



## **BEHAVIOUR POLICY**

**2023-2024**

**Aims and Expectations:**

At Rosary School we provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. At Rosary School everyone can live and work together in a supportive way, where students are able to reach their full potential.

Our behaviour policy promotes good behaviour and provides guidelines on how we can live and work according to our school core values. As a school community, it is our joint responsibility to model and celebrate positive behaviour. When corrective measures are required, this policy outlines the expected outcomes for all students.

**ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR****The Principal will:**

- Ensure that the School behaviour policy is implemented consistently through the School, set the standards of behaviour and support staff in the implementation of the policy;
- Report to the Board of Governors, when requested, on the effectiveness of the policy;
- Ensure the health, safety and welfare of all children in the School;
- Report to/meet with parents/ carers when necessary;
- With the support of the SLT, train staff in Rosary School policy and procedures.

**The School Counsellor:**

- Focus specifically on supporting and improving the behaviour of children referred by the leadership team/SPEA and the SLT, through the SPEA and school referral systems;
- Focus specifically on supporting and improving the behaviour of children referred by the Pastoral Leaders/ Senior Leadership Team
- Communicate regularly and meet with the parents/carers of children in the referral system;
- Support all staff in managing behaviour;
- Instigate the system of incident recording/reporting by all relevant parties;
- Keep records of all reported serious incidents of misbehaviour.

**Pastoral Leaders**

- To work with teachers and provide behaviour support for identified students.
- To investigate and provide action responses to any incidents caused by student misconduct.
- To provide emotional and well-being support for students and promote resilience.
- To provide supervision during and after school where necessary, including the supervision of the students who have been removed from class due to behaviour or well-being concerns.
- To communicate the highest expectations of behaviour consistently and effectively and to implement the MOE behaviour policy and procedure.
- To oversee and monitor the behaviour to ensure the highest level of pastoral care to all students.
- Responsible for student detention.
- Perform the duties of the Designated Safeguarding Lead.

**The EYFS and Primary Section Leads will:**

- Support staff in monitoring and managing behaviour;
- Keep records of all reported minor incidents of misbehaviour;
- Meet with parents/carers when necessary (especially in the case of serious incidents and/or second stage incidents).

**All Staff will:**

- Have an established essential agreement in their classroom, that is consistent across the whole school phase;
- Implement consistent and effective behaviour management strategies aligned to the school behaviour policy;
- Give opportunities to develop interpersonal and social skills;
- Offer a curriculum that enables pupils to engage;
- Provide the opportunity for children to develop their social and collaborative skills through group work;
- Ensure that students listen and are listened to;
  
- Help students to gain the ability to make choices about their behaviour;
- Help students to be confident about their learning and enjoy it;
- Help students understand their rights and responsibilities as citizens in our society;
- Be positive role models;
- Reward/praise positive behaviour through official rewards systems;
- Inform section leads of negative behaviours and/or improved behaviours;
- Communicate serious incidents in writing to the School Counsellor;
- Keep records (making use of the parent meeting templates) and share with School Counsellor /Principal where necessary;
- Keep informal but precise records of individual student's negative and positive behaviours;
- Ensure the children in their class know the class and school rules and are aware of and understand their rights and responsibilities.

**Students will:**

- Respect and care for others;
- Listen to others;
- Learn/work cooperatively;
- Obey the school rules;
- Resolve disputes positively;
- Value and take responsibility of the environment;
- When necessary, carry out self-monitoring;
- Be aware of and understand their rights and responsibilities;
- Be aware of their own emotions and actions and take responsibility for these;

**Parents, Carers and Families will:**

- Support the School when reasonable sanctions as a consequence have been used;

- Promote positive behaviour at home in order to have continuity between home/school;
- Initially contact **the class mentor** if they have concerns about the way their child has been treated. If concerns remain, contact the appropriate section lead;
- Initially contact the class mentor if they feel their child's behaviour, in or out of school, is impacting on the child's wellbeing;
- Be aware of and understand their rights and responsibilities.

**The Governing Body will:**

- Support the School in the implementation of the policy;
- Give advice, when necessary, to the Principal about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues;
- Review the effectiveness of the policy.

**Monitoring and Evaluating:**

- The effectiveness of this policy will be annually reviewed and regularly monitored

by the SLT, School Counsellor and Board of Governors.

**Negative Student Behaviour**

**We believe that student behaviour is unacceptable when it:**

- Interferes with the rights of others;
- Is dangerous to self, others or property;
- Is inconsiderate or offensive.

When dealing with inappropriate behaviour we use logical consequences (whenever possible) rather than punishment. Corporal punishment is never acceptable. All consequences take into consideration related aspects of student welfare and management.

**PREVENTATIVE ACTION**

Preventative action is used to prevent unnecessary disruptions. During the first week of each school year, mentors and students work together to construct age-appropriate Classroom Essential Agreements. Along with this, the class decides consequences, both positive and negative for inappropriate actions. These are displayed in the classroom, communicated with parents and referred to throughout the year.

Positive reinforcement is the key to ensuring that essential agreements are met. At Citizens School, all members of staff should praise students for their efforts and achievements. Individual recognition from a mentor confirms for students that their mentors are interested in them as individuals and care about personal behaviour and progress. Positive reinforcement also helps to build positive relationships by modelling appropriate ways of interacting with others.

**BULLYING**

**Bullying is not tolerated in any form at Rosary School. Bullying behaviours may include repeated:**

- Physical hitting, kicking, pushing, punching and stealing;
- Verbal or non-verbal insults, name-calling, threats, and negative comments about an individual or their ethnicity;
- Intention to harm another person's dignity or reputation by spreading gossip, rumours, or wilfully and/or forcefully excluding another student from activities or groups;
- Cyber-bullying.

If a student exhibits any of these behaviours, then the child will enter the **Pastoral Care Stages**.

### **DISCIPLINE OF STUDENTS WITH SIGNIFICANT NEEDS**

Some students, for a variety of reasons that may include social, emotional, physiological or psychological factors may demonstrate behavioural patterns that significantly affect their learning and the classroom environment. Individual behaviour modification plans are often necessary for such students. These can range from the implementation of a behaviour chart to the student having a shadow assistant helping them throughout the day. The classroom mentor needs to liaise closely with the SENCO, Child Protection Representatives, School Counsellor, parents and the School Principal in the design and implementation of a suitable programme. Specialist support may sometimes be recommended and required by outside services. Ultimately, any behaviour that affects others will deem that the child enters the Pastoral Care Stages, with conditions set up to help the child build their self-esteem and follow the rules appropriately.

### **SUPERVISION**

Children are supervised at all times. During playtime, close supervision is paramount to ensure the health and wellbeing of all students.

### **CORRECTIVE & SUPPORTIVE ACTION**

Corrective and supportive action is used to correct and support any students who demonstrate inappropriate behaviour. This flowchart of three stages, outlines the process that is followed to support and correct students' behaviour.

<b>Stage 1 – (Low Level Behaviours) – Class mentor</b>

<p><b>Action by:</b></p> <ol style="list-style-type: none"> <li>1. Class mentor oversees.</li> <li>2. <u>All specialist staff</u> are responsible for informing the class mentor verbally and in writing.</li> <li>3. Class mentor communicates to parents verbally and/or in writing.</li> <li>4. Class mentor informs parents of supportive action (verbally and in writing).</li> <li>5. Class mentors remind the child and parent of level 2 action.</li> <li>6. Class mentor keeps records.</li> </ol> <p><b>Behaviour:</b> a one-off incident on one day, or persistent minor misbehaviours.</p> <ul style="list-style-type: none"> <li>● Low level behaviour - minor breach of school rules</li> <li>● Does not seriously harm others or cause you to suspect that the students may be harmed</li> <li>● Work productivity issues.</li> <li>● Persistent talking in class.</li> <li>● Unkind communications with other children</li> <li>● Reports from breaktime supervisors concerning any issues that may have arisen in the play area, cafeteria or on the school bus etc.</li> <li>● One-off incidents of aggressive behaviour (hitting, kicking etc.) that are out of character for the specific child; might be provoked by things done or said.</li> </ul>	<p><b>Actions</b></p>
	<p>Warning and a reminder to <b>Stop, Think, Do.</b></p>
	<p>Thinking Time.</p>
	<p>Movement, within the class, for a short period whilst continuing with the class activity or partial removal from an activity (time away).</p>
	<p>A discussion with the student resulting in an apology.</p>
<p>Low level monitoring.</p>	

<p><b>Stage 2 - (Moderate - Serious Behaviours) – Section Lead and School Counsellor</b></p>	
<p><b>Action by:</b></p> <ul style="list-style-type: none"> <li>● Class mentor or subject specialist refer child to section lead.</li> </ul>	<p><b>Action</b></p>

<ul style="list-style-type: none"> <li>● The incident is reported to the School Counsellor and intervention is requested, depending on the nature of the incident.</li> <li>● Section lead communicates with parents and holds a meeting, accompanied by class mentor, and/or subject specialist, and School counsellor if section lead deems necessary.</li> <li>● Section lead shares supportive action with parents (verbally and in writing).</li> <li>● Parents and children are reminded of level 3 action.</li> <li>● Principal informed in writing*</li> <li>● Section leads and mentors monitor behaviour.</li> </ul>	<p>Time Out (working independently in a quiet place) or longer period. This allows the child a short time to reflect and calm down if needed, away from peers. Before rejoining the class activities, the mentor and student will have a 'personal conference' where the student is reminded of what behaviour is expected and encouraged to try harder to improve.</p>
<p><b>Behaviour:</b> continued unacceptable and negative behaviour that affects another person (towards mentor or other students) or property. Lack of corrective behaviour in response to previous actions taken in stage 1. Inappropriate behaviours that form a pattern of general student behaviour and violate the rights of others, either personally or academically.</p>	<p>Loss of Privileges (breaktime, special event or trip). Warning regarding future consequences for repeated offence.</p>
<ul style="list-style-type: none"> <li>● Persistent breach of school rules.</li> <li>● Causes harm to others or causes you to suspect that the students may be seriously harmed.</li> <li>● Are part of a developing pattern of negative behaviours.</li> <li>● Serious work productivity issues.</li> <li>● Persistent talking in class which is disruptive, and lack of positive response to correction.</li> <li>● Ongoing unkind communications with other children.</li> <li>● Ongoing reports from breaktime supervisors concerning any issues that may have arisen in the play area, cafeteria or on the school bus etc.</li> <li>● Ongoing incidents of aggressive behaviour (hitting, kicking etc.).</li> </ul>	<p>Reflection/Apology letter and Behaviour Letter The student completes a Reflection Sheet which is placed in the student's personal school file.</p>
	<p>One – two days suspension/isolation in the most serious of cases*</p>

Stage 3 (Extreme High-Level Behaviour) Section Lead - Principal	
<p><b>Action by:</b></p> <ul style="list-style-type: none"> <li>● The Principal is informed and intervenes.</li> <li>● The Principal calls a meeting with parents to inform them of the immediate suspension of 3 days.</li> <li>● Principal informs SPEA.</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>● Continued unacceptable behaviour of an extreme nature, or a one-off serious behaviour that significantly violates the rights of others.</li> <li>● Put others and/or self at risk of harm/danger.</li> <li>● Requires the immediate involvement of school admin to restrain/ intervene and protect the safety of others.</li> </ul>	<p><b>Action by</b></p> <p>3-day suspension.</p> <p>Immediate Notification to SPEA.</p> <p>Decision pending as to whether to offer a place for next academic year.</p>



## Foundation Stage FS1-FS2

Mentors in the Foundation Stage will use a visual traffic light system within learning environments, with an image of each child that can be moved as needed. Green - having a super day, Yellow- on a warning and Red- time out from play. Mentors can create their own traffic light visuals. as the concept of green, yellow and red is part of the chart.



All children will start the day on the green light. If the teaching staff identify any of the behaviour from the sanctions below then the child's picture must be moved onto the yellow light as a warning. If they repeat the behaviour their name is moved onto the red light and time out from play is given.

After finishing their time out, the child's picture will move onto the yellow light. If the child displays good behaviour they can be moved onto the green light. If the child displays unacceptable behavior again, the cycle continues, moving to the yellow light as a warning and then the red light for a timeout of play.

At the end of the day reflect upon the traffic light chart as a class and discuss the great behaviors

witnessed in class that day as well as those that were not. Discussing solutions and better ways of approaching those behaviours as a class reinforce children's understanding of boundaries and consequences. Also reflect upon the classroom rules.

As part of classroom management adults in the room should position themselves so they are able to see all areas of the classroom environment. Adults must use a gentle tone with children when addressing negative behaviour, shouting at a child is threatening and will not be tolerated. It is important for the mentor and the teaching assistant to address behaviour with a clear explanation for the child to understand why their behaviour was not acceptable. It is also important for either adult in the classroom to understand that children at this age require a lot of PSED support as they may become upset when confronted with their behaviour. Positive language should be used to reinforce crucial moments of learning and understanding of misbehaviour and reflected on as a class. Children should always be aware of the consequences of their actions and the teaching staff must remain consistent with these.

#### **Rewards:**

To reinforce good work/learning, behaviour and attitude we use:

- Positive verbal praise;
- Reward points;
- Daily merit through stickers or certificates.

#### **CORRECTIVE & SUPPORTIVE ACTION FOR EYFS**

Stages	Identification of behaviour	Action to be taken
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<p><b>Stage 1 (using the behaviour chart as a classroom tool)</b></p>	<p>Identifying the issue:</p> <ul style="list-style-type: none"> <li>• Not following instructions that leads to disruptive behaviour.</li> <li>• Destructive behaviour.</li> <li>• Not acknowledging other's personal space.</li> <li>• Disruptive behaviour.</li> <li>• Reaction to stimuli - that leads to disruptive or destructive behaviour.</li> <li>• Not respecting resources.</li> <li>• Not respecting adults in the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Child is given a warning and placed on the yellow face. Repeating behaviour, child moves to the red face and will sit on a chair for relaxing/reflection time, Sand timer: <ul style="list-style-type: none"> <li>FS1 - 3 minutes</li> <li>FS2 - 5 minutes</li> </ul> </li> </ul> <p><b>Repeating behaviour:</b></p> <ul style="list-style-type: none"> <li>• If it happens three times within one week the parents are contacted by phone to arrange for a meeting with the class mentor and the parents to discuss the issue/behaviour.</li> <li>• During meeting with parents the mentor needs to ask questions to get a better understanding of why the child might display this behaviour: <ol style="list-style-type: none"> <li>1. <i>Has there been any changes at home that might have contributed to the behaviour?</i></li> <li>2. <i>Does the child have a set routine at home e.g bedtime?</i></li> <li>3. <i>Does the child display similar behaviour at home as at school?</i></li> <li>4. <i>Has the child mentioned anything at home concerning school that might have upset them?</i></li> </ol> </li> <li>• The child has two weeks to improve their behaviour, if not they will move on to level two.</li> </ul>
<p><b>Stage 2</b></p>	<p>The behaviours/issues mentioned in the first Stage are now developing into patterned behaviour and in the two-week's grace period there has been no, or very little improvement.</p>	<ul style="list-style-type: none"> <li>• Classroom mentor to contact the parents to arrange a meeting after school.</li> <li>• Meeting with classroom mentors and parents. Discuss that the issue has not been resolved, and that if it continues, they will move onto level 1 of the Primary Pastoral Care Grid.</li> <li>• Situation will be revised in two weeks.</li> <li>• A behaviour book to be introduced to see if the cycle of behaviour can be broken and all staff involved with the child to log any observations.</li> </ul> <p>If the behaviour persists and ends up being so disruptive that it influences lessons the child will move onto the third level without being given the full two-week grace period.</p> <p>Section leads and counsellor to be informed.</p>
<p><b>Stage 3 (level 1 of the Primary Pastoral Care Grid)</b></p>	<p>The behaviour/issue as mentioned in the first and second stages has not been resolved in the three weeks since it was identified and the behaviour/observations</p>	<p>Section leads and counsellor to contact parents and arrange for a third meeting between herself and the parents. Parents are informed that their child will be placed on the Primary Pastoral Care Grid and they will receive the level 1 letter.</p> <p>Section leads and counsellor will inform.</p> <p>Record information on meeting minutes</p>

	book has not proved to have any effect on the situation.	template.
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<b>Review Date:</b>	October 2023
<b>Next Review Date:</b>	October 2024

<b>Principal</b>		<b>Date:</b>	
<b>VP</b>		<b>Date:</b>	