



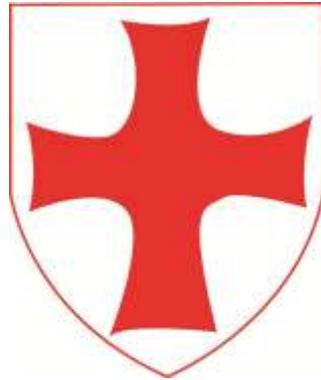
St Robert Southwell Catholic Primary School

Aiming for Excellence - Being the Best We Can Be

**St. Robert Southwell Catholic
Primary School
A school in the trusteeship of**



Diocese of Westminster



BEHAVIOUR POLICY

- **Legal Status: Statutory**
- **Last Review: May 2021**
- **Next Review: September 2023**
- **Responsible Person: Honor Beck, Headteacher**

*Following Jesus' footsteps and inspired by St. Robert Southwell we work hard,
aim high and treat everyone with honesty and gentleness.*



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MISSION STATEMENT

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward-looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.

Summary:

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness

Vision Statement

Aiming for Excellence – Being The Best We Can Be

- At School, At Home and in the Community
- Developing children who achieve well, are confident and are happy
- Young people who live their faith positively and contribute to the common good

Wellbeing & Mental Health Vision

To support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed.

- Empowering everyone in the community to be emotionally literate
- Enabling stakeholders to develop strategies to manage their emotional wellbeing and mental health.

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Statement of Principles

School life and policies are underpinned by our vision and mission which are rooted in the Gospel Values of Faith, Hope, Love and Forgiveness.

At St Robert Southwell Catholic Primary school we have high expectations of pupil behaviour. We believe that good behaviour is fundamental to a happy and successful school and purposeful learning.

The expectation and promotion of good behaviour is of the highest importance. All staff are responsible at all times for the behaviour of children within sight or sound of them, and are expected to implement the policy consistently.

Children also need to take responsibility for their own behaviour. As children develop and mature, so their sense of responsibility increases. An important role of the Primary phase of education is to develop a sense of personal, collective and corporate responsibility and to begin to develop a good understanding of what is right and wrong and how our actions affect others.

Aims & Expectations

It is a primary aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly. The school's behaviour policy is designed to underpin the way in which all members of the school community can live and work together in a supportive and positive way.

The school has four core rules. These broad rules are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to live our vision of 'Be the Best they can Be'.

The school expects every member of the community to behave in a considerate way. We endeavor to treat all fairly, and to apply this behaviour policy in a consistent way.

This policy aims to help children to learn, grow and develop in a safe, secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes this reinforces expectations and will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, as well as deter anti-social behaviour.

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Whole School Rules

The 4 R's see Appendix D

Class Rules

Each class agrees a set of class rules. These are established at the start of each academic year and are revisited and referred to regularly.

Playground Rules

We show respect for people, property and the environment
We say sorry if we bump into or hurt anyone by accident
We ask children on their own to join in our games
We stop and stand still when the bell is rung
We take care of each other

We are gentle when we play
We respect everyone's games
We follow the rules of the game
We respect the equipment and take care of it

Sanctions & Deterrents

Inappropriate behaviour is that which devalues personal dignity. Examples of inappropriate behaviour are swearing, name-calling, racist/sexist/ethnic slurs, lying, stealing, fighting, deliberate unkindness and bullying. Inappropriate behaviour can be discouraged most strongly by encouraging and rewarding appropriate behaviour. Additionally, when inappropriate behaviour occurs, it must be quickly addressed and rejected in a way which signals the community's disapproval of the behaviour, not of the individual. Children should be asked to consider their behaviour and reflect upon what they have done, how they may have hurt others, and what they can do to improve relationships within the school community.

Recording Behaviour

Affirmations are recorded on CPOMS, if a child in KS1 receives 2 affirmations or a child in KS2 receives 3 affirmations, they receive a certificate during our weekly Gospel Assembly.

Where there is persistent low level disruption, poor or unacceptable behavior staff record the details of the incident and any actions taken on CPOMS and alert the class teacher and a member of senior team.

Behaviour Consistency

The school utilises a number of rewards, sanctions and strategies to reinforce positive behaviour and to deter poor, dangerous or disrespectful behaviour to facilitate a safe and positive learning environment. We employ each reward and sanction appropriately to each individual situation. These rewards, sanctions and strategies are outlined clearly in Appendix A.

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Racism

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents of racism are reported to the Deputy Headteacher or Headteacher and recorded as a "Racist Incident"

Bullying

Reported incidences of bullying are very rare within our school community. This policy recognises the possibility that bullying may occur and sets out clearly the school community's attitude to bullying. Bullying is the willful, conscious desire to hurt, threaten or frighten someone else. It may take many forms including physical or verbal aggression which seeks to intimidate, or deliberately exclude others; expressly to hurt and damage others self-esteem. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are firstly reported to the class teacher, then, if necessary, to a member of the Senior Team and the Headteacher. Bullying incidents are recorded in CPOMS as bullying. In recording any incident both the bully and the victim are identified and involved in discussion about why the behaviour is unacceptable and cannot continue.

(See Anti-bullying statement Appendix B).

Bullying is identified and dealt with through:

- Identifying the problem
- Interviewing the children concerned individually or collectively
- Involving parents if necessary
- Investigating instances of bullying by using a questionnaire

Further practice within the school community is to:

- Be observant of relationships within the school community
- Continue to identify and monitor instances of bullying
- Support children in order to help them value good relationships and develop a sense of self-worth
- Encourage children to trust adults within the school community and to talk to them about their problems
- Further educate adults within the school community about aspects of bullying
- Establish strategies for children in dealing with bullying
- Define sanctions for discouraging bullying

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Physical Restraint

All Members of staff are aware of the regulations regarding the use of force for Physical restraint as set out in the Dfes Circular 10/98, relating to section 50A of the Education Act 1996: *The Use of Force to Control or Restrain pupils*. Teachers in our school do not hit, push or slap children.

Staff only intervene physically to restrain children to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that are taken are in line with government guidelines on the restraint of children.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission can be sought in advance if deemed necessary due to repeated incidence of behaviour which may cause harm.

Statement on the use of Physical Interventions:

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

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Reasonable force cannot be used:

- as a sanction– it is always unlawful to use force as a sanction.

Any occasions when reasonable force is used will be recorded.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Fixed Term and Permanent exclusions

We do not wish to exclude any child from school, but sometimes this is necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance *Improving Behaviour and Attendance: Guidance on exclusion from school and Child Referral Units (Dfes January 2003)* the Brent exclusion advice and the Westminster Diocese Statement on Exclusion.

We refer to these documents in any decision to exclude a child from school. The relevant document is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Headteacher (or the acting Head teacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they may, if they wish, appeal against a decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing board of any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing board cannot itself either exclude a child or extend the exclusion period made by the Head teacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusions appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider any representation by the parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

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Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal to school. If a child needs medication during the school day, the parent or guardian should notify the school and complete the relevant form. The school's Drugs Policy must be referred to for the storage and administration of medicines such as inhalers.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will be notified. Any child who deliberately brings substances into school for the purpose of misuse will be sanctioned by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded. In all events, both the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for the child to be taken home and the police and social services may be informed.

The child will not be readmitted to the school until the parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the child may be permanently excluded.

If a child is found to have brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Rewards/ Promoting Positive Behaviour

Behaviour which shows care and consideration for others, which tries to understand each other's point of view and which is truthful should be encouraged and reinforced.

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Expectations are made clear by praising and reinforcing positive behavior. All staff praise and reward good behaviour in a number of ways including:

- Smiling at children
- Congratulating children
- Thanking children
- Providing children with enjoyable and responsible jobs
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Writing positive and encouraging comments at the bottom of their recorded work
- Displaying children's work
- Sending children to a member of the senior staff to share their work and receive special feedback
- Awarding House points
- Nominating children to be "Star of the Week"
- Adding their names to the class "Roll of Honour"
- Celebrating their success in the weekly "Celebration Assembly"
- Postcards are sent home to parents/carers to celebrate positive behaviour and achievements.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

Star of the Week

Each week teachers nominate a child from each class to be "Star of the Week". These can be awarded for any aspects of effort with work, citizenship or behaviour and they are announced at the start of Celebration assembly held each Friday. Each child is provided with a certificate and their names are displayed on the celebration board which is changed weekly. Parents are invited to the celebration assemblies.

Roll of Honour

Each week staff have opportunities to enter the children's names on a class page for the "Roll of Honour". Once again, these can be awarded for any aspects of effort with work, citizenship or behaviour and they are read out in the celebration assembly held each week on a Friday. The current pages are displayed on the celebration display board and previous pages kept in a file by the board.

House Points/ Stars

The children are divided into four houses. They are awarded house points for any aspect of work, effort, citizenship or behaviour.

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Celebration Assembly

The celebration assembly is held every Friday and is an opportunity for the whole school to celebrate the success and effort that takes place throughout the school. As well as celebrating Stars of the week, the Roll of Honour, House points etc., this is also an opportunity for children to celebrate success in numerous school activities such as sport and Music. Parents are invited to attend all celebration assemblies.

Foundation Stage Expectations

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another carpet in Foundation Stage.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Headteacher or Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Head, Deputy and Parents/Carers.
- .

Agreed Whole School Expectations

General Behaviour management

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.

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- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment.
- Adults warn children verbally if their behaviour is inappropriate.

“We” Script

When working with challenging behaviour staff use the agreed ‘we’ script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce.

i.e., we expect..... thank you

Peter, we expect everyone to speak politely to one another, thank you.

Jane, we expect everybody to line up quietly, thank you’

Staff do not shout and avoid phrases such as ‘why are you?’, ‘don’t’, ‘you are...’

Stepped Approach

- Tactically ignore poor behaviour (private signals perhaps, catch children being good)
- ‘We’ statement as above.
- Clear choice: that can either go into your pocket or onto my table... then walk away
- Follow up consequence

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Zones of Regulation

“Life is 10% what happens to us and 90% how we react to it” Charles Swindoll

The Zones of Regulation is a concept to encourage the development of self-regulation and emotional control. Self-regulation is something everyone continually works on whether they realise it or not. Everyone will come across circumstances that test our limits from time to time. If we can recognise when we are becoming less regulated, then we are able to do something about it to manage our feelings and move in to a healthy place. This comes quite naturally to some, but for others it is a skill that needs to be taught and then practiced. This is the goal of The Zones of Regulation.

What are the Zones

The Zones teaches self-regulation by categorizing all the different ways we feel and the states of alertness we experience into four coloured zones. It provides strategies to teach children how to become more aware of and independent in controlling their behaviour. Children learn to identify their feelings/level of alertness, understand how their behaviour impacts those around them and learn what tools they can use to manage their feelings and states.

The Four Zones: our feelings and states determine our zone.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions. However, one has more control when they are in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. This is the zone where optimal learning occurs. (All children can achieve high standards)

The **Blue Zone** is used to describe low states of alertness and down feelings.



How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

The Zones can be compared to traffic lights. When given a green light or in the Green Zone you are 'good to go'. A yellow light means be aware or take caution, which applies to the Yellow Zone. A red light means 'stop' and when you are in the Red Zone this often is the case. The Blue Zone is like a rest area where you go to rest or re-energise.

Everyone will experience all of the zones at some time as this is only natural. The Zones enable children to recognise and manage their Zone based on the environment and its demands and the people around them.

Examples

When playing in the playground or in an active/competitive game, children are often in the Yellow Zone due to excitement/silliness but it may not need to be managed. However, if the child moves to the environment of the library where there are different expectations to the playground, children may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.



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ZONES TOOLBOX

Below are some tools we can use in school to support children with moving between zones, to the expected zone for that time.

There are lots of ideas for 'tools' to use. Different children find different tools work better for them.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Positive thinking (inner coach – you can do this)	I feel happy, focused and calm.	Positive thinking (inner coach – you can do this)	Lazy 8 breathing – draw figure of 8 on palm: breath in on the circle, out as you cross over the midline).
Drink water		Size of the problem – is it really that big?	Hexagon – draw hexagon (in air, on hand) and child takes 1 breath per side.
Stretches		Do a job – hand books out, deliver a message	Big belly breath
Star jumps		Big belly breath	Big belly breath
Run		Squeeze hands together	Talk to an adult
Eat something		Push palms together	Time out
		Sit and count to 10/other breathing activities	Size of the problem – is it really that big?
		Talk to an adult	Standing push ups against a wall
		Standing push up against a wall	

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Monitoring and Review

The Head teacher monitors the effectiveness of this policy on a regular basis. she also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour on CPOMS. The class teacher records minor classroom incidents. The Head teacher and senior staff record incidents on CPOMS when a child is sent to them on account of inappropriate or unacceptable behaviour. The Head teacher also records incidents of bullying and racist behaviour in a separate section on CPOMS.

The Head teacher keeps records of any child who is excluded for a fixed-term or permanently.

It is the responsibility of the governing board to monitor rates of exclusions and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of race equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality; A guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing board reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations from ongoing monitoring on how the policy might be improved.

Roles

Pupils

Pupils will discuss the school rules and class rules within their class and understand the consequences of breaking the school rules. Observe the 4Rs which are on display in each classroom and communal area (also see appendix D): -

Respect Yourself

- Take pride in your appearance
- Keep safe
- Listen & learn

Respect Others

- Keep your hands, feet and hurtful comments to yourself
- Use your manners
- Be a friend

Respect all Property

- Take care of school equipment, your own and others' belongings

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Responsibility for all Your Actions

- Follow signs & instructions
- Make good choices
- Think before you act

Class Teachers

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers are expected to treat all children in their classes with respect and understanding.

It is the responsibility of class teachers to ensure that the school rules and class codes of behaviour are re-enforced in their classes and that their classes behave in a responsible manner during lesson time. PSHE sessions give children the chance to discuss issues, set expectations and opportunities to resolve issues such as playtime difficulties, arguments, bullying etc.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher alerts senior staff on CPOMS keeps a record and refers to the "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A) for appropriate sanctions or strategies to address this behaviour.

In the first instance, the class teacher deals with incidents him/herself using strategies and sanctions outlined in the "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A) for level 1 and 2 behaviour types. However, if misbehaviour continues, the class teacher uses the consistency models for further intervention and a member of the senior team or the Headteacher, will become involved.

The loss of playtime or lunchtime, or a proportion of them, is a sanction which may be given for level 2 and above types of behaviours. Children are properly supervised and given opportunities to purposefully reflect on their behaviour. It is the class teacher's role to apply suitable strategies and sanctions within class time to modify level 1 types of behaviour.

Where relevant, the class teachers liaise with the member of the senior staff in order to arrange for external guidance as necessary to support and guide the progress of a child. The class teacher and senior staff may, for example, discuss the needs of the child with a member of the Inclusion Team who will assist with observations and recommendations.

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Children who persistently exhibit level 2, 3, and 4 types of behaviours may require a Pastoral Support Plan which will outline key targets for improvement aligned to strategies and sanctions to achieve these targets. The plan is carefully monitored by the class teacher in liaison with the Assistant Headteacher for Inclusion. The Headteacher may also be involved in this process alongside other agencies.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. It is important that good communication is maintained with parents in order that the school and home, work together in partnership.

Class teachers do not send children out of the class to stand in the corridor as it is detrimental to their duty of care. Instead, class teachers will send children who misbehave at levels 2 and above, (not level 1) to work in another classroom. This represents a degree of internal exclusion. This is only applied when the teacher has first tried using a "time out" area within their own classroom environment.

The Inclusion Room or library may be used if they are free, provided a teaching assistant is available to supervise the child.

Class teachers should:

- Agree a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- Ensure the school and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- Have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- Arrive in class in time
- Avoid use of confrontational language
- Use proximal praise to reinforce expectations
- Organise the classroom in a way that encourages successful learning by giving attention to:
 1. space for working and movement
 2. seating arrangements
 3. access to materials and equipment
 4. noise levels
 5. routines

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- Plan activities appropriately to the ability, maturity and special educational needs of the children
- Be aware of safety issues when planning activities
- Establish procedures for giving directions about tasks
- Teach children about Zones of Regulation
- Plan and respond to individual needs to use the tools of self-regulation
- Provide opportunities for children to develop different kinds of relationships with one another
- Allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
- Be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- Liaise with external agencies, support staff, parents and senior staff as necessary to support and guide the interests of the child
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour

Support Staff

Support staff should:-

- provide a positive model of behaviour and ensure high expectations are made explicit to the children.
- inform class teachers of any inappropriate behaviour verbally and by logging on CPOMS.
- Be aware of relevant and accepted expectations and reinforcing them
- Be consistent and fair when giving rewards and relevant and proportionate when sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them

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- being aware of procedures for giving directions about tasks and reinforcing them
- explain to children about Zones of Regulation
- plan and respond to individual needs to use the tools of self-regulation
- reassuring, re-focusing and reaffirming tasks set for children
- fulfilling roles identified within ECHP and IEP plans for children
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour and logging them on CPOMS.
- encouraging respectful attitudes for others, the environment, property and equipment

Phase Leaders

After 3 repeated incidents, the teacher should inform the phase leader, discuss strategies and continue to monitor behaviour.

Inclusion leader

After 5 repeated incidents the teacher informs the inclusion leader who sends a letter to the child's parents.

Deputy Headteacher.

After a letter being sent home and a 6th incident, a face to face/Teams meeting is arranged with Deputy Headteacher and parents to discuss a behaviour plan.

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Headteacher

After behavior plan has been put in place, if the behavior/s continue, the Headteacher arranges a meeting with parent and child to discuss options moving forward. It is the responsibility of the Head teacher, under the School Standards and Framework act 1998, to implement the school behaviour policy consistently throughout the school, and to provide reports to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher is alerted to all reported serious incidents of misbehaviour on CPOMS, including incidents of bullying and racism.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for extremely serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and County and Westminster Diocese guidelines have been closely followed. See Level 4 and Beyond sanctions in "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A).

Parents/Carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and school

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school uses reasonable sanctions which have been collectively agreed to sanction a child and we therefore expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should follow the school complaints procedure, copies of which are available on the school website.

Parents/carers should:

- inform the school of any medical or social circumstance that might affect the behaviour of their child
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary

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- support and co-operate with the school in implementing the behaviour policy
- respect the staff of the school and valuing their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour
- adhere to the parental Code of conduct – on display by the school office window and periodically distributed with newsletters and emails.

Governors

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The governing board will be involved in the development of the policy in accordance with the stated aims of the school. They should be informed about the successes of the policy in maintaining high standards of behaviour. They will support staff in implementing the policy and monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives. They will provide opportunities for dialogue with children, staff and parents.

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Behaviour for Learning

- Being the best we can be
- Always trying our best.
- Being prepared and organised for school and lessons
- Listening to others when they are speaking and taking turns
- Following instructions
- Coming into lessons with a positive and can-do attitude for learning
- Remembering you are part of a class and respecting everybody's right to learn
- Active engagement in your learning
- Setting a good example for your peers
- Following the 4Rs in the classroom
- Sitting appropriately and safely on a chair with all four legs of the chair
- We raise our hands to answer and ask questions in the classroom.
- We begin our work promptly, with a focused and positive attitude
- We show good listening during our lessons by facing the front and actively participating in class discussions
- Being punctual to lessons and on time for school
- Take pride in presentation of work
- Join in class and group discussions
- Be prepared for lessons, with the correct equipment and tools for learning
- To look after learning tools given
- To ensure desks are tidy, making it easy to find resources
- We put things away and hand things in on time
- We come to school every day

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Behaviour for Conduct

- Appropriate uniform and looking presentable (haircuts, earrings, shoes, etc.)
- Being on time
- We use good manners – please, thank you and excuse me
- Walking around the school quietly and queueing/turn-taking for doors, stairs, etc.
- Follow the 4Rs on the playground and in other extra-curricular activities and events
- Remember that you are representing the school when on school trips and outside of school
- Setting good examples for your peers, especially those younger than yourself
- Personal grooming – looking appropriate for school
- Walking on the left hand side in single file in corridors and stairs
- To walk silently, in the silent corridors
- To step aside for adults/children when passing through the doors
- To hold the door open for someone
- We use kind words when speaking to others
- We keep our hands and our feet to ourselves
- We follow the school rules with specific focus on the 4Rs
- We are respectful of others' personal space – be aware and considerate of the personal space of ourselves and others when moving around school
- We take responsibility for our actions
- We use words to express our feelings
- We speak with an appropriate voice – both indoors and outdoors
- We listen to the instructions of adults the first time they are given
- We take care of our uniform and our own belongings

Observe the 4Rs which are on display in each classroom and communal areas.

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APPENDIX A

Behaviour Guidelines for Staff - Consistency Models, Level 1-4

Level	Behaviour Types	Range of positive strategies	Sanctions
Level 1 Disruptive classroom behaviour	Not listening to instructions	Playing games – instructions (Simon Says); praise those who listened; ask children to repeat instructions; call everyone to stop and listen, Make sure you have everyone's attention before you begin; don't say anything until you know they are all listening.	A verbal reprimand.
	Calling out, Silly noises*	Praising correct behaviour; reminder of class rules; house points for not calling out; only ask those with hands up	A verbal reprimand.
	Not being ready for the start of a lesson	Reward for those who are ready; clear instructions/routines; classroom organisation e.g. timer; consistency in changeover Remind the children to bring all their equipment with them.	A verbal reprimand.
	Not joining in	Exaggerate praise for any small/insignificant sign of positive behaviour; quiet reassurance; differentiated work; work in small groups; praise correct behaviour –rewards	A verbal reprimand.
	Talking out of turn	Praise/choose children who are sitting quietly or waiting their turn; refer to class code; stop, fix, glare; ignore or acknowledge depending on child/circumstance	A verbal reprimand.
	Unkind language or treatment of others, including unkind language online	Be consistent in your responses and clear about what is not acceptable; discuss with child one-to-one; consider circle time and ask "how would you feel?"	A verbal reprimand.

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Level	Behaviour Types	Range of positive strategies	Sanctions
Level 1 Disruptive classroom behaviour (continued)	Distracting others	Praise someone else for being on task; remind children of class rules; time prompt/sand timer; “are you stuck, can I help you?”; direct question/repeat information	A verbal reprimand. Move child to a different space within the classroom.
	Not sitting still	Praise someone else Asking the child to ‘stop’.	Warn they will hurt themselves if they wriggle; reward; carpet square to sit on; breaks and exercise
	Wandering	make expectations clear; challenge “Why are you out of your seat?” Reminder of rules; consider movement breaks in longer lessons	Remove excuses for wandering – pens, equipment etc.
	Fidgeting	Eye contact; insert name into the flow; for some children blu-tac or a permitted item. For some children, plan seating position.	Take object as you continue lesson – do not let it stop the flow

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Level	Behaviour Types	Range of positive strategies	Sanctions
Level 1 Other General examples	Talking when moving round the school or when lining up	Incentive – best class gets house points; reminder of rules – politeness, safety, walking safely; “walk like a soldier”. Set the tone early; send to back of line; line up in specified order; practice at break time	
	Inappropriate responses to reminders about behaviour	Expect to be talked to with appropriate level of formality for situation	A verbal reprimand. Repeated incidents – loss of break
	Talking in assembly	Whoever is taking or supporting assembly, say name to let them know you have seen them;	move child, and see them at following break
	Wilful disorganisation or missing homework	Explain why good habits are important; offer constructive help with reminders or organisation charts/prompts	
	Silently refuses to attempt work		

***May be a higher level**

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Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers	Sanctions
Level 2 repeated instances of Level 1	<p>Unwillingness to cooperate/follow instructions</p> <p>Minor challenges to authority of adult</p> <p>Persistent problems with homework</p> <p>Deliberate disruption of lesson*</p> <p>Rudeness to any adult working in the school</p> <p>Swearing without intent</p> <p>Deliberate misuse of property, or disregard for school environment</p> <p>Breaking rules – e.g. having sweets, play fighting, and swaps</p> <p>Pinching, pushing or pulling others</p>	<p>Talk one to one, if possible away from classroom situation; set clear expectations for improvement; be clear and specific about targets – it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve.</p>	<p>Inform Deputy Head or Senior Teacher seeking guidance, who may then decide to intervene directly</p>	<p>CPOMS</p>	<p>Open evening - if behaviour forms part of a pattern or “collection” of level 1/2 instances</p> <p>Consider note to parents</p> <p>Involve and inform parents if loss of representational activity or forthcoming events is under consideration</p>	<p>Loss of Golden Time</p> <p>Time out in class</p> <p>Withdrawal of break or lunchtime play, perhaps for a longer period</p> <p>Apologies may be appropriate, but these should be meaningful and sincere</p> <p>Warning about representational activity e.g. school council, school teams</p> <p>Warning about the loss of forthcoming events.</p> <p><i>Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or an educational visit</i></p>

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Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers	Sanctions
<p>Level 4</p> <p>repeated instances of Level 3 and/or</p>	<p>Organised /pre-meditated or unprovoked violent behaviour; persistent aggressive disputes with others</p> <p>Verbal abuse of staff; lashing out at staff in temper</p> <p>Swearing or foul language intended for effect or to deliberately cause offence</p> <p>Leaving classroom/school/ playground intentionally and without permission</p> <p>Theft of property e.g. cloakroom stealing</p> <p>Continuation or redirection of bullying</p>	<p>Consider special needs register and involvement of external agencies, for specific guidance</p> <p>Pastoral Support Programme for persistent severe behaviour problems</p>	<p>Head teacher involved immediately. Deputy head informed.</p> <p>All other staff informed as appropriate; in cases of persistent disruptive behaviour consider support/ case conferencing</p>	<p>CPOMS</p> <p>CPOMS - Copies of letters involved</p>	<p>Parents informed in writing</p> <p>Arrange meeting with parents, and further meetings to review, where appropriate</p>	<p>(Further) loss of privileges</p> <p>Loss of representational activity</p> <p>Loss of forthcoming events</p> <p>If no improvement results from implementation of PSP (pastoral support programme) and other strategies, consider movement to a fixed term exclusion. This may continue to a permanent exclusion if other strategies fail to improve behaviour</p>

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Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers	Sanctions
Level 5 Repeated Instances of Level 4 and/or	Assault or physical abuse of staff Criminal activity: major theft e.g. a lap top; serious vandalism; extortion; possession of offensive weapons, drugs etc.	Exclusion	All staff Parents Chair of Governors Police, as appropriate	CPOMS Full recording of all details	Parents informed immediately, in writing	If no improvement results from implementation of PSP and other strategies, consider movement to a fixed term exclusion. This may continue to a permanent exclusion if other strategies fail to improve behaviour

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APPENDIX B

St Robert Southwell Catholic Primary School's approach to bullying

A Statement for Parents

The Mission Statement offers a clear vision of relationships within the school community and underpins our belief in respect for the individual. In this context we wish to consider the issue of bullying. Bullying, both verbal and physical, will not be tolerated in this school. It is everyone's responsibility to prevent it happening. Firm guidelines have been laid down with this in mind.

1. The school will react firmly and promptly where bullying is identified. There is a range of sanctions available to staff depending on the perceived seriousness of the situation. Some of these include:
 - Discussions with parents and children
 - Referral to senior staff
 - Withdrawal of favoured activities
 - Exclusion from school (in extreme circumstances)

2. When instances of bullying have occurred, the school will:
 - Take bullying seriously and find out the facts of any incident by methods including: meeting those concerned individually,
 - Use peer group pressure to actively discourage bullying
 - Break up bully groups where it seems necessary
 - Involve parents at an early stage
 - Help children develop positive strategies and assertion skills
 - Support children who are being bullied by giving them opportunities to talk about their experiences
 - Employ strategies to help bullies change their behaviour
 - Be equally concerned about bullying to and from school when told about such instances
 - Record instances of bullying in a consistent way that allows for monitoring of behaviour
 - Discuss with and involve children in agreed class and school rules and behaviour
 - Request help from outside support agencies and the Educational Psychology Service where necessary.



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The school offers the following pastoral advice to parents:

It is always a good idea to take an active interest in your children's social life and chat about their friends and about their activities in and out of school. As well as keeping up to date with your children's friendships, you may well learn of disagreements or difficulties. Watch for signs of distress in your children. There could be an unwillingness to attend school. There could be complaints about Headaches, stomach aches etc. Toys or equipment may go missing. There may be requests for extra pocket money etc. There are many reasons why a child may be unsettled at school. Bullying is always a possibility.

If you think a child is being bullied, inform the school immediately and ask to speak to the member of staff who should deal with the incident. If you are dissatisfied with the outcome, request an interview with the Head teacher. If you are still dissatisfied, then you may make an official complaint which would then follow the complaints procedure (see separate policy).

Remember: bullying is everyone's responsibility. Allow the school time to investigate the problem. All reports will be investigated urgently.



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Anti-Bullying Charter for Action Wellbeing and Mental Health



To Support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed

- *Empowering everyone in the community to be emotionally literate*
- *Enabling stakeholders to develop strategies to manage their emotional well-being and mental health.*

Bullying is using repetition to target an individual or group to intentionally harm their target either physically or emotionally, resulting in making them feel out of place, unsafe or bad about themselves.

ALL members of our Community have a RIGHT to:

- **Feel safe from harm, both inside and outside of school**
- **Be treated with respect**
- **Report bullying**
- **Be educated about bullying**
- **Have all bullying concerns dealt with sensitively and effectively**
- **Know how to respond to incidents of bullying and to be able to tell a trusted person if something worries you**
- **Be safe when using technology and the Internet**
- **Expect others to behave appropriately**

ALL members of our Community have a RESPONSIBILITY to:

- **Treat others with respect at all times and to set a good example for others**
- **Prevent and report bullying (of you and of others) in all its forms**
- **Behave appropriately and uphold school values both inside and outside of school**
- **Use technology appropriately, legally and not to the detriment of others**
- **Understand the difference between banter and indications that can threaten or hurt**
- **understand diversity and recognise everyone should be treated with respect regardless of difference**
- **Recognise the potential risks of using technology and how they can be avoided**
- **Respect people's privacy**



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APPENDIX C

CPOMS – LOGGING & RECORDING

CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

Working alongside our existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and affirmations. We can ensure that students are safe and fully supported and see the whole picture by building a chronological timeline for each child. Sensitive information goes directly to the relevant member of staff with an email. However, for anything that needs immediate attention please speak directly to the lead and assistant DSLs.

All staff are encouraged to use CPOMS to report all issues. It is also important to report affirmations as well.

For new staff, Ms Theresa Kirwan will provide details to log into the system and a demonstration of how it works.



The 4 Rs

RESPECT yourself



Take pride in your appearance



Keep Safe



Listen & Learn

RESPECT others



Keep your hands, feet and hurtful comments to yourself



Use your manners



Be a friend

RESPECT all Property



Take care of school equipment, your own and others' belongings

RESPONSIBILITY for all your actions



Follow signs and instructions



Make good choices



Think before you act