or loss of) any confiscated items.
2. Power to search without consent for 'prohibited items' including:
  - Knives
  - Alcohol
  - Stolen items
  - Any article that has been or is likely to be used to commit an offence, cause injury or damage of property.

**Classroom Intervention – Low Level**

Class teacher/TA carries out appropriate sanctions

**Year Group Partner Intervention**

EYFS, Y1 – Y2

Y3 – Y4

Y5 – Y6

This should not be to address behaviour it should be a up to a maximum of 10 minute time out so the child can calm down.

**Phase Leader Intervention**

Charlotte Hickey– EYFS, Year 1, Year 2 and Year 3

Chris Johnson – Year 4, Year 5 and Year 6

Stage 1 BEHAVIOUR PLAN- class teacher leads (parent meeting to take place)

**Mentor Intervention**

Seek support from SENDCO and/or Pastoral Manager who will liaise with appropriate agency e.g. Malachi, nurture/playtime support, Morning targets, etc. A (Class teacher and Phase Leader to liaise with parents)

Stage 2 BEHAVIOUR PLAN -Phase leader & class teacher SENDCO if appropriate (SLT to be informed by phase leader)

**THIS IS STILL CLASS TEACHER RESPONSIBILITY TO ESTABLISH WHAT HAS HAPPENED IN INCIDENTS**

**SLT Intervention and External Agencies**

Stage 3 BEHAVIOUR PLAN- pupils at risk of exclusion

All above and SLT

Circumstances where child may be excluded from school/breakfast club/lessons etc.

Category and Typical Behaviour		Typical sanction	Person responsible
1	(First offence) - Inappropriate language - Aggressive behaviour - Low level but persistent classroom disruption	- Social Action and Community Pay Back - Complete behaviour reflection proforma - Speak to parents upon collection or phone call - Behaviour incident to be recorded on MyConcern  One Off Situations	-  CLASS TEACHER
2	Repeat	- Missing a play time - Write a letter of apology/rules for activity - Complete behaviour reflection proforma - Speak to parents upon collection or phone call Behaviour incident to be recorded on MyConcern  3x or more each ½ term	PHASE LEADER
3	Continued problematic behaviour Risk of Exclusion	- As above 1. Meeting with phase leader and class teacher to be held with parents 2. Internal half day exclusion 3. Internal full day exclusion 4. External Exclusion  -Behaviour incident to be recorded on MyConcern	PHASE LEADER SLT

## GENERAL PROCEDURES

### Lining up

- Hand bell is rung
- Children stop then move immediately to their designated lining up spots, in register order.
- Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

### Moving around the school

- No groups should move around the school unaccompanied by a teacher.
- All children should enter and leave all rooms in an orderly fashion.
- Teachers will supervise cloakrooms at the changeover of lessons.
- Everyone should walk at all times and keep to the left.
- Courtesy should be shown at all times.
- All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

### In the Classroom

- Teachers should discuss the school rules and how this applies to their classroom contract. The school rules are:

We are ready.

We are respectful.

We are safe.

### Routines should be in place for

- Positively entering and leaving the classroom.
- Getting out and clearing away materials.
- Accessing the cloakroom.
- Getting the attention of the class.
- Wet play.

### **During Lunchtimes**

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know children's names.
- If a child **tells**, listen to them.
- Do not threaten disciplinary action straightaway.
- Hear both/all sides before taking action.
- Ensure that all children have a chance to speak and put their point of view.
- Decide on the course of action, using the *right choices* behaviour system and language

### **In the Hall**

- Children line up and enter and leave in silence, with hands joined, accompanied by their teacher.
- Uniform should be checked before going into the hall.
- 'Assembly order' lines are good practice and ensure that children who are likely to chat are not sitting together.
- During assembly, children should sit in silence unless asked to participate.
- If all teachers are not present, they should return before the end of the assembly and provide a reason for non-attendance.

### **On educational visits**

- Children should wear school uniform in so far as it is appropriate.
- Lining up should be in register order.
- Routines used in the classroom should be used when on trips or visits.

## COMMUNITY PAY BACK

DATE

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** was struggling to follow the Core Values today because \_\_\_\_\_ and, as a result, completed some Community Pay Back. The Community Pay Back task they chose was ...

I would be grateful if you could talk to **CHILD'S NAME** to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact **CHILD'S NAME** class-teacher, who would be happy to help you.

Yours sincerely

**IMPOSITION**

DATE

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** has not completed their learning today in the time given. Please find attached your child's unfinished learning.

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them. Please can they complete this at home and return to school tomorrow, signed by yourself so that they are at the same stage as the rest of their peers.

If you would like to discuss the matter further, please contact me.Yours

sincerely

My child .....has completed their outstanding learning.

Date .....



## INTERNAL EXCLUSION

DATE

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** had an internal exclusion this **morning/afternoon** for **REASON**

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact **CHILD'S NAME** class teacher, who would be happy to help you.

Yours sincerely