

ST. CHARLES' VC ACADEMY



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Behaviour Policy

Policy Author	Date Published	Date for Review	Reviewer
Mr A Foster/ Mrs K Siedle	July 2019	Septemebr 2020	

Our Mission Statement:



How we live out our mission each day:

- We pray together
- We always try to be the best we can be in all that we do
- We speak and act kindly to one another
- We include others in our play and in our learning
- We follow the example of Jesus by helping others
- We know how to say sorry
- We grow closer to Jesus through our work, play, prayers and songs
- We know that God loves us because he made each one of us in his image

"I have come so that they may have life, and have it to the full" (John 10:10)

- We love and care for each other because Jesus loves us and we follow his example
- We use and share the gifts that God has given to us
- "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you." (Ephesians 4:32)

At St Charles' VC Academy, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

Aims of Policy

- To reflect the teachings of the Catholic Church whose Christian values will enable us to embrace all children and adults as equals.
- To support the educational and other aims of the school.
- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To create a safe predictable working environment in which all children can learn positive social behaviour.

The Leadership Team will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to the Trust regarding the effectiveness of the policy
- Meet with parents/carers of those children who require further support in regards to their behaviour
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with praise, rewards and dedicated assemblies

Staff will:

- Provide a well-balanced and creative curriculum
- Support children when dealing with their emotions and feelings using a restorative approach.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model – modelling the high expectations we have of the children
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills.
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Work in partnership with the behaviour team (Deputy Head/learning mentors/BSW) to ensure all IBP's, IEP's are followed, behaviour dealt with and paperwork completed.

Children will:

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be Willing to be reflective to change behaviours
- Follow the 3 school rules
- Learn to work cooperatively

At St. Charles VC Academy, we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus. All children should be taken through the Second Step process to ensure all children understand the harm that has been caused to all parties.

The Key Principles of Behaviour Management

Being Inclusive:

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.

Some of our children, for some or all of the time, will need more of our attention and support than others.

We have a responsibility to teach social behaviour to all children.

We should be clear with staff, pupils, parents, about which expectations are non-negotiable.

All pupils have the right to be educated no matter how challenging their behaviour.

Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

Being Positive :

Parents and Carers need to be as fully involved as possible.

We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.

If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.

We should recognise acceptable behaviour through positive reinforcement.

We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive:

We believe we all have rights - teachers have the right to teach, pupils have the right to learn.

Pupils and staff have the right to feel safe in school.

Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.

We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.

Staff requires support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

Our School Rules (to be displayed in all areas where children learn):

The St Charles Way

1. Be ready
2. Be respectful
3. Be safe



Be Ready – being ready to learn and allow others to learn

Be Respectful – being respectful to all

Be Safe – being and keeping yourself and others safe

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

"Praise, recognise and respond"

We believe that praise is the most powerful form of influencing children's behaviour.

Golden Book Assembly

Each Friday, teachers choose two children from their class who have gone above and beyond, and invite their parents to a special praise collective worship. Children receive a special certificate to take home and an invitation to have hot chocolate and a treat with the leadership team during morning break.

Verbal Praise

At every opportunity, when positive behaviour is displayed, the 3 school rules are followed and those that go 'Above and Beyond', verbal praise will be given so that the behaviour we expect is recognised and modelled to those around.

Attendance Cup:

Each week the class with the best attendance is awarded the attendance cup for the week and will receive extra playtime for their reward. Our attendance target is 97%. We expect all children in every single day.

Positive notes home:

Pupils who have shown outstanding behaviour will be rewarded with a positive postcard home. The note will state why their child has been given the note. These follow our 3 school rules.

Sanctions:

The system works as follows (using traffic lights):

1. Positive reminder about behaviour.
2. A verbal warning. (Step 1)
3. If the behaviour continues, the child's name moves from the 'green' to the 'amber' and 2 minutes of playtime are missed. (Step 2)
4. If the behaviour continues, the child's name moves from the 'amber' to the 'red', 5 minutes of playtime are missed. (Step 3)
5. If the behaviour continues the child is sent to the Phase Leader. (Step 4) The child will then spend 10 minutes out of class and will be asked to complete a behaviour reflection sheet (appendix 6). The class teacher will record the incident on the behaviour record. The child will then need to miss 10 minutes of their break to make up the lesson time missed. If a child is sent to the phase leader then the class teacher must inform the parents of this behaviour and discuss steps forwards for the next day.
6. If the child is referred to the phase leader more than twice or the incident is **deemed serious**, then the child is referred to the Head of School, Deputy Head of School or Assistant Headteacher (Step 5/6), a meeting will be arranged with parents and a **report card will be issued** (appendix 4).

Traffic Light System:



All children start here each day – a fresh new start.



Step 2 behaviour



Step 3 and above
behaviour

KEY STAGE 1 and 2 RESTORATIVE MEETINGS

Where possible the school will try a range of strategies before issuing any consequences.

Restorative Practice

For real change to take place it is essential that the children face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime.

In cases where a child does not respond positively to the restorative approach they might incur a consequence such as exclusion from the playground for the duration of break (15 mins) due to continued negative choices made during lessons. (See Appendix)

Alternative lunchtime play provision organised by the SENDCo and supervised by experienced support staff is also an option for vulnerable pupils or for those with specific needs.

Internal or Fixed Term exclusions

If a serious incident occurs, (see appendix for incident forms), the Senior Leadership Team may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers.

Fixed term exclusion is an extreme sanction, the Head of School will normally consult with the Chief Operating Officer and Chief Executive Officer, so that all options can be explored. The decision to exclude will be followed immediately by a telephone call to the parent/carer, followed by a letter home. A parent has the right to make written representations to the Trust board about the exclusion.

Permanent exclusion is an extreme sanction and is only administered by the Chief Executive Officer of the Trust.

Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour is a fixed agenda point during weekly senior leadership team meetings and vulnerable children are discussed. If children are identified as struggling with behaviour, staff will begin a series of intervention.

Class teachers will speak to parents/ carers to say that they have concerns about a child's behaviour in the first instance. Senior leadership team will discuss with parents, strategies to further support their child's behaviour. These may include:

- Behaviour Support Plans
- Support from the Behavioural Education Support PRU Outreach Team.

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

Peer on Peer Abuse

At St Charles' VC Academy, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images/texts (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

These forms of behaviour should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EH&SH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.
- Necessary pastoral support will be offered to all affected parties.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

Monitoring and tracking Behaviour

Behaviour incidents are logged by all adults using CPOMS. We use CPOMS to electronically ensure incidents are logged which enables us to monitor and analyse types and patterns of behaviour to ensure all children are safe within our school. The Leadership Team will collate and analyse these logs at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.

Appendix



ST. CHARLES' VC ACADEMY BEHAVIOUR PLAN

Pupil name:	Class:	Teacher:
Date of birth:		Medical conditions/needs:
Date plan starts:		Staff working with the pupil:
Date of next review:		
<p>Challenging behavior</p> <p><i>What does it look like?</i></p> <p><i>What triggers it?</i></p>	<p>Targets</p> <p><i>What are we working towards?</i></p> <p><i>How do we get there?</i></p>	
<p>Strategies for positive behavior</p> <p><i>How do we maintain positive behavior?</i></p> <ul style="list-style-type: none"> • <i>Phrases to use</i> • <i>Rewards, motivators</i> 	<p>Early warning signs</p> <p><i>How do we prevent an incident?</i></p> <ul style="list-style-type: none"> • <i>What to look out for</i> • <i>How to respond (reminders, alternative environment)</i> 	
<p>Reactive strategies</p> <p><i>How do we diffuse the situation?</i></p> <ul style="list-style-type: none"> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <p><i>At what stage should another member of staff be informed? Who should this be?</i></p>	<p>Support after an incident</p> <p><i>How do we help the pupil reflect and learn from the incident?</i></p> <p><i>Is there anything that staff can learn about working with this pupil?</i></p>	
<p>Agreement:</p> <p>Parent name: _____ Staff name: _____</p> <p>Parent signature: _____ Staff signature: _____</p> <p>Date: _____ Date: _____</p>		

Appendix 2.



ST CHARLES' VC ACADEMY SERIOUS INCIDENT RECORD

Name of young person:	Name of person writing report:	
Date & time of incident:	Location of incident:	
Name(s) of staff involved:	Name (s) of witnesses:	
Reason for intervention: <ul style="list-style-type: none"> • Injury to a person • Damage to property • Criminal offence (homophobia, racism, etc.) • Serious disruption • Absconding (leaving the room or building) 	External agencies informed <ul style="list-style-type: none"> • Medical staff • Parent/carer • Social worker • Police • other 	
Briefly describe events leading up to the incident:		
Behaviours that occurred:		
Verbal abuse	Slapping	Punching
Biting	Pinching	Spitting
Kicking	Hair grab	Neck grab
Clothing grab	Body holds	Arm grab
Weapons/missiles	Head butting	Self-mutilation
Pushing	Disruption	Damage to property
Who was at risk?		
Briefly describe events that occurred during the incident:		
Describe any changes made to routines, staff or environment in an attempt to reduce the risk:		

Diversions, Distractions & De-escalation strategies attempted:	
Verbal advice	Limited choice
Clear directions	Distraction
Negations	Planned ignoring
Take up time	Consequences
Time out	Humour
Change of staff	Success reminders
Medical intervention	
Injury to child:	Action taken:
Injury to staff:	Action taken:
Injury to others:	Action taken:
Action following the event:	
Person responsible for safeguarding has checked this record:	
Parent/carer informed by phone or in person:	
Parent/carer informed by letter:	
Risk assessment to be carried out:	
Positive Handling Plan to be completed:	
Procedural change:	
Student support:	
Staff support:	
Relationship repair:	
Disciplinary action:	
Has any complaint been lodged: YES NO (details not to be recorded here)	
Signed by:	Role:
Staff to be informed BEFORE the Head Teacher	PHASE LEADER <input type="checkbox"/>
An informed decision is needed before following the hierarchy of staff. If a child has physically assaulted another child & caused an injury then SENIOR LEADERSHIP TEAM should be informed straight away.	ASSISTANT HEAD <input type="checkbox"/>
	DEPUTY HEAD <input type="checkbox"/>

Appendix 3.



ST CHARLES' VC ACADEMY BEHAVIOUR INCIDENT RECORD

Name of Child: _____ Class: _____

CC: Behaviour file in leadership office

Date of Record:	Reported by:
Date of Incident:	
Time of Incident:	Location of Incident:
Names and Classes of children involved:	
Type of Incident: Incitement Swearing Name calling (adults' discretion as it may not be a serious incident) Classroom disruption (low level) Unkindness to another child which is not deemed necessary for serious incident form PHYSICAL ALTERCATIONS ARE SERIOUS! (Use the blue form)	Not following instructions (adults discretion as it may not be a serious incident) Rudeness to a child Rudeness to adults (serious if persistent) Ridiculing Other What? _____
Brief description of Incident:	
Phase Leader's comments of actions taken (restorative/parents informed/plans etc.):	
Consequences if needed / further action :	
Class Teacher's actions regarding the incident (restorative conversation/ sanction). TAs MUST inform class teacher of incidents that the teacher may have been absent for	

Appendix 4.

Behaviour and Response Grid/ Behaviour flow chart

<u>Behaviour</u>	<u>Consequence</u>
<p><u>Step 1 Wrong Choice</u> Child day dreaming, looking around, talking (non-disruptive)</p> <p>Talking, distracting others, slow to complete work, arguing with peers, calling out</p>	<p><u>Non Verbal</u> A look, standing near the child, reminder of class rules, praise children nearby</p> <p><u>Verbal Request</u> 'Name' your (describe action) please can you (desired behaviour). Praise a child with desired behaviour.</p>
<p><u>Step 2 Wrong Choice</u> Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions</p>	<p><u>Verbal Warning</u> 'Name' you have continued to (describe action) you now have to move your name down the traffic light (Amber). If you choose to describe (desired behaviour) you can move back up.</p>
<p><u>Step 3 Wrong Choice</u> Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions Disruption to learning</p>	<p><u>Time out in class</u> 'Name' you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out. Praise another child with desired behaviour.</p> <ul style="list-style-type: none"> - Own table away from others – still on orange <p>A CPOMS record of the child will be made</p>
<p><u>Step 4 Wrong Choice</u> Swearing directly at an adult, refusal to come in from playtime/lunchtime. Leaving the classroom</p>	<p><u>Sent to Phase leader</u> 'Name' you need to go to time out with phase leader for action. Then you need to (Desired behaviour). If you continue to do action then you will..... Move to Red</p> <ul style="list-style-type: none"> - Phase leaders to track the number of time outs a child has each half term. - On the <u>second time</u> out the phase leader will call parents <p>A CPOMS record of the child must be made</p>
<p><u>Step 5 Wrong Choice</u> Continuation of level 2- 3 offences. Deliberate violence towards a child in the classroom, racist incidents, upturning furniture,</p>	<p><u>Sent to Assistant Head/Deputy Head of School</u> Possible sanctions:</p> <ul style="list-style-type: none"> • Time out in isolation for AM/PM • Letter and phone call home • Meeting with parents/ carers <p>A CPOMS record of the child must be made</p>
<p><u>Step 6 Wrong Choice</u> Physical violence towards staff Leaving the school grounds Climbing on school property</p>	<p><u>Sent to the Head teacher</u> The head will then decide possible sanction:</p> <ul style="list-style-type: none"> • Internal exclusion • Fixed term exclusion • Lunchtime exclusion • Meeting with parents/ carers. <p>A CPOMS record of the child must be made</p>

St. Charles' VC Academy

Behaviour Flowchart

1 - Warning



2 - Move to amber

3 - Time out in classroom (CPOMS)

4 - Time out with phase leader (CPOMS)

(twice = phone call home)



5 - Sent to Assistant / Deputy Head (CPOMS)

6 - Sent to Head (CPOMS)

Appendix 5.

Agreed Scripts

30 second intervention

"I noticed you are (having trouble getting started/ struggling/ etc....

It was the rule about.....that you broke.

You have chosen to

Do you remember last week/ yesterday/ this morning when you (celebrate previous achievement).

That is who I need to see today....

Thank you for listening"

(Give the child some take up time)

Seven assertive sentence stems to set you off

You need to (speak to me at the side of the room)

I need to see you...(following the agreed routine)

I expect.... (to see your table immediately tidy in the next two minutes)

I know you will.... (help...)

Thank you for (letting go of her hair, let's walk and talk)

I have heard what you said, now you must ...(collect your things calmly and move to,...)

We will..... (have a better day tomorrow)

Developed script

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... if you choose not to do the work, then this will happen...I will leave you to make the decision.

Do you remember yesterday when you helped me to tidy up, that is the Stefan that I need to see today, that is the Stefan that

I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.

I am not leaving, I care about what happens. You are going to be brilliant.

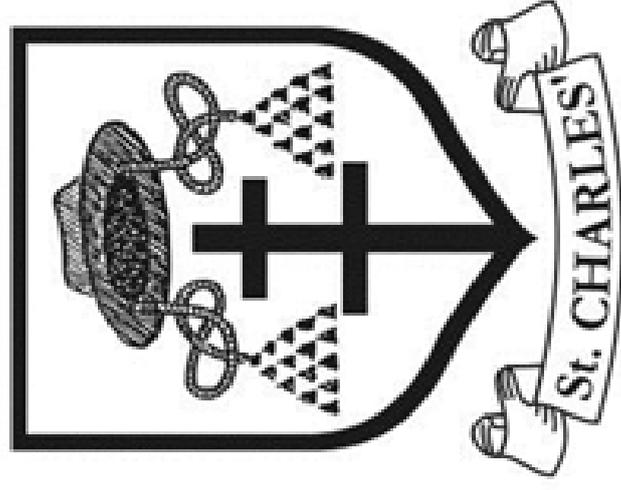
What do you think the poor choices were that caught my attention?

What do you think you could do to avoid this happening in the next lesson?

Darryl it's not like you to...(kick doors/ shout out)

The St Charles Way

- 1. Be ready**
- 2. Be respectful**
- 3. Be safe**



Appendix 7.

