

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 2020**

***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.

We want St Ursula's to be a safe and enjoyable environment for every pupil.

Pupils will learn how to make and keep friends and learn how to behave in different situations.

The ultimate aim of our behaviour policy is to enable pupils to be self-assured young people. To achieve this we have a 5 Star Code of Conduct for EYFS / KS1 and 2 (**Appendix 1a**) that all pupils follow:

**5 Star Code of Conduct for EYFS/ KS1 & 2**

- To have faith and let God be our guide
- To respect our school and our planet
- To show kindness to everyone through our actions
- To be loyal, honest and understanding of others
- To keep trying our best - Never give up!

**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.

### What behaviours do we challenge at St Ursula's?

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 3<sup>rd</sup> warning leads to the loss of part or all of lunchtime or similar consequence and a record is kept on the SIMS network.

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.

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.

A simple chart showing all incentives and sanctions is found as **Appendix 2**.

### Covid-19 Addendum

At St Ursula's Catholic Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures will be used:

- Conversation(s) with pupil(s) which will include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

### **Children with Specific Behavioural Difficulties**

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.

Some children may become anxious and confrontational at times when they cannot control their behaviours, staff receive annual reminder training on strategies that can help avert conflict, please see **Appendix 4**.

Our school has an obligation to keep children safe. If the need arises trained staff will use positive handling Team-Teach strategies in order to prevent violence and reduce the risk of injury to staff and children. We have a specific policy for this; please see our Positive Handling Policy.

### **STOP – Prevention of bullying**

Prevention of bullying is high on our school agenda. Within school we ensure we have a half-termly focus on positive relationships, assemblies and regular theatre groups. We maintain close links with our community police officer who frequently comes in to speak to our children.

We have ensured we have de-cluttered the school, to create open spaces free from areas of potential bullying.

We have a high staff to pupil ratio during break and lunch time periods. We ensure children can identify 5 people they can speak to in the event they feel they are being bullied. In addition to this all our staff are highly trained to deal with incidents that may occur and know who to speak to regarding these incidents.

### **Confiscation of inappropriate items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

**Powers to Search without consent for prohibited items includes:**

- Knives and weapons
- Alcohol
- Contraband
- Legal/ Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or emotional harm, or damage to property.
- Any item banned by the school individual school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and images of child abuse, will always be handed over to the police.

Under the discretion of the Head teacher confiscated items may be passed to the police or returned to parents. However, it is for the teacher to decide if and when to return a confiscated item. Any confiscation must be agreed with the head teacher.

**Parental Responsibility**

It is important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil.

Other policies that should be referred to are:

- Positive Relationships (Anti Bullying)
- SEN Policy
- Equality Policy
- Positive Handling

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

APPENDIX 1a

To have faith  
and let God be  
our guide

To respect our  
school and our  
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To show kindness to  
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## APPENDIX 2 – Incentives and Sanctions

Incentives	Sanctions
<p><u>Praise</u></p> <p>Children will be praised for showing effort and engagement in their own learning and behaviour by all staff. Staff role model positive behaviours.</p>	<p><u>Reminder and verbal warning</u></p> <p>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.</p>
<p><u>House points</u></p> <p>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.</p>	<p><u>2<sup>nd</sup> and 3<sup>rd</sup> warnings</u></p> <p>Record behaviour on Sims tracking. The child should be supervised by the class teacher in class in losing breaktime.</p>
<p><u>Stickers and notes home</u></p> <p>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...</p>	<p><u>Yellow Card involving parents and teacher</u></p> <p>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.</p>
<p><u>Certificate at Achievement Assembly</u></p> <p>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.</p> <p>The child will know why they have received the certificate and be able to explain this at the assembly.</p>	<p><u>Red Card, involving parents, teacher and Head teacher informed</u></p> <p>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.</p>
<p><u>Head Teacher Certificate</u></p> <p>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.</p>	<p><u>Internal Exclusion</u></p> <p>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.</p> <p>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.</p>

**APPENDIX 3**

**Behaviour Support Plan (BSP)**

<b>Name of Child:</b>
<b>Date of Birth:</b> <b>NC Year:</b>
<b>Teacher:</b>
<b>Date of Plan:</b>

<b>Target Behaviours:</b>
1.
2.

<b>Positive Intervention Strategies (Distractions):</b>
1.
2.

<b>Positive Reinforcements:</b>
1.
2.

<b>Consequences:</b>
1.

<b>Positive Handling Strategies ( if required):</b>
Give your red card to a member of staff that has received positive handling training to come in to class to restrain if necessary.

<b>Other info:</b>

<b>Behaviour Support Plan Review Date and Outcome:</b>
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.

#### **Signed:**

Headteacher: \_\_\_\_\_

Governor: \_\_\_\_\_

Date: \_\_\_\_\_

Date for review: \_\_\_\_\_