Positive Behaviour Policy

St Philip Howard Catholic School

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MISSION STATEMENT

"St. Philip Howard is a living community based on the values of the Gospel of Jesus Christ and the teachings of the Catholic Church. We are a family whose members value and support each other through tolerance, understanding and mutual trust."

We have translated this Mission Statement into a prayer which all of our children pray;

" We are part of God's family. We follow the way of Jesus, by loving , learning and doing our best."

We live our School Mission Statement through our school values:

Faith, Belonging, Respect, Growth, Aiming High.

Respect for all

- At St Philip Howard Catholic Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of St Philip Howard in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.
- At St Philip Howard , everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.
- At St Philip Howard , all staff working with our children receive training in behaviour support. This training is called "Therapeutic Thinking" This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.
- Staff are trained in level one Therapeutic Thinking and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Therapeutic Thinking tutors and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

Rationale

- At St Philip Howard it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the

whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school, in work, in effort as well as achievement.

Promoting Positive Behaviour

- All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;
- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour. Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.

Right and Responsibilities

- At St Philip Howard our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The values that specifically relate to the support and management of behaviour are:
- Respecting the *dignity* of each person; their individuality, their feelings and their role in the school.
- Showing *respect* for each person, and empathy for their feelings.
- Building *confidence* and *self-esteem* by valuing each person's successes and achievements.
- Building *trust,* by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- *Communicating* effectively, including *listening to hear***,** so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Building a sense of *enjoyment* and *fun* into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to *improve.*

- Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

The Curriculum and Learning

- We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and specific lessons that include Religious Education, Anti-Bullying week (refer to Anti-Bullying policy) A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.
- A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

Praise, Reward and Celebration (before a crisis)

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by…

- Praise from adults and peers
- Stickers for themselves
- Rewarding of house tokens. House tokens are put in the boxes and counted each Thursday. During the Friday assembly, new totals are announced.
- Showing good work to other classes, teachers, Assistant Headteachers or Head Teacher.
- Good work and achievements being displayed around the school, on the school website and on Twitter.

A Therapeutic Approach

- At St Philip Howard we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.
- Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

- The Hertfordshire Therapeutic Tree exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

Consequences and Sanctions

- At St Philip Howard adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. When a child is not demonstrating positive behaviour, staff will,
- Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
- Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.
- Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to regain their attention)
- Give a positive reminder of the class rules which need to be adhered to.
- Give a verbal warning that includes a reminder of consequences.
- If behaviour persists, the child is moved within the classroom, to a different table to complete the task.
- If behaviour persists, the child is sent to the parallel class to complete a given task. The teacher will set a time limit for the child to be out of class.
- If behaviour persists when the child has returned to the class, the child will be sent to the Key Stage Lead to complete the given task. The teacher will set a time limit for the child to be out of class.
- If behaviour continues, the child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.
- If behaviour persists over time, parents will be contacted and informed. A Therapeutic Plan will be put in place.

When faced with Challenging Behaviour

- Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:
- Positive phrasing e.g
    - "*Stand next to me"*
    - *"Put the toy on the table"*
    - *"Walk beside me"*
- Limited choice e.g
    - *"Put the pen on the table or in the box"*

    - *"When we are inside, Lego or drawing"*
    - *Talk to me here or in the Library"*
- Disempowering the behaviour e.g
    - *"You can listen from there"*
    - *"Come and find me when you come back"*
    - *Come down in your own time"*
- Use of a De-Escalation Script e.g
    - *Use the person's name – "David"*
    - *Acknowledge their right to their feelings – "I can see something is wrong"*
    - *Tell them why you are there – "I am here to help"*
    - *Offer help – "Talk to me and I will listen"*
    - *Offer a "get-out" (positive phrasing) – "Come with me and….."*

Physical intervention

- There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Therapeutic trainers in how to safely use physical intervention. Staff are instructed:
- To be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;
- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Risk assessments

- Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.
- Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:
- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Reflect, repair and restore (after a crisis)

- Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;
- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Lunchtime/Breaktime Behaviour

Lunch Time Behaviour System

Lunchtime and breaktime behaviour is monitored by those on duty who issue red or yellow cards for any unacceptable behaviour. Red and yellow card offences are regularly reviewed and agreed. Year 6 *Trouble Busters* are present on the playground to act as mentors to children who have been issued with a red or yellow card.

Red Card Offences

- Fighting or hurting others on purpose
- Swearing
- Racist comments
- Unkind comments about someone's family, weight or size
- Deliberately breaking toys, equipment or other school property
- Arguing with or ignoring a member of staff or displaying rude attitudes towards members of staff eg. eye rolling
- Purposely throwing objects/equipment at others

Yellow Card Offences

- Consistent accidental pushing eg whilst playing a game
- Playing in the building or the toilets
- Slide tackling
- Running in the wrong end of the forest
- Not following rules eg. playing football on the wrong day or in the wrong area
- Not tidying up

If a child receives a Yellow Card, they are given a yellow lanyard which they take to the Trouble Busters table. There they will hand over the lanyard and their offence will be recorded in a Yellow Card book.

If a child receives a Red Card, the adult will investigate the incident and if appropriate, the child will be given a red lanyard which they take to the Trouble Busters table. The Trouble Buster will fill out a Red Card form with the child which should detail everything that has happened. The Red Card form is later passed to SLT who will review the incident with the child. It will then be recorded on CPOMS and an email will be sent to the parents to inform them of what has happened.
If a Year 6 child has been given a Red Card, this will be referred straight to SLT and not be dealt with by their peers.
If a child has caused physical harm to another eg. fighting, they will miss their break and lunch times for the remainder of that day and the following day.
(updated Sept 25 SG)

Suspensions and Fixed Term Exclusions

- Serious incidents may result in a fixed term suspension or permanent exclusion. These decisions are not made lightly and are informed by the Diocese of Westminster guidance. Parents are informed of the decision and reasons for the suspension. A reintegration meeting is held with the parents and child on their return to school.
- We live in a community of forgiveness and this will guide our actions.

Positive Behaviour Strategies in Early Years

Practitioners in Early Years use a range of techniques for supporting children's behaviour. They employ positive ways of responding:

- approach calmly
- get down to the child's level
- acknowledge the child's feelings
- gather information
- restate the problem
- ask for ideas for solutions and choose one together
- be prepared to give follow up support
- staff use agreed scripts

Praise, Reward and Celebrations

Staff in Early Years employ a range of strategies to praise and celebrate children's positive behaviour.

- non - verbal praise eg thumbs up
- verbal praise
- stickers
- Star of The Week

Dealing With Negative Behaviours

Saying sorry is not developmentally appropriate for Early Years children as they cannot yet empathise with others. We can encourage children to *demonstrate* they are sorry in more developmentally appropriate ways eg. giving the other child the toy. These alternatives are more meaningful because they actively demonstrate our remorse and regret. In order to teach this we use co-regulation strategies and time in, leading to self-regulation.

Co-Regulation

This is when adults work alongside the child in the moment, acknowledging and naming the child's emotion by linking it to their action or response eg "I can see that you're upset because you're crying. Tell me why you're upset."

This enables them to understand how they're feeling so that we can help them to become emotionally regulated.

Self-regulation

This is when the child is able to control and manage their own behaviour, emotions and thoughts according to the situation.

Time In

This is how we manage negative behaviours in a positive way.

The child expresses their feelings whilst the adult listens and empathises with the child. When the child is calm we explain why the behaviour is not OK and help the child to solve the problem.

We do not use "time out" chairs.

ABC Analysis Recording of Behaviours (Antecedent - Behaviour - Consequences)

This is a behaviour recording strategy used for recurring incidents of behaviour, which helps unpick the behaviour and any triggers which may have caused it. Staff gather and write down information around the behaviour which has been displayed and try to look for patterns in order to help the child and to avoid the behaviour being repeated.