

LONDON BOROUGH OF HAVERING



ST. URSULA'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

"With God at the heart of our St Ursula's family, we welcome all as we learn and grow together"

Autumn 2024

1. Purpose

Behaviour is the way we act and respond to people and to situations we find ourselves in. Our Behaviour Policy at St Ursula's is not a discipline policy. It contains the sanctions and rewards that we will use to encourage positive behaviour, but it is much more than that. It is about taking the children from where they are now, and helping them to find socially acceptable ways to behave through the vehicles of our faith and our core values. Proverbs 3:5-6 says *"Trust in the LORD with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."* As our mission statement notes, we keep God at the heart of our school community and use this to guide both staff and pupils in the choices that they make.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Leadership and Management - Roles and responsibilities

2.1 The governing board - <https://stursulascatholicprimary.co.uk/staff/our-governors>

St Ursula's governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 5)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

2.2 The Headteacher- Mr K Ashburn

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Body
- Giving due consideration to the school's statement of behaviour principles (Appendix 5)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

2.3 Teachers and staff - <https://stursulascatholicprimary.co.uk/staff>

- Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

2.4 Parents and carers

- Parents and carers, where possible, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

2.5 Pupils

Pupils will be made aware of the following when at St Ursula's:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines (5 Star Code of Conduct)
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

2.6 Role of all adults in the school

We have high expectations of children that can only be achieved if our expectations of adults are equally high. All adults model good behaviour for the children and help them to **learn** how to build positive relationships and deal with conflict. Where children find themselves in conflict or disagreement we use the **Restorative Justice** approach. By using the restorative approach we teach children the following skills:

- Non-violent communication.
- Development of empathy and rapport.
- Understanding and managing anger.
- Developing self-esteem and valuing others.
- Assertiveness.
- Tolerance and understanding of difference.

By using the restorative approach we increase a general commitment to listen to one another.

Examples of restorative justice questions used by adults to children:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

This process allows children time to sort things out and establish an agreement, where needed. We are providing the children with tools to resolve future conflict calmly.

3. School Rules and Responding to Behaviour

3.1 St Ursula's Values

The core values of our school focus on high expectations for all learners, developing skills for life, encouraging good self-esteem and developing a set of core moral values based upon the teachings of Jesus Christ. Galatians 5:22-23 notes that "*the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.*" These values are core to every part of our lives and are deeply founded in the aspects of Catholic Social Teaching which is at the center of our belief as Catholics. These values are reflected in the way that we treat each other, the way that we look for every day opportunities to help those in need and in the example that we demonstrate to all those we meet.

St Ursula's School Values:

- Faith – *Solidarity & Common Good*
- Respect – *Stewardship*
- Kindness – *Dignity & Peace*
- Honesty – *Rights and Responsibilities*
- Resilience – *Dignity of workers*

The school's 5 Values are part of a 5 Star Code of Conduct (School Rules) that all pupils follow:

3.2 5 Star Code of Conduct

- To have faith and let God be our guide -
Matthew 17:20 - He replied, "Because you have so little faith. Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. "
- To respect our school and our planet
1 Peter 4:10 - Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms
- To show kindness to everyone through our actions
Ephesians 4:32 - Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.
- To be loyal, honest and understanding of others
Luke 6:31 - Do to others as you would have them do to you.
- To keep trying our best - Never give up!
Colossians 3:17 - And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.

3.3 Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- House Points & Stickers
- Communicating with parents during parents evenings, and end of term reports
- Certificates awarded during Friday Achievement Assemblies

3.4 Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

At St Ursula's we will not accept any behaviour that causes hurt or distress to another person. We will not accept non-engagement in learning, disrespectful behaviour to children or adults, or damage to school property or grounds.

If children demonstrate these behaviours, it is the role of all staff to consistently implement the following sanctions:

- An initial reminder and verbal warning is given.
- A 2nd warning is issued and leads to the loss of part or all of break time, and a chance given to rectify behavior.
- A 3rd warning leads to the loss of part or all of lunchtime or similar consequence.

If the child fails to respond to these clear sanctions in a positive way or the behaviour is deemed to have precluded these initial steps then the following sanctions are applied:

- Yellow Behaviour Card is issued and a meeting between the class teacher and parent is organised in person or by phone.
- If behaviour continues to be an issue a Red Behaviour Card is issued and a formal meeting with the Head teacher, class teacher and parent is convened.
- In extreme cases of poor behaviour it may be appropriate for the child to have an immediate internal exclusion.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

Exclusion can have the potential to have a significant impact on a student's life chances and choices and therefore the School will ensure that the decision to exclude will only be made after all the relevant factors have been taken into account.

External exclusion may be considered:

- Following a single significant incident.
- Following a series of lesser incidents, whether related or not, which demonstrate a pattern of behaviour contrary to the standards and expectations of the school.
- Where allowing the student to remain at the school would seriously harm the education or welfare of others within the school.

3.5 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This includes measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

4. Prohibited items, Confiscation and Searching

4.1 Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

4.2 Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

4.3 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the list above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots

4.4 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

4.5 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

4.6 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

4.7 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

4.8 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C.](#)

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

4.9 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as

the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

4.10 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

4.11 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

5. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The following will be used to anticipate and remove triggers of misbehaviour below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff on emotion training
- Use of separation spaces (Calm rooms & Sensory Room) where pupils can regulate their emotions during a moment of sensory overload
- Emotion regulation activities and resources

5.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

5.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

5.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

5.4 Behaviour Support Plan

As a school we are aware that some children have specific behavioural difficulties. In such cases individually tailored Behaviour Plans are more appropriate and may deviate from the guidance given above.

A Behaviour Support Plan (BSP) (Appendix 3) will be written by the class teacher, parent and Inclusion Manager. It will be shared with all staff to ensure that consistency of approach is maintained for the child. Each BSP will be reviewed half termly or after any subsequent event.

6. Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

- Exclusions policy
- Positive Handling Policy
- Child protection and safeguarding policy

7. Legislation, statutory requirements and statutory guidance

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

➤ [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

➤ [Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

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:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Maintained schools add:

- DfE guidance explaining that maintained schools must publish their behaviour policy online

Academies, including free schools, and independent schools insert:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; 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

Academies, including free schools, add:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Academies, including free schools, check and add:

This policy complies with our funding agreement and articles of association.


Signed: _____

Head teacher

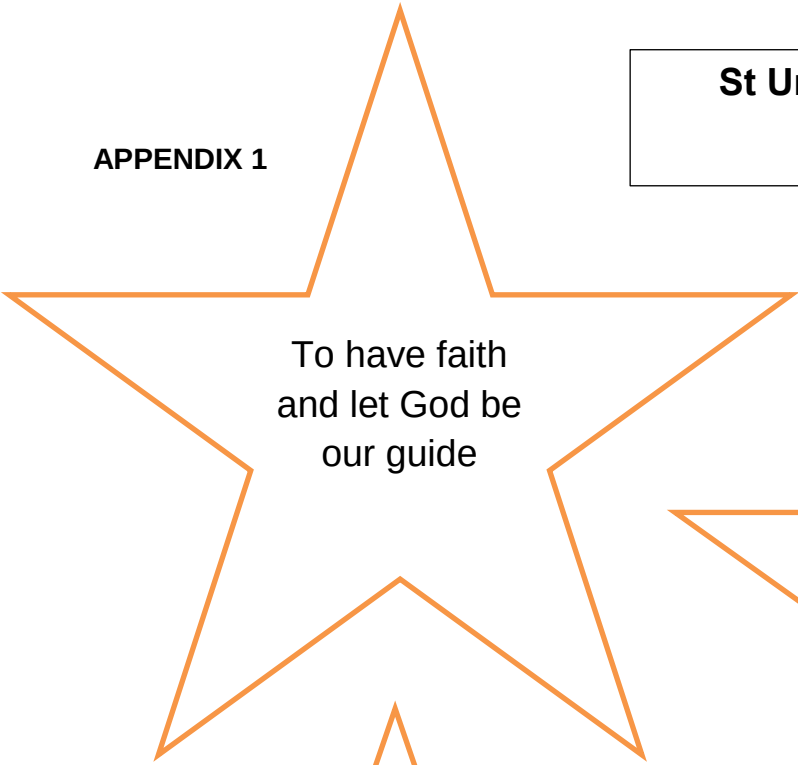

Signed: _____

Governing Body

11th December 2024

APPENDIX 1

**St Ursula's Catholic Primary School
5 Star Conduct Code**



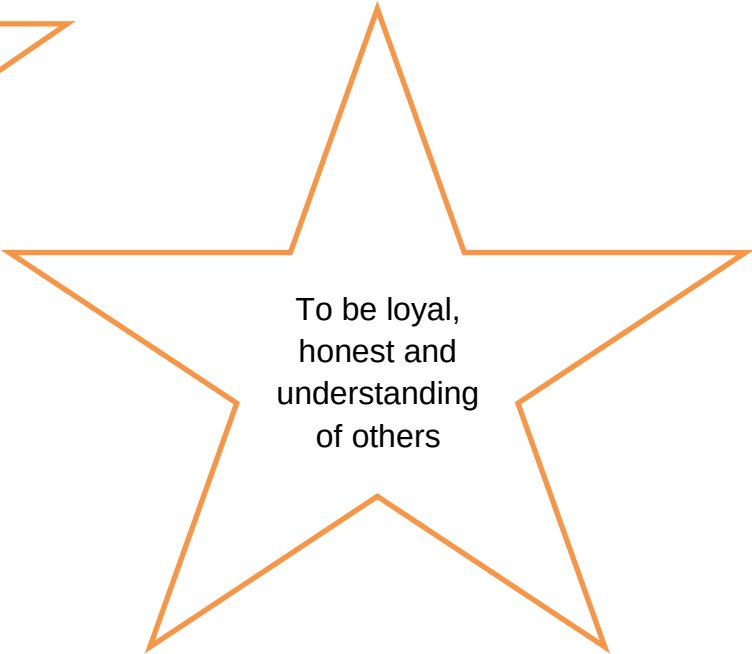
To have faith
and let God be
our guide



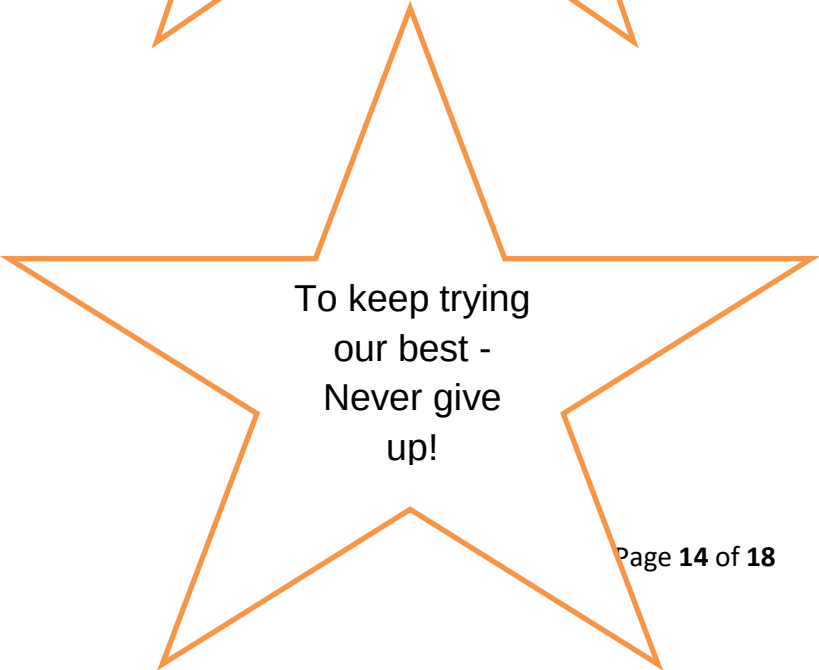
To respect our
school and our
planet



To show
kindness to
everyone
through our



To be loyal,
honest and
understanding
of others



To keep trying
our best -
Never give
up!

APPENDIX 2 – Incentives and Sanctions

Incentives	Sanctions
<u>Praise</u> Children will be praised for showing effort and engagement in their own learning and behaviour by all staff. Staff role model positive behaviours.	<u>Reminder and verbal warning</u> Using a calm voice tell the child that they have a “pre-warning”, only one pre-warning is given and the name of the child is written on the white board in the classroom.
<u>House points</u> House points are for the individual child and handed out as 1, 2 or 3. They are recorded on a class list that is displayed in the classroom. They are linked to gaining privilege time.	<u>2nd and 3rd warnings</u> Record behaviour on Sims tracking. The child should be supervised by the class teacher in class in losing breaktime.
<u>Stickers and notes home</u> At the teacher’s discretion, but regular, for showing behaviour that we expect to see at St Ursula’s. Notes home may say “was an active learner” “was kind and encouraging” etc...	<u>Yellow Card involving parents and teacher</u> By telephone or in person inform parents that you are monitoring the child’s behaviour by using a yellow card. The card must have no more than 3 targets and they should be in child friendly language. Complete SIMS tracking to show that the child is on a yellow card.
<u>Certificate at Achievement Assembly</u> The teacher will reward up to three children per class for consistently showing effort towards their learning or behaviour that we expect to see at St Ursula’s. The child will know why they have received the certificate and be able to explain this at the assembly.	<u>Red Card, involving parents, teacher and Head teacher informed</u> Parents are invited in to meet with the teacher and headteacher and it is explained to them why the child has been placed on a red card – reference to previous child issue forms may be relevant. The parents must sign the red card every day, telephone calls may be necessary if this is not completed. Class teacher must inform the Head teacher of the issue of a red card and the child will be asked to bring the red card to the Head teacher every day.
<u>Head Teacher Certificate</u> A child that has consistently demonstrated our 5 Star Conduct Code, who has made exceptional effort or progress will be sent to the Head Teacher for praise and a certificate.	<u>Internal Exclusion</u> A formal meeting will be held with the parents, class teacher and Head teacher to explain why the internal exclusion has been issued and what it entails. On the day of the internal exclusion the parent will bring the child to the school office. The child will spend the day in the Head teacher’s office. The class teacher will prepare a work pack for the day and check at break and lunchtime if more is required.

APPENDIX 3 - Behaviour Support Plan (BSP)

Name of Child:	
Date of Birth:	NC Year:
Teacher:	
Date of Plan:	

Target Behaviours:
1.
2.
Positive Intervention Strategies (Distractions):
1.
2.
Positive Reinforcements:
1.
2.
Consequences:
1.
Positive Handling Strategies (if required):
Give your red card to a member of staff that has received positive handling training to come in to class to restrain if necessary.
Other info:
Behaviour Support Plan Review Date and Outcome:
Signed by Parent:

APPENDIX 4

Strategies to support children and colleagues in cases of conflict

We will use de-escalation techniques to calm down those involved so that they are able to participate in the restorative approach:

- Look and name 5 things you can see, reducing to 4, 3, 2, 1
- Listen and name 5 things you can hear, reducing to 4,3,2,1
- Visualisation – repeat an agreed word/name to self
- Allow time and space for quiet reflection
- Breathing – inhale through nose, exhale through mouth

If a colleague sees that another colleague is becoming more emotional when dealing with the situation then they should use the code word, “There is a phone call for you in the staffroom”, this will enable the colleague to withdraw and calm themselves.

St Ursula's written Statement of Behaviour principles

The Governors at St Ursula's Catholic Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

The purpose of this statement is to provide guidance to the Headteacher in creating the St Ursula's Catholic Primary School policies (Behaviour Policy ,Anti-Bullying Policy, Positive Handling Policy and Exclusion Policy) so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters.

- St Ursula's is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

We are a UNICEF Rights Respecting School. These principles relate to Articles 3,4,5,6,12,13,14,15,16, 18,19,23,28,29,30,31,39