

Blessed Dominic Catholic Primary School



Behaviour Policy

Date of policy: July 2023

Next Review: July 2024

Mission Statement

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instill, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, empowering them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN- BELIEVE

Rationale

There are many facets to a child's education. In line with our Mission Statement we promote the importance of becoming valuable, caring members of society. Once in the school environment children have to cope with a wider world of personal relationships with other children and adults in a variety of situations. A well-structured behaviour policy, which is understood by all members of staff, governors, pupils and parents, will serve to support all aspects of the education of each child within school. A school's central purpose is to promote learning. While appropriate behaviour enables more effective teaching and learning, inappropriate behaviour disrupts these processes.

Aims

Here at Blessed Dominic Catholic Primary School, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Encourage a calm, purposeful and happy atmosphere within the school.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- To develop a positive self-image in pupils.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Make boundaries of acceptable behaviour clear and to ensure safety.
- Raise awareness about appropriate behaviour.
- Help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To pass onto children skills by which they can interact with others in such a way that they recognise and respect the rights of individuals to have space, freedom of religious beliefs and cultural diversity. They should show respect for people and their possessions.
- Praising and rewarding good behaviour and address challenging misbehaviour.
- Developing positive relationships with pupils to enable early intervention.
- To support all staff in the effective management of pupil behaviour.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

At Blessed Dominic Catholic Primary School we believe that:

- All pupils want to behave well.
- Behaviour can be a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention, pupils can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process.
- All adults can learn strategies to support pupils to improve their behaviour.

Adults can support the pupils in our school by:

- The quality of our relationships with each other and them.
- The quality of our provision.
- Our relationships with each other are supported and underpinned by the school's mission statement and the school's motto: LOVE – LEARN –BELIEVE. The school code of conduct helps us to provide good models of behaviour at all times for our pupils.
- The quality of our relationships with our pupils is crucial. Each adult is a significant adult for our pupils.
- A well-informed understanding of their needs.
- The scaffold we put in place.
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned.
- Working in close partnership with parents and carers.
- Investing time to allow children to practise and make mistakes.

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

Behaviour and Communication

- Supporting pupils to effectively communicate is a very important part of supporting them to behave appropriately. Pupils with behavioural needs will need a personalised approach to behaviour management.
- Pupils can learn to improve their behaviour. Mistakes are part of the learning process. We don't make a judgement about it – instead we support our pupils to get it right.
- All adults can learn strategies to support pupils to improve their behaviour. We encourage all staff to reflect on what may be the underlying issues that drives or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.
- This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Educational Psychologists, CAHMS, etc).

To foster successful enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all pupils and when we demonstrate our belief in them, it supports them to succeed.
- We treat pupils with dignity and respect at all times eg by saying 'thank you'; by communicating carefully and clearly. Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up.
- Adults should listen respectfully to the child, and make a judgement about how/when to respond.
- Invest in your relationships with all pupils.
- Consider what might be behind the behaviour; why the child is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify.
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable.
- Identify the strengths in the child – identify these with the child and build on it.
- Apologise if you make a mistake – you are modelling this for the child and this will support you to build trust and respect.
- Name and manage your own emotional reactions to children and young people's behaviour i.e demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child.
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for pupils. Seek support from wider professional networks to problem-solve challenging behaviour.
- We are always respectful to pupils, we do not talk about them over their heads or in front of other children.
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them.

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.
- To co-operate with other children and adults.

The Parents' Responsibilities Are:

- 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 school in the implementation of this policy.
- To be aware of the school rules and expectations.

The quality of provision at Blessed Dominic:

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child's needs and put support in place where necessary.
- Support the child to develop high levels of resilience and have high expectations for every child
- Support children to develop high self-esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child.
- Praise children for their specific achievements, i.e. descriptive praise and do this often
- Actively use the 'Blessed Dominic Learning Behaviours' to teach and instill positive behaviour for learning.

Blessed Dominic school culture

The behaviour culture at Blessed Dominic is underpinned by the school's mission statement. Expectations must be high for all. The culture is built with as much detail and clarity as possible so staff and pupils know what the school culture looks like in practice from behaviour on public transport and in the community to conduct around the school. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.

Practical strategies include:

1. Children should be greeted each morning by a member of staff who wishes them all a good morning.
2. Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the day, lessons should begin promptly.
3. As children leave the classroom to enter to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and teaching assistants, should position themselves at the most suitable vantage point.
4. Play times and lunchtimes should be calm. Children should be encouraged to play and not to fight or bully others. All members of the school community support in the promotion of positive behaviour.
5. At the end of the school day all children should be dismissed safely in a calm manner off the premises, ending the day with the right tone. Teachers and senior leaders ensure all the pupils leave school safely, especially our most vulnerable pupils.
6. Good manners cost nothing and children, and grownups alike, should be used by all members of the school community from pupils to adults.

Senior Leaders and Phase Leaders should be highly visible around the building to ensure that all these procedures are operative.

Rules to support our pupils to manage their own behaviour successfully:

- Should reinforce and support positive behaviour/behaviour for learning.
- Agreed with pupils at the start of the academic year, discussing the school's mission statement and motto of LOVE –LEARN – BELIEVE.
- Communicate behaviour expectations in a way that pupils can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do.
- Regularly referred to by all staff working with pupils.
- Rules are appropriate to the activity and developmental range.

Routines

Routines support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. The more consistency there is over routines, the easier it is for pupils. Routines also support behaviour for learning.

Attendance and Punctuality

Attendance and punctuality are an important part of good behaviour. Pupils who miss valuable time in classrooms fall further behind, and become more disengaged from the work of the class, which in turn encourages misbehaviour.

The language of choice

This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

Descriptive Praise - If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

'I liked the way you came the first time I asked.'

'I noticed how kindly you supported _S_. Thank you.' 'Thank you for returning to the activity so promptly.'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. Descriptive praise supports behaviour for learning.

Rewards

- Descriptive positive praise
- House points
- Good News certificate – Given to pupils when 3 entries have been made into the pupils' 'Good News Behaviour Sheet'. Entries are for when pupils demonstrate consistently outstanding behaviour/behaviour for learning.
- Certificates and awards
- Communication with parents and carers to inform them of the behaviour or achievement e.g. note in the diary or phone call home
- Special responsibilities/privileges

Consequences

It is important for our pupils to clearly link a specific behaviour with its consequence (See Appendix B). The consequence needs to be a natural consequence, which makes sense to a child. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child?

We believe that children should always be given the opportunity to repair relationships or 'making good' in some way and to think about the effect of their behaviour on others. Unresolved difficulties can make pupils anxious and this can cause behaviour to escalate or become habitual.

Reinforcing expectations

Consistently high expectations have long-term impact (See Appendix A). School rules that are conveyed, but never enforced are no rules at all, and students learn quickly the difference between what boundaries are supposed to exist, and which ones actually exist.

All pupils need to meet the expectations set of them. Any one not meeting the expected standard must expect an intervention from a member of staff. Any member of staff not maintaining these boundaries and expectations must be challenged, retrained or otherwise engaged to aim more closely to the standards expected.

Pupils with exceptional behavioural needs

The majority of pupils at Blessed Dominic's behave and respond positively to our guidelines. However, there may be occasions where some pupils need additional support to learn to manage their behaviour. Some pupils may have experienced trauma from adverse childhood experiences (A.C.E.). Some examples of A.C.E. can include physical and emotional abuse, neglect or violence. The more A.C.E.s a child experiences the more likely they are to display adverse behaviours (dip in performance, poor choices and attendance).

Strategies to support:

- Build a positive relationship with the child.
- Start every new day as a new start
- We train staff to watch children's behaviour and view this as a form of communication
- Take the time to listen to the child and identify their needs
- Working in line with this Policy
- Provide structure, consistency and routine
- Plan for change where possible
- Build on the child's passions and interests
- Putting in additional scaffolding, tailored to the specific needs of each child.
- Considering early help and referring to agencies through the Early Help Assessment process
- Multi-agency review
- Observations in a range of contexts
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Behaviour Plan detailing action to be taken when identified behaviour occurs. This is shared with the child, parent and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, EP support
- Parental and family support

Safeguarding

Children are regularly encouraged to report incidents of behaviour which breaks school rules or does not meet the general ethos of Blessed Dominic Catholic Primary School. Staff are also encouraged to discuss unusual changes in behaviour with a member of the safeguarding team as this could be a symptom of an underlying issue and record behaviours using the school Child Protection Online Management System (CPOMS).

Child on Child Abuse

We recognise that children are capable of abusing other children. We understand that the pupil who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

Peer on peer abuse can include but are not limited to sexual harassment, sexting and sexual violence.

Sexual Harassment/Violence

Our school makes clear that sexual violence and sexual harassment is not acceptable and will never be tolerated.

- All incidents of sexual harassment or violence will be investigated.
- Will be reported to the safeguarding team.
- Staff will follow the safeguarding procedures set out in the safeguarding policy.
- Parents will be informed.
- Additional lessons using PSHE/RSE, NSPCC resources relevant to the incident e.g. Use of the pants rule
- Pastoral support for the parties involved

Bullying (including Cyber-bullying)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated **Several Times** and **On Purpose - STOP**
- Intended to hurt someone either physically or emotionally

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example social networks, instant messenger apps)
- Racist and Religious Bullying
- Sexual, Sexist and Transphobic Bullying
- Homophobic Bullying
- Disablist Bullying

At Blessed Dominic we:

- do not tolerate bullying of any kind
- record all instances of bullying on CPOMS
- will inform parents/carers of bullying via telephone or in face to face contact
- address every instance of bullying, in line with the school's Anti-Bullying Policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- will support pupils to develop age appropriate level e-safety so that they are able to keep themselves safe on-line and report cyber-bullying.

Discriminatory language/incidents


- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community.
- They should be dealt with in line with this policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately on CPOMs, including all follow-up action.
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

Suspensions and Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school will refer to DfE guidance in any decision to exclude a child from school.












Monitoring and review


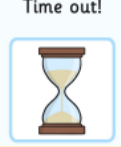


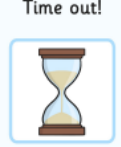





This policy will be reviewed annually and any necessary changes are made and communicated to all members of staff and relevant stakeholders.

	<h2>Behaviour Expectations at Blessed Dominic</h2>
LOVE	<p>You know the expectations but need occasional reminders which you respond to.</p> <ul style="list-style-type: none">✓ Lining up silently in the playground✓ Appropriate, respectful behaviour in assembly✓ Moving around the school quietly and calmly✓ Show kind and respectful behaviour to others✓ Have good manners✓ Being a good learner✓ Be prepared for lessons✓ Be on time (punctual)✓ Wear correct uniform and PE kit✓ Keep to class and school routines
LEARN	<p>You know the behaviour culture and expectations of the school and you use these independently and consistently.</p> <ul style="list-style-type: none">✓ Lining up silently in the playground✓ Appropriate, respectful behaviour in assembly✓ Moving around the school quietly and calmly✓ Show kind and respectful behaviour to others✓ Have good manners✓ Being a good learner✓ Be prepared for lessons✓ Be on time (punctual)✓ Wear correct uniform and PE kit✓ Keep to class and school routines
BELIEVE	<p>You understand, value and support the behaviour culture of the school and you are a consistent role model to others. In every aspect of school life, you are a leader who other children look up to and want to be like. You recognise good behaviour in others and acknowledge it.</p>



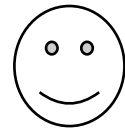
Behaviour and Consequences

Pupil behaviour	Consequence
<p>If you do not show behaviour and meet the school's expectations of:</p> <ul style="list-style-type: none"> ✓ Lining up silently in the playground and moving around the school quietly and calmly ✓ Appropriate, respectful, honest, kind behaviour everywhere, to everyone ✓ Having good manners ✓ Being a good learner ✓ Being prepared (diary, water bottle, reading book) and on time for lessons. ✓ Respecting resources and your surroundings ✓ Wearing correct uniform and PE kit ✓ Keeping to class and school routines 	<p>You will be given a warning by a member of staff and then be expected to put it right.</p> <ul style="list-style-type: none"> ❖ You may be asked to make up for lost time. ❖ You may be asked to practise behaving in the way we expect you to at school. ❖ You may be asked to move seat. ❖ You will be asked to apologise and make it right.
<p><u>Behaviour Level 1</u></p> <p>You are still not behaving as expected.</p> <ul style="list-style-type: none"> ➤ Not responding to a warning about your behaviour and putting it right ➤ Disobedience ➤ Dishonesty ➤ Poor work rate over a period of time ➤ Inadequate homework or reading records over time – which does not improve when supported ➤ Continuing to play fight 	<p>Behaviour 1 consequences</p> <ul style="list-style-type: none"> ❖ You will lose some of your own time ❖ Your behaviour will be recorded ❖ Your year group phase leader will be informed   
<p><u>Behaviour Level 2</u></p> <p>You are continuing to not behave as expected.</p> <ul style="list-style-type: none"> ➤ Continuous misbehaviour despite prior consequences ➤ Deliberately inappropriate, dishonest or hurtful comments towards children or adults ➤ Defiance 	<p>Behaviour 2 consequences</p> <ul style="list-style-type: none"> ❖ You will lose more of your own time ❖ Your behaviour will be recorded ❖ Your year group phase leader will speak to you ❖ Your parents will be informed    
<p><u>Behaviour Level 3</u></p> <p>You are persistently not behaving as expected and are showing a lack of respect for our school behaviour culture.</p> <ul style="list-style-type: none"> ➤ Abusive language to other children or adults (including deliberately insulting someone because of their race, religion, gender, intelligence, or lifestyle choices) ➤ Vandalism ➤ Theft ➤ Bullying ➤ Violence – a physical attack on another person ➤ Deliberately and persistently hindering the learning of others 	<p>Behaviour Level 3 consequences</p> <ul style="list-style-type: none"> ❖ You may be removed from the classroom ❖ You will be seen by a member of SLT ❖ Your behaviour will be recorded ❖ A letter will go to your parents/carers and will be asked to attend a meeting ❖ An internal exclusion may be necessary    

Pupil Action	Consequence
<p>Warning</p> <ul style="list-style-type: none"> ➤ Disrupting other students learning (e.g. talking, being off task, interrupting others, not following instructions). ➤ Running in corridors ➤ Not lining up silently and moving around the school calmly ➤ Being unkind to others 	<ul style="list-style-type: none"> ❖ Verbal warning – time to put it right ❖ Move seat 
<p>Behaviour L1</p> <ul style="list-style-type: none"> ➤ Failing to respond to warning ➤ Disobedience ➤ Poor work rate ➤ No homework/reading record ➤ Not behaving appropriately when lining up and moving around the school ➤ Continues to be unkind to others 	<ul style="list-style-type: none"> ❖ Miss 5 minutes of playtime and sit on the benches under the canopy (time out). ❖ Class teacher speaks to the parent/carer if in time out 3 times. ❖ Inform Phase leader and record behaviour on CPOMS.   
<p>Behaviour L2</p> <ul style="list-style-type: none"> ➤ Continuous misbehaviour and failing to respond to prior sanctions (above) ➤ Inappropriate comments or rudness towards children or adults ➤ Persistent lack of homework/reading log ➤ Persistent poor work rate 	<ul style="list-style-type: none"> ❖ Miss 15 minutes of playtime and sit on the benches under the canopy (time out). ❖ Child spoken to by phase leader ❖ Class teacher to meet parents/carers to discuss behaviour if in time out 3 times. ❖ Record behaviour on CPOMS.   
<p>Behaviour L3</p> <ul style="list-style-type: none"> ➤ Abusive language to other children or adults (including deliberately insulting someone because of their race, religion, gender, intelligence, or lifestyle choices) ➤ Vandalism ➤ Theft ➤ Bullying ➤ Violence – a physical attack on another person ➤ Deliberately and persistently hindering the learning of others 	<ul style="list-style-type: none"> ❖ Removed from the classroom and sent to a member of SLT. ❖ Class teacher and senior leader to meet with parents/carers. ❖ Record behaviour on CPOMS.    <p><i>Internal exclusion (A behaviour plan may be necessary at this time)</i></p>



GOOD NEWS BEHAVIOUR SHEET



Three entries into the 'Good News' behaviour sheet will result in the pupil being sent to a member of SLT for a Good News certificate.

Name: _____

Class: _____

Date:		Date:	
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