ST BENEDICT'S SCHOOL
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Behaviour Policy – Junior School

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St Benedict's Junior School is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

As an integral part of our behaviour policy, we refer to the principles of Catholic Social Teaching, which emphasise the inherent dignity of the individual. A pertinent quote is: "Every human life is sacred." This, alongside the core Benedictine values of forgiveness, love and service towards others, serve as the foundation for the high standards of mutual respect and responsible conduct within our community.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

Led by our Benedictine ethos, St Benedict's Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school will consider whether reasonable adjustments to behaviour expectations, support strategies, and sanctions are needed for pupils with SEND or disabilities, in line with the Equality Act 2010, so that the policy is applied fairly and appropriately to individual need.

The school has 3 simple rules **'Be Ready, Be Respectful** and **Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

Aim of the Policy

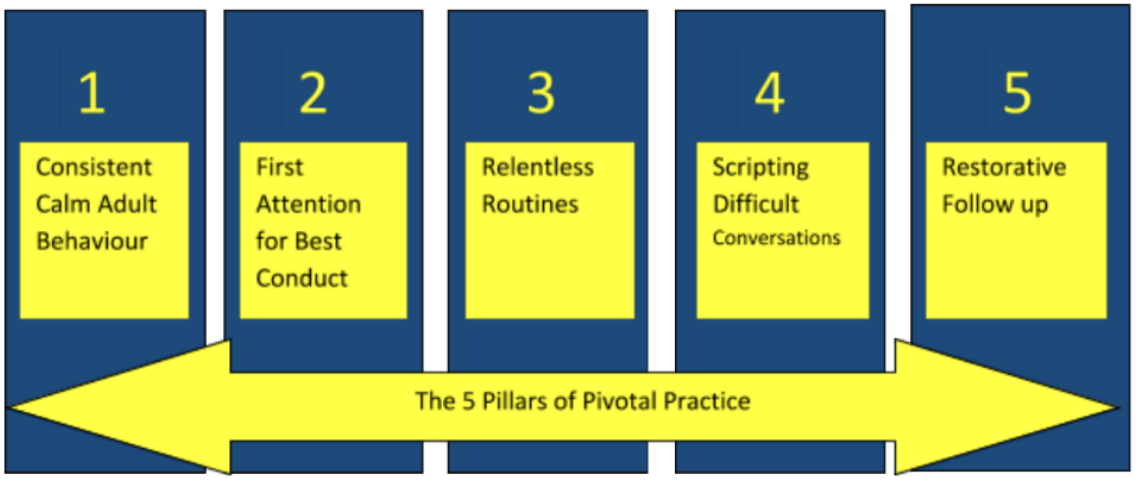
- To create a culture of exceptional behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, obedience, good humour, good temper and empathy for others.
- To promote community cohesion through relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and children that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

Our Behaviour Policy is Based on the Five Pillars of Pivotal Practice



"When the Adults Change, Everything Changes" (Paul Dix - Pivotal Education)

Expectations of All Adults

Consistent adult behaviour will lead to children consistently conforming to our expectations. We expect every adult to:

- Meet and greet at the door (Form Tutors each morning)
- Refer to **'Be Ready, Be Respectful and Be Safe'**.
- Model positive behaviours and build relationships with every child.
- Celebrate and share positive behaviour with parents and senior leaders e.g. Positive Postcards and sharing exemplary work.
- Plan lessons that engage, challenge and meet the needs of all children.
- Implement and actively refer to Zones of Regulation.
- Be calm and implement the action that relates to each step (pg. 4) when going through the steps.

Prevent before sanctions.

- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past children who are behaving badly.
- Never use 'blanket punishments'.
- Use our behaviour management systems effectively e.g. TrackIts and Dojo points.
- Reflect on sanctions given and be prepared to reverse a decision if it is in the best interest of the child.
- Make use of non-verbal cues where possible e.g. coming into assembly.

Expectations of Heads of Key Stage

Heads of Key Stage are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.
They will:

- Be a visible presence around school to encourage appropriate conduct.
- Support staff by sitting in on reparation meetings and accompanying conversations.
- Encourage use of positive communications with parents e.g. Positive Postcards, emails etc.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess school wide behaviour policy and practice.

Expectations of the Head of the Junior School and the Deputy Head

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Take time to welcome children at the start of the day.
- Be a visible presence around the school.
- Use behaviour data (recorded on TrackIts) to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.
- Regularly share good practice.

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair and never use blanket punishments
- Have a sense of humour (appropriate to age and stage of the children)

All children are expected to respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- bullying
- unacceptable sexualised behaviour
- damage to property
- physical abuse to/attack on staff and other adults
- physical abuse to/attack on children
- serious actual or threatened violence against another child or a member of staff
- theft
- verbal abuse to staff and other adults
- verbal abuse to children
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.
- Inappropriate online interactions

Recognition and Rewards for Effort

We recognise and reward children who go 'over and above' our standards. Our staff understand that at St Benedict's School we recognise the benefits of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those children who are hardest to reach. Rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a comment in the Prep Diary/Reading Record, a postcard sent home, an email or face to face chat. Children who demonstrate the three core rules will be acknowledged with Green TrackIts or Dojos. Other rewards and recognition of achievement include stickers, Endeavour and Excellence Awards, House Point awards and weekly certificates.

One child from each class who has consistently gone "over and above" in our school rules and values will be selected to attend "Hot Chocolate/Ice Cold Friday" which is sharing a hot chocolate with marshmallows or an ice lolly and a chat with the Head of the Junior School.

Managing Behaviour

Engagement with learning is always our primary aim at St Benedict's Junior School. For the vast majority of our learners a gentle reminder is all that is needed. The emphasis is on praising the behaviour we want to see. All children must be given 'take up time' in between steps (see table below). It is not normally possible to leap or accelerate steps for repeated low-level disruption, though serious safeguarding or behaviour incidents may bypass stepped sanctions

Practical Steps in Managing and Modifying Poor Behaviour

Children are held responsible for their behaviour. All staff will deal with behaviour without delegating and will use the steps in behaviour for dealing with poor conduct. It is the aim that children should be kept at steps 1 and 2 for as long as possible.

Step 1: Gentle Nudge	• Gentle encouragement, a 'nudge' in the right direction. • A reminder of our three simple rules - **Be Ready, Be Respectful** and **Be Safe** delivered privately wherever possible. • Repeat reminders if necessary. • De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. • Praise will be given if the learner is able to model good behaviour as a result of the reminder.
Step 2: First Warning	• A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. • The child has a choice to do the right thing. • Children will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, ……..make the right choice" "think carefully about your next step"
Step 3: Last Warning	• Speak to the child privately and give them a final opportunity to engage. • Use the 30 second scripted intervention (see Appendix 1) • The child will then need to see you during break (see below)

Following Step 3 a consequence must be given:

Consequence

- This must be recorded with an Orange TrackIt (KS2)
- During the break, children will be expected to have a reflective dialogue.
- For serious breaches at lunch times, the child will be expected to stay inside with the Head of Key Stage for the remainder of the lunch break and receive a Yellow TrackIt.
- Parents will be informed.

Repair Restorative Conversation

5 questions are usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Apology letter would be written during reflection time or at home if required	
Record keeping and communication	• If a child has two 'Step 4' incidents (Orange TrackIts KS2) in a week the Form Tutor must inform parents. • This must be recorded on MyConcern. • If a child has three or more Step 4 incidents in a week (or regular incidents) a meeting with Head of Key Stage and the Form Tutor will be arranged with parents and recorded on MyConcern. • A written record will be kept of sanctions imposed for serious misbehaviour.
Serious Breach	• A serious breach may lead to an Inclusion with the Head of the Junior School or the Deputy Head. (Red TrackIt) or fixed term exclusion. • Head of Key Stage will inform parents of Inclusions and Head of the Junior School or the Deputy Head will inform parents of fixed term exclusion.

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the Senior Leaders. All serious behaviour matters must be referred immediately to the relevant member of the Senior Management Team. Such incidents could include:

- Fighting
- All forms of bullying
- Prejudice-based behaviour, language or incidents, including any discriminatory, derogatory, or abusive comments or conduct related to a protected characteristic under the Equality Act 2010. This includes, but is not limited to, race, religion or belief, sex, disability, sexual orientation, and gender reassignment.Inappropriate online behaviour
- Using abusive/offensive language
- Physically striking adults.
- Damage to property
- Theft
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

A written record will be kept of sanctions imposed for serious misbehaviour.

Parents

Parents play an important part in ensuring that their children are responsible for their own behaviour in school. We require parents to work in partnership with the School, respecting and supporting the School's *Behaviour Policy* and the authority of the school staff. Building school life into a natural routine - asking parents to ensure that their child is at school on time, appropriately dressed, rested and equipped - which will encourage their child to adhere to school rules and procedures.

We ask parents to work with the School in support of their child's learning, which includes informing the School of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents attend meetings at the School with staff or the Head of the Junior School to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the rare event of an exclusion, parents are expected to provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the School with their child.

Exclusions

Fixed Term Exclusions
St Benedict's Junior School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the child remaining in school would seriously harm the education or welfare of said child or others in the School, the Head of the Junior School may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the child to complete at home. Following fixed-term exclusion the child and parents meet the Head of the Junior School to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of St Benedict's Junior School agree with this stance and all policies and procedures are in place to support inclusion of all children Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the child concerned, or to other children at the school.

Restorative Practice
St Benedict's Junior School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (St Benedict's Junior Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. When classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (Appendix 2)

Children with Social, Emotional and Mental Health Needs
For some children it will be necessary to place them on the SEND list for social, emotional, and mental health issues. In these cases, the Head of Learning Support will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force
When staff use force, restraint, immobilisation, or seclusion lawfully and necessarily, the School will follow its recording and reporting procedures in line with current statutory guidance. The Head of the Junior School will be informed, incidents will be recorded in writing and parents will be informed as soon as practicable, ideally on the same day, unless an exception applies under the reporting procedure. Records will include the key details required by school procedure and current statutory guidance.
Complaints

The School has a *Concerns and Complaints Policy*. We encourage parents to take any concerns to a staff member or the Head of the Junior School, and the School will do everything in its power to help resolve conflict or complaints swiftly and effectively. For full details, please refer to the relevant policy.

Related Documents

- EYFS Behaviour Policy
- Anti-Bullying Policy

- Child Protection and Safeguarding Policy
- Attendance Policy
- Concerns and Complaints Policy

Appendix 1 – Our St Benedict's Junior School Behaviour Blueprint

<table>
<tr><td colspan="3">At St Benedict's Junior School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit of excellence every day.</td></tr>
<tr><td colspan="3">Relentless Routines

1. Wonderful Walking 2. Legendary Lines 3. Hand signal for stop</td></tr>
<tr><td>Stepped Sanctions

1. Reminder of our 3 rules Be Ready, Be Respectful and Be Safe

2. Caution

3. Last warning

4. Repair</td><td>Micro script (30 second scripted intervention)

• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.

• At St Benedict's Junior, we… (refer to the 3 school rules – ready, respectful and safe)

• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

• See me for 5 minutes during break

• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?

• That is who I need to see today...

• Thank you for listening... then give the child some 'take up' time.</td><td>Restoration Conversations

• What happened?
• What were you thinking at the time?
• What have you thought since?
• How did this make people feel?
• Who has been affected?
• How have they been affected?
• What should we do to put things right?
• How can we do things differently in the future?</td></tr>
<tr><td>Visible Adult Consistencies
• Meet and Greet
• First attention to best conduct
• Calming and caring</td><td>Rules
• Be Ready
• Be Respectful
• Be Safe</td><td>Over and Above
• Values
• Effort
• Initiative</td></tr>
</table>

Appendix 2 – Restorative Practice

Definition
The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment does not meet the needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders do not have to face the full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1
To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2
To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix 3: The Importance of the role of a teacher

I have come to the frightening conclusion that I am the **decisive** element in the classroom.

It is my personal approach that **creates** the climate. It is my daily mood that makes the weather.

I possess **tremendous** power to make life miserable or **joyous**.

I can be a tool of torture or an instrument of **inspiration**, I can humiliate or **heal**.

In all situations, it is my response that decides whether a crisis is escalated or **de-escalated**, and a child **humanised** or de-humanised

Haim Ginott