

Great Crosby Catholic Primary School
‘...that they may have life and have it to the full.’

Behaviour Policy



Date of issue:	February 2022
Review date:	February 2024

Vision

This policy is written with a view to encompassing an Attachment Aware Approach.

As a Catholic school, our Christian vision and values are central to all we do. Our mission statement "...that they may have life and have it to the full" (John 10:10) motivates us to follow in the footsteps of Jesus. He inspires us to live out our Christian values and to strive for excellence in all that we do; celebrating life in all its fullness.

The philosophy of the behaviour policy at Great Crosby Primary:

Great Crosby Catholic Primary School strives to create a school community which is trauma informed. This trauma informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

At Great Crosby Catholic, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong ... Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world"

Our school ethos promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, mutual respect and value for all members of the school community.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)

Our Trauma informed behaviour approach does not mean we have lower expectations around conduct and behaviour. Structure, routine and expectations are vital to ensure all children feel safe. It is important for the educational environment to provide both nurture and structure to reinforce acceptable behaviours and reasonable boundaries. We have a Code of Conduct that has been developed and agreed with the children.



GREAT CROSBY



• Treat all members of the family of Great Crosby with love and respect.



• Be friendly, helpful and cooperate with others.



• Listen to others when they are talking and wait for your turn to speak.



• Be honest, trustworthy and hard working.



• Care for each other and our world.



CATHOLIC PRIMARY SCHOOL

CODE OF CONDUCT



Key components of our behaviour policy:

Three expectations:

1. We are ready to learn
2. We are kind
3. We are safe

Differentiation:

We differentiate our behaviour policy as appropriate to meet the needs of all children/young people within our school community, in line with the Equality Act (2010).

Environmental consistency:

At Great Crosby, we recognise that consistency and routines help children and young people to feel safe.

We aim to ensure that:

All school staff have read the school's behaviour policy and feel confident in applying the policy

We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations

All school staff are aware of the strategies being used to support individual children/young people with additional needs

All school staff use Emotion Coaching to support children/young people's emotional needs

How will staff behave?

- We cherish and prioritise our relationships with children/young people and their families
- We will be consistently calm
- We will model the behaviour we wish to see
- We will always give children a fresh start as required
- We will use Emotion Coaching principles to support children, parents/carers and our colleagues

A graduated response*:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour.

Recognising behaviour that embodies our school expectations:

At Great Crosby, we recognise behaviour that embodies our school expectations by providing specific verbal feedback or other rewards that recognise their positive behaviour.

Engagement with parents/carers:

Great Crosby values parents/carers and the knowledge they have of their child.

We work collaboratively with parents / carers so children receive consistent messages about how to behave.

We will provide feedback on your child's emotional wellbeing at parent meetings, but will also contact you immediately if we have any concerns about your child's wellbeing.

We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns, in the first instance contact the class teacher. If the concern remains, they should contact the unit leader/head teacher, and if still unresolved, the school governors.

*Further information on our graduated response

Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency.

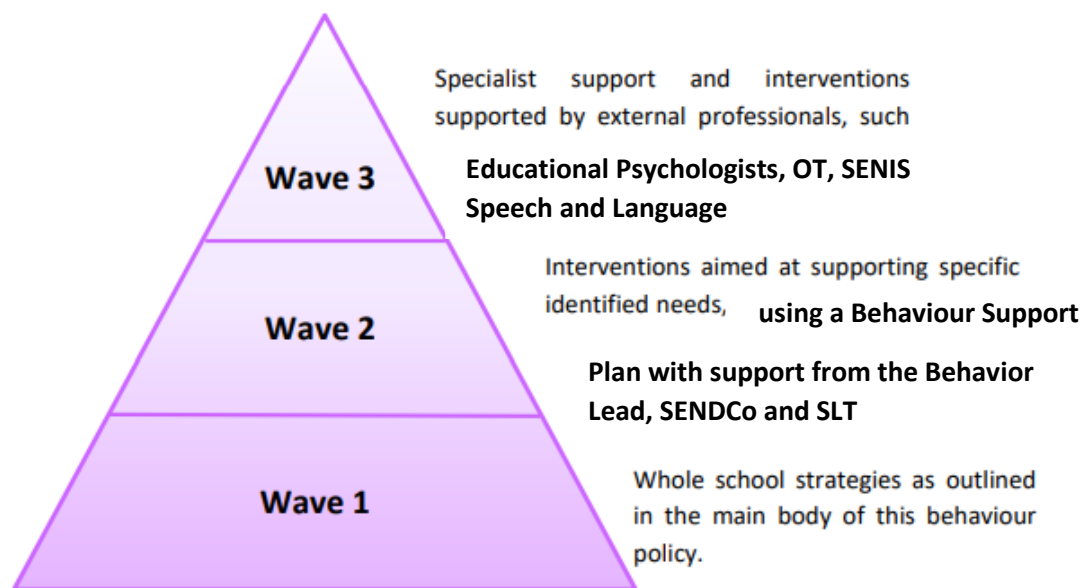
Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children at Great Crosby Catholic Primary School, some children/young people will require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support children according to their current level of need.

The pyramid below provides some examples of support offered at each wave of our graduated response:

Children/young people will be provided with support based on their level of need. Given that Great Crosby Catholic Primary views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child or young person, their parents/carers and external professionals as appropriate

As part of wave 2 support children are given an individual behaviour support plan, that supports them and allows the child to regulate their behaviours.



Rewards

We aim to recognise, acknowledge and celebrate good behaviour along with a child's effort and achievement regardless of ability. Children must expect their efforts to be recognised and we aim to maintain a culture where children want to succeed and are proud of their talents and success. It is vital that there is an emphasis on praise rather than sanctions. The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the child's success will bring in the future. However we recognise that children need recognition for their achievement in the shorter term.

Parents will be informed of achievements and there will be opportunities to celebrate successes in the whole school achievement assemblies (Star of the Week).

Some of the positive consequences for the good choices and good behaviour that children show are:

- regular verbal and non-verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated for the right choices they make
- stickers or other small prizes / treats
- You've Been Crosbied tickets (YBC)
- WOW certificates

Consequences

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will on occasions be some students who may struggle to follow agreed expectations. When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, Assistant Heads, Behaviour Lead, SENDCo, Learning Mentor, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers. Some behaviours that break the Code of Conduct will be reported to parents and carers in the first instance by the class teacher. If the same incident is repeated it will be reported to parents/carers by the Assistant Headteacher. If there is a third incident parent/carers will be invited in to school to speak with the Headteacher so that we can work collaboratively to support the child. Throughout this process, the child will be supported to help them learn from their behaviour, make positive choices in the future and they will be given emotion coaching to help them manage this.

Children are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using an emotion coaching approach and questioning. Staff will work to restore the working relationship between staff and the child and place the emphasis back onto rewarding positive behaviour.

Whole school strategy

We strongly believe that responding to the needs of children is not the responsibility of a few staff in school; it is everyone's responsibility. All members of staff are responsible for supporting the behaviour of children across the school- building relationships is everybody's business. All staff have been given support and access to training.

Smiling and greeting a child on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Physical restraint

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the pupil, peers and or staff. Great Crosby Catholic Primary uses TeamTeach techniques to help reduce these risks. Staff are trained in TeamTeach techniques, de-escalation and promotion of positive behaviours. In exceptional circumstances, staff may be required to

intervene and take action using reasonable and proportional force using the TeamTeach techniques. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

Furthermore, CPD which relates to behaviour is offered on a termly basis in order to equip staff and continue to upskill the workforce in order to deal with behaviours displayed.

This policy should be read in conjunction with:

Child Protection Policy
Ethical Care Control and Restraint Policy
SEND policy
Equality and Diversity Policy
Anti-bullying Policy
PSHE/RSE Policy
Attendance Policy

Additional resource

The following animations give helpful summaries of Emotion Coaching for parents and teachers:

<https://www.youtube.com/watch?v=7KJa32r07xk>

Great Crosby Catholic Primary aims to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (1989). Articles that we particularly aim to promote through this behaviour policy include:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
- Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- Article 37: Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care, and be able to keep in contact with their family
- Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.