

# All Saints Catholic Primary School, Anfield

## Behaviour Policy updated for 2020 (particularly in light of COVID-19).

All Saints Catholic Primary School, Anfield, 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 **first section** of our policy gives guidance on behaviours from staff in school.

This is then followed in **the second section** by guidance around rewards and sanctions.

The **final section** concerns the the expected behaviour of parents when in school.

The purpose of our policy is to:-

- Recognise what consists desired behavioural norms
- Reinforce expectations
- Promote self-esteem and self-discipline

### Section 1: Staff behaviours

#### 1.1 Consistency

The first expectation from adults in school is around consistency.

- Consistency around **language**. Refer always to the behaviour and not the child. For example, 'I didn't like your behaviour this afternoon', not 'You're a very naughty girl.'
- Consistency around **follow up**. Teachers need to take responsibility for behaviour interventions, seeking support where necessary but never delegating.
- Consistent **positive reinforcement**. Encourage and celebrate appropriate behaviour, highlighting it habitually.
- Consistent **consequences**. Following clear structures at both classroom level and for more serious behaviours.
- Consistent **respect** from adults to children, even in the face of disrespectful learners.
- Consistent models of emotional control. Teachers model **emotional** restraint.
- Consistently **reinforced rituals and routines** for behaviour around site: opening doors for others, walking quietly along corridors.
- Consistent **environment**. Positive images of children's work and behaviours, not just marketing slogans.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

Under the COVID-19 restrictions, staff are asked to ensure consistency around the reinforcement of routines in particular.

#### 1.2 Expectations of Staff

These core behaviours should be adhered to by all staff.

- Where possible, meet and greet pupils at the door and off the playground.
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use any agreed visible recognition system during lessons
- Follow up every time, retaining ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past learners who are behaving badly.
- Support colleagues but never undermine them by taking over a situation.

### **1.3 Expectations of middle leaders**

- Be a visible presence around the school to encourage appropriate conduct.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive phone calls to parents
- Ensure staff training needs are identified and targeted
- Use behaviour logs to target and assess interventions

### **1.4 Expectations of senior leaders**

- Be a visible presence around the school, especially at lunchtime and transition times
- Regularly share good practice
- Support middle leaders in dealing with more entrenched behaviours and situations
- Review provision for pupils whose behaviours are not being improved by normal policies and procedures
- Take time to welcome pupils and parents to school at the beginning of the day and saying goodbye at the end of the day

**Under the COVID-19 restrictions, leaders will not habitually walk in and out of bubbles. When teaching or talking to groups, they will maintain minimum two metre distancing.**

### **1.5 Specific staff**

All Saints has two learning mentors, Mrs Wignall and Mrs Hardwick. A third member of staff, Mrs Tyrell, supports early intervention with young pupils whose social skills are less well-developed. These staff are on hand to work with more vulnerable pupils and their families to establish positive improvements.

Staff, particularly in Foundation Stage and Key Stage 1, should consult with these staff and a joint decision will be made around pastoral support, how long it lasts, when it takes places, and at what time of the day. Further lunchtime supervision or mentoring can be added given the limits of staffing.

The overall provision map for this work will be overseen by Mrs Maguire and the SEN team.

## **Section 2: Rewards**

### **2.1. Praise**

We will recognise and reward those pupils who go 'over and above' our standards. Despite the fact that we have a reward system, our staff understand that a quiet word of praise can be as effective as a larger, more public reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including (and maybe especially) those who are hardest to reach.

At All Saints, we recognise that this use of praise is the first step on the rewards journey. It should not be indulgent, or over-used, as this reduces its meaning and effectiveness. It is also helpful to explain why praise is being given – we should be praising the behaviour we want to see.

## **2.2 Rewards**

In addition to praise, we have a more structured approach to rewards.

1. Pupils can gain 'house points' for modelling good behaviour. These are collected in the form of coloured chips which are available from the staff room in four colours representing the four houses – Chongqing, Flanders, Rouen and Waterloo. Pupils can then deposit their chips into a tube in the main school hall at breaktime or lunchtime. The tubes are periodically counted and a reward is given to the winning house.

**Under the COVID-19 restrictions, there will not be exchanging of tokens or depositing them into the central tubes. These can be recorded digitally instead.**

2. Teachers can choose to send home a note of praise to parents – this can be done through a message via Seesaw (the school's online communication tool), a telephone call or a written note.
3. Pupils can receive a 'golden star' which is worth 50 house points. Their name is entered into the weekly newsletter with an explanation of what they did to receive the award.
4. Teachers can award pupils a 'star of the week' award relating to their learning that week or indeed their behaviour and attitude, or a combination of both.
5. It is set as the default that there is time on a Friday afternoon for play, clubs and games. All children receive this opportunity as it is assumed that their behaviours, in general, fit into the aims of this policy. There is a link here to sanctions.

**Under the COVID-19 restrictions, any Friday afternoon rewards will take place within their classroom for the foreseeable future.**

## **2.3 Classroom Reward Strategies**

Some teachers operate their own strategies that aim to ferment an atmosphere of shared commitment and teamwork. For example, the children are to fill a jar of chips as a class when behaviour meets the expectations of the teacher and once the jar is full, the class receive a reward.

Should teachers wish to offer a classroom reward strategy, then this is acceptable as long as it does not override the core rewards as defined above.

Under the COVID-19 restrictions, staff are asked to avoid any reward systems that involve the exchanging of objects.

### **Section 3: Sanctions**

It should be set at the outset that the aim of this policy is to ensure that sanctions are not necessary, such is the positive intervention of staff. However, this is an ideal world and there will be occasions when sanctions are required in an effort to improve behaviour.

#### **3.1 Initial Behaviour Management**

A clear verbal caution delivered privately to the pupil makes them aware of their behaviour and clearly outlines the consequences should they continue. Staff need to emphasise the choice that the pupil has. Pupils can be reminded of their good previous conduct to prove that they can make good choices.

Here is an example:-

- Gentle approach, personal, non-threatening, side on, eye level or lower
- State the behaviour that was observed and which expectations it contravenes
- Tell the learner what the consequence of the action is. Refer to previous good behaviour as a model for the desired behaviour.
- Walk away from the pupil, allowing the pupil time to decide what to do next. If there are comments, note them down for your own internal use later.

Under the COVID-19 restrictions, staff are asked to avoid close proximity to pupils.

We must try to resist endless discussion around behaviour and spend our energy returning pupils to their learning.

At this stage, there is no need to pass this to a learning mentor, or upload notes to the Iris Adapt Logging System. The aim here is to give the pupil a choice to avoid further intervention. It is crucial that it is dealt with by the teacher/teaching assistant and not delegated to colleagues.

This caution may be made by the teacher, a teaching assistant or a 'third' teacher taking the class during PPA or specialist classes. For 'In Harmony' sessions, it would be delivered by the teacher following a negative report from the specialist music teachers.

Whilst there is no specific time limit here, it is assumed that the caution will take place immediately after a lesson.

\*In Years 3 and 4, teachers will use a visual aid to show where a pupil has received a warning. This will be using a traffic light display with the children's names on green until a warning is given, then the pupil will move to amber. In Year 5 and 6, the system is replicated but with timings linked more closely to the Learning to Learn facility.

#### **3.2 Second Caution**

If, during any given week, a pupil requires a second of these interventions, then the steps are followed again but this time the name is passed to a learning mentor and/or a member of the SLT. At this stage, it is assumed that they may be asked to attend a 'Learning to Learn' session on Friday afternoon for a period of time at the adults' choice. For example, the

member of staff could state 20 minutes, adding that any further caution could see this rise to 40 minutes or an hour (the maximum). The caution is uploaded to the Iris Adapt system.

It is the job of the learning mentor and/or the SLT member to see the pupil around school and remind the pupil about making the right choices, pointing out how the pupil's behaviour can be good, and reminding him/her that further time can be added on the Friday afternoon session is there if there is no improvement. If they can do this during the pupil's breaktime, this is additionally beneficial as it also shows the other pupils (and the pupil him/herself) that that pupil's behaviour has led to negative consequences i.e. missing part of breaktime.

It is the job of the teacher to monitor any changes to the pupil's behaviour along with the learning mentor.

A final decision about the amount of time set for the Friday session will be taken at breaktime on Friday morning.

### **3.3 Learning to Learn**

The decision to register a pupil for a 'Learning to Learn' session will be made chiefly by the class teacher but often with the involvement of a learning mentor and/or a member of the SLT. It is confirmed at breaktime on Friday mornings giving the pupil maximum opportunity to make the correct choices following any cautions.

The 'Learning to Learn' session will be managed by a member of the SLT and will last one hour. The content of the session will be to understand some of the behaviours which have led to the sanction and explore ways in which the pupils can prevent it happening in the future. At the same time, the pupils are missing out on the Friday activity afternoon.

The register will be logged on the Iris Adapt system with sufficient detail to then give a verbal report to parents through a phone call. This is a key part of the policy – that parents are in no doubt by the end of the week why their child was included in the 'Learning to Learn' session.

### **3.4 Outside the Classroom**

We have looked mainly at what happens inside the classroom. For those incidents which occur outside, it is the responsibility of the members of staff to refer them to the learning mentors/SLT who will then give the first caution/second caution, following the same timeline as above. In extreme circumstances, the member of staff may decide to go straight to a Friday 'Learning to Learn' session if the misdemeanour was of such severity.

### **3.5 Exclusions**

It is the aim of this policy that we avoid exclusions, believing that it suggests a failure of the school, rather than a positive strategy. However, it is at times important to use this sanction when behaviour has had such an adverse effect on the staff and pupils that it is the wider interests of the school and the pupil involved to move to an exclusion, fixed-term or, in extreme circumstances, permanent.

It is expected that the 'Learning to Learn' session will deal with most errant behaviours and improve these behaviours over the long-term. However, if a child appears at these sessions regularly and consistently, then a fixed-term exclusion can be considered, particularly if it is affecting the education and well-being of other children. This will be made by the Headteacher, or in his absence, the Deputy Headteachers.

Before this, an internal exclusion may be considered as a way of keeping the pupil in school whilst separating him/her from the class/breaktimes. During an internal exclusion, the pupil would be isolated with a member of senior staff for the whole day, completing their work away from their peers.

For both an internal exclusion, and a fixed-term exclusion, letters to parents must be sent explaining why the decision has been taken. It is highly likely that this will have been discussed with parents beforehand as part of the 'Learning to Learn' process.

All guidance documents referring to exclusions can be found in the appendices as part of the Liverpool LA Guidance Materials.

Such sanctions will remain in place though the 'learning to learn' session on Friday afternoons will not be possible due to the bubble system. Instead, each pupil will receive a socially distanced meeting with a senior member of staff in a well ventilated central space.

### **3.6 Rewards and Sanctions in Early Years and Key Stage One**

Due to age differences, the rewards and sanctions for younger pupils may need to be adjusted slightly.

A focus on positive reinforcement remains. It should be immediate, consistent and honest praise for children who are making the right choices. This can be in the form of verbal praise, sticker rewards, house points or time to choose an activity that the children enjoy.

There is an even greater emphasis on positive parent communication and relationship building; consistent positive communication with parents to reinforce good behaviour.

There needs to be a greater focus on immediate behaviour repercussions. Poor behaviour choices are dealt with immediately by the class teacher or teaching assistant on the same day so that children understand the repercussion of their choice and why it was unacceptable behaviour.

Classes in Reception and Key Stage One have a clear 'Visual Behavioural Display' comprising of the Sunshine, Cloud and Storm Cloud. Children's names are placed in hot air balloons and they stay on sunshine if following behavioural procedures and expectations. After one warning, a child can move to the cloud as their second warning. After the third warning the child will move to the storm cloud and be spoken to informally by the class teacher, learning mentor or member of the senior leadership team. This may lead to a timed time-out in a quiet part of the classroom.

When a child is not acting in line with school expectations:

Teacher speaks with child 1:1. Child may have to spend a timed period on a time-out in a quiet part of the classroom to reflect and settle. The behaviour can be discussed informally with parent at the teacher's discretion.

If the behaviour does not improve, child may miss their break/play time and have to spend this time with a senior teacher or learning mentor. Parent and child will be invited to the classroom for an informal discussion with the teacher.

If the behaviour persists, parent and child will be invited to meet with the Learning Mentor to discuss possible solutions or programs that can be put in place to assist the child in making the right choices at school as well as at home.

If there is still no change, a meeting will be arranged with SLT and the child and parent.

Meeting with Mrs Tyrell over behaviour issues for young pupils can still go ahead, but the two-metre socially distancing rule is to be adhered to.

#### **Section 4: Parent Behaviour**

The prime educator of each pupil is the parents, and their responsibilities for their child's behaviour are paramount. It is therefore incumbent on them to respect the school's behaviour policy and set the appropriate example when on the school site.

Parents are asked to respect the following set of norms:-

- To adopt a respectful tone when talking to each other and to staff.
- On no account should screaming and yelling be heard on the school site. On those occasions when parents are angry, they should be invited into an office space where they can be asked to make their point in a calm way. They will always be heard.
- Remember that we all want the same thing – the best possible education for the pupils and their well-being at school.
- To set an example to pupils when engaging in conversations with other parents/staff on site. The more we model good behaviour, the more likely that it is habitually repeated in classrooms.

When talking to parents about children's behaviour, staff are asked:-

- To always ensure that conversations are out of the earshot of other parents/visitors, enabling a private interaction to take place.
- Prioritise a telephone conversation over a 'word' on the playground, particularly if it is complicated, controversial or multi-faceted.
- Avoid bringing other staff or pupils into the conversation – stick to that child's behaviour and any action that is being taken.

Under the COVID-19 restrictions, parents will be requested to maintain social distancing on the playground. Teachers will habitually avoid meeting parents in playground but if they do so, it will be at a suitable distance. Parents will be encouraged to set up meetings in school via the school office to ensure that they can be set up within the guidance.

The policy will be under constant review throughout the 2020/2021 academic year.