



Behaviour Policy – September 2021

Intent

We want our children to be happy, successful and included at all times. However, we realise children can make poor choices which affect themselves and others. Our distinct nature as a Catholic school has informed this policy. This policy is in place to ensure a consistent approach from staff in dealing with incidents that arise in school so that any incidents that occur are dealt with in a just and timely manner.

Implementation

- We have introduced clearer guidance for staff called ‘Correct Choice Consequences’ and ‘Poor Choice Consequences’.
- We aim for all staff to understand that we cultivate behaviour through what we pay attention to is what we get more of.
- It is important it is built on the principles of Engagement and the three R’s – Routine, Relationships and Responses.
- We use Restorative justice conversations based on the following questions:
 1. What happened?
 2. What were you thinking and feeling at the time?
 3. What have you thought about it since?
 4. Who has been affected and in what way?
 5. How could things have been done differently?
 6. What do you think you need to do to make things right?
- Forgiveness and reconciliation are a key part of the Catholic values, mission and charter of the school and will be taught by every member of school staff.
 1. Acknowledge the child
 2. Call them by their name
 3. Say sorry
 4. Explain what you are sorry for
 5. Ask for forgiveness so we can move on

	Correct Choice Consequences	Poor Choice Consequences
1.	Verbal praise	Verbal warning
2.	House points	Time out to think about choices (5 minutes of break)
3.	Show work to a special audience (whole-class, other teacher, Head of Year, SLT)	Further time out to think about choices (10 minutes – lunchtime or break). At this point, involve Head of Year
4.	Contact with parents (phone call, postcard home, conversation)	Contact with parents
5.	Half-termly Mission Star Award	Refer to SLT

- If there are incidents of violent behaviour, children must go to step 3 and involve the Head of Year who will decide if it needs to be moved to step 4 and an appropriate sanction (missing of whole playtimes or lunchtimes).
- The Head of Year can consult with SLT regarding the point above.
- Any incidents involving the Head of Year will need to be recorded so we are able to track the effectiveness of the policy.
- We encourage a nuanced approach as different classes may have different motivations and different methods would work e.g. marble in the jars, dojo, sticker charts.
- In saying this, the process must have the essential elements of the above at its core.
- Each year group, led by the Head of Year, will devise an age-appropriate way of communicating the procedures with the children (e.g. thought clouds, traffic-lights etc.)
- This should also involve more opportunities for rewards, as positive praise has a positive impact. We understand that.
- This will be displayed clearly in the classroom so that children are clear on the expectations.
- We also reserve the right to exclude pupils if their behaviour is incompatible with the safe running of school and the safety of other individuals - (see Exclusion Policy).
- We do not accept or tolerate Bullying in any form and this will be dealt with by the SLT who will contact parents, issue sanctions and report to the GB regarding such incidents.

Impact

- Calm, orderly classrooms
- Enriched playtimes
- Reduction in playground incidents over time
- Clarity of understanding of staff and consistency of approach evidenced through staff voice