

The Federation of Our Lady Queen of Martyrs, Esh Winning, & St Joseph's, Ushaw Moor, Catholic Schools



*“Living, loving and learning together,
with our eyes focused on Jesus.”*

Positive Behaviours Policy March 2023

*Rooted in a firm understanding in the love of God, our aim is that each child who leaves
our schools will be a caring, confident and accomplished member of the community;
with a desire to continue to flourish.*

‘The convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.’

Article 2 of the United Nations Convention on the Rights of the Child

‘The best interests of the child must be a top priority in all things that affect them.’

Article 3 of the United Nations Convention on the Rights of the Child

Rationale

The Federation of Our Lady Queen of Martyrs Catholic Primary School Esh Winning and St Joseph's Catholic Primary School Ushaw Moor believes that the Catholic ethos of our schools is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement.

All parents and staff must help the children through the gradual process of growing in self-discipline, in an environment, where authority, fairness and love prevail.

Parents are the first educators of their children and it is expected that they will play a full role in the positive behaviour and discipline of their children.

The quality of relationships throughout the school is of utmost importance to:

- Enable teachers to teach and pupils to learn
- Raise self-esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Encourage self-discipline and responsibility towards people and property
- Develop understanding of, and a tolerance towards all races, religions and cultures.

Aims of the Behaviour and Discipline Policy

- To value each other and develop mutual respect
- To fulfil all legal requirements
- To provide an orderly, fair, consistent and safe environment
- To provide an environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To develop a whole school approach to behaviour
- To apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected
- To build a community where all feel valued, safe and secure

The schools recognise that pupils need:

- Regular attendance
- Access to a safe, stimulating environment
- To feel valued
- To be offered an appropriate, well-balanced curriculum with realistic expectations
- To have exemplary role models
- To develop an understanding of right and wrong and be able to make choices which are for the good of the community.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school

The schools recognise that parents need:

- To support the school policy
- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

The parents' responsibilities are:

- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the schools in the implementation of this policy.

The schools recognise that staff need:

- To be able to teach without disruption
- To be supported by a clear and consistent implementation of the behaviour policy
- To work in partnership with parents
- To be supported by school staff, governors and other agencies
- To be valued, consulted and informed

The schools will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- Religious education curriculum
- PSHE /RSE curriculum
- Celebrating achievement
- Links with community
- Pupil voice/School Council.

Our 5 BE-behaviours

“Living, loving and learning together with our eyes focused on Jesus.”

Be kind and caring

Be polite - use gentle words. Make the situation better -not bigger.

Do to others what you would have them do (and say) to you. (Luke 6:31)

Article 24 - I have the right to be healthy and be fulfilled physically and mentally.

Be safe

Think before you act - keep your hands and feet to yourself - only go where you have permission to go - use walking feet indoors.

I keep my eyes always on the Lord. With him at my right hand, I will not be shaken. (Psalm 16:8)

Article 36 - I have the right to be kept safe from things that could harm my development.

Be responsible

Where should I be going and what should I be doing? Do the right thing even when no one is looking.

Whoever knows the right thing to do but doesn't do it, is doing wrong. (James 4:17)

Article 24 - I have the right to be healthy and be fulfilled physically and mentally.

Be respectful

Raise your hand to speak – use a quiet voice in the classroom - only touch what you have permission to touch.

Outdo one another in showing honour. (Romans 12:10)

Article 24 - I have the right to be healthy and be fulfilled physically and mentally.

Be your best

Come prepared - work hard - don't give up.

Whatever you do, in word or deed, do everything in the name of the Lord Jesus. (Philippians 4:13)

Article 28 - I have the right to an education.

Encouraging and Recognising Positive Behaviour and Relationships

Notice the unnoticed

Adults in school will provide verbal praise to identify and recognise children who are following our 5 BE-behaviours.

The adults will aim to 'notice the unnoticed' praising the child demonstrating the behaviour while providing a role-model of the behaviour to others.

Positive Role Models

As a part of 'noticing the unnoticed' the sharing of good examples of behaviour, attitudes, work etc. with other children and staff is strongly encouraged. Children are always welcome to visit other adults in school to share positive incidents.

House Points

The children from Reception to Year 6 belong to one of four houses: Carmel, Garabandal, Lourdes and Walsingham at Our Lady Queen of Martyrs, and Gabriel ,Hosts, Michael and Raphael at St Joseph's. Children following school rules and demonstrating positive behaviours will be given house points. These house points will be collated in each individual classroom on the House Point chart. House Point. Winners are celebrated in Celebration Assembly on Friday. Each half term the House that gains the most points has a special celebration with the Head Teacher.

Text Home

A text home may be sent at any point to highlight good Be-behaviour to parents. This also provides a positive link with parents and a conversation starter for parents to their child. Teachers should aim to send a text at least once a week which details the Be-behaviour demonstrated and how the child did so. This may be emailed to the office for sending or communicated verbally to the office. A record of texts, detailing who received it and for which Be-behaviour, will be kept by each class teacher.

Certificates

Weekly certificates will be given out to children in Celebration Assembly. These certificates are awarded to children who have followed the 5 Be-behaviours and have demonstrated excellence in one or more of them. Teachers should nominate children based on a demonstration of positive school rule following that occurred during the week. A record of certificates, detailing who received it and for which Be-behaviour, will be kept by each class teacher.

Response to low-level behaviours -Picking up your own tab:

When dealing with low-level negative behaviours adults will 'pick up their own tab' by following the below strategies.

Children will not be sent to another member of staff in order for behaviours to be sanctioned.

Children will not be stood outside classrooms, offices etc to rectify behaviours.

Once a negative low-level behaviour has been stopped and the below steps taken, the adult should demonstrate forgiveness and the ability to move forward from the situation. While certain low-level behaviour may need to be recorded on CPOMs at the discretion of the involved adult, they do not need to be directly reported to the class teacher / member of the senior leadership team etc.

The adults in our school will endeavour to be:

- Forgiving
- Unshockable
- Persistent
- Relentless
- Calm

Visible consistency – visible kindness

Adults will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating the low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

The drip effect – being relentlessly bothered .

Children who do not respond to 'Visible consistency – Visible kindness' may need more individual focused attention from the adult. This comes in the form of a drip effect with the adult finding ways to build a positive relationship with the child through:

- Verbal praise
- Text home
- Certificates
- Work on display
- Work shared with others
- Given a specific job
- Time to chat
- Extra responsibility

This list is not exhaustive, the adult should be proactive in building a relationship with the individual child – what do they respond to?

30 second intervention

Low level negative behaviour should not be allowed to further disrupt learning / activities. The 30 second intervention recognises the behaviour and gives the child the opportunity to correct it.

30 second intervention (script)

1. "I notice you are ..."
2. "It was the rule about ... that you have broken."
3. "Do you remember last week when you ... (insert example of positive behaviour)"
4. "That is who I need to see today. Thank you for listening."

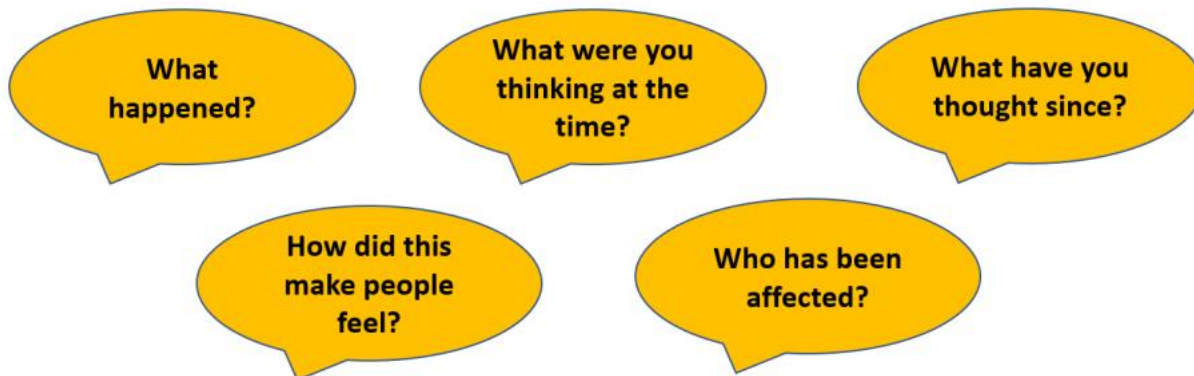
Adult will then move on and will not allow for engagement.

Advanced Assertiveness

Advanced assertiveness is not only about what the adult says, but how they say it. Adults should be aware that the tone in which they speak will have an impact on the reactions of the child. At no point should teacher emotion come into these, this is not personal - an adult shouting is an adult who has lost control. Children will either find this frightening or funny.

Two Minute Time out and Repair

A two-minute time out and repair will be carried out in response to a situation in which the '30 second intervention' and 'Advanced Assertiveness' did not result in the child correcting their behaviours. The time out and repair should happen in private and when a child is calm. It will be a discussion between the adult and child reflecting on the low-level disruptive behaviours in accordance with our Restorative Approach.



Response to high-level behaviours

High-level negative behaviours may include but are not restricted to:

- Use of racist or homophobic language
- Physical assaults
- Swearing
- Persistent low-level negative behaviours
- Bullying
- Refusal to follow school rules
- Behaviour that puts themselves or others at risk of harm

This is not an exhaustive list and may also be dependent on the age of the child/ren involved. Incidents of high-level disruptive behaviour should always be recorded on CPOMs and reported to a member of the Senior Leadership Team. Incidents of high-level negative behaviours will usually be reported to parents or carers. School responses to high-level negative behaviours will involve the parents or carers and may include:

Spots and Stars Chart

A spots and stars chart allows the child, parents and teacher to track a child's behaviour. It is made in agreement with the teacher and the child at the beginning of the period to be tracked. It will last for a specified period of time e.g. 1 week. The child must collect either a spot or a star at the end of each session. The chart should highlight any areas in which the child needs extra support and additional strategies will be used to support the child at this time to e.g. a child who consistently receives spots during lunchtime may need a trusted adult for those sessions. The chart should be shown to SLT at the end of each day. The SLT member will take this as an opportunity to reflect on the spots and stars received that day and which behaviours the child wishes to demonstrate the next day.

Out of School Events

The Headteacher or member of staff authorised by them may exclude a child who is due to represent the school at a sporting event, match or other event or who is due to participate in a residential activity or day visit as a sanction.

Support for children who have significantly inappropriate behaviour

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents if we believe this would be beneficial.

Other agencies include:

- Educational Psychological Service
- Behaviour Support Service
- Emotional Well-being Team
- Child Emotional and Mental Health Service

Suspensions

Suspension guidance is based upon current Local Authority and DFE guidance, which sets out responsibility of Head Teacher, governing body and the LA. Suspensions will not be used if there are alternative effective solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move). Only the Head Teacher has the authority to suspend and will notify parents/carers within one school day by telephone or letter. Details/records of incidents are kept, and suspensions reviewed by the governing body.

Suspensions will only be used for serious breaches of school policy, e.g.

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive, unsafe behaviour
- Racist or homophobic abuse
- Bullying

The school will take reasonable steps to set and mark work for pupils during the first five school days of a suspension, and alternative provision will be arranged from the sixth day.

Parents will be required to attend a re-integration interview regarding pupil's fixed period suspension.

Permanent Exclusions

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise for an accumulation of fixed-term suspensions or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting PE kit)

- Poor academic performance
- Non-attendance, lateness

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school.

Poses a threat to another pupil or member of the public.

Could adversely affect the reputation of the school,

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical restraint / Use of reasonable force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing disorder
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs and reported to parents

Please refer to the Positive Handling Policy for further details

Child on Child Abuse / Sexual Violence

Please refer to the Child Protection Policy for details

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.