
OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL BEHAVIOUR LEADERSHIP POLICY

(To be read in conjunction with our Anti-Bullying and Care and Control policies.)

1 Introduction

1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and recognition as well as consequences with regard to pupils' behaviour. It also contains our policy on exclusions. Behaviour policies, set high expectations for children and adults based on ethics which are rooted in gospel values and the teaching of the Catholic Church. Our policies emphasise the importance of personal responsibility and the need for justice whilst also facilitating healing and reconciliation. These expectations are reflected in our shared values which are evident within the Whole School Code of Conduct and the school mission statement "One family living and learning together in faith". We are informed by DFE guidance for head teachers and governing bodies, July 2013

The code of conduct and school mission statements are demonstrated around school through the use of large photographs and children's artwork.

At Our Lady Immaculate Primary school, we are one family living and learning together in faith and so we...

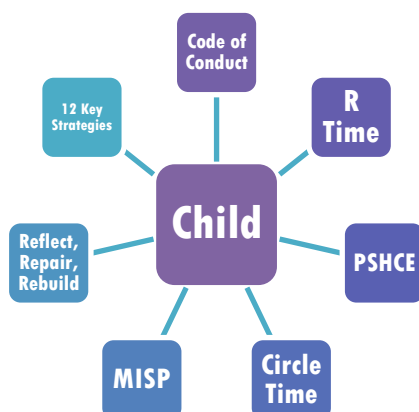
- Respect ourselves, others and our school
- Work hard at everything we do
- Do our best and never give up
- Welcome others with a smile
- Recognise achievement and celebrate success
- Show we care by listening to each other

1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. We therefore promote conduct and behaviour rooted in gospel values and which uphold the dignity of the human person. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Through carefully kept notes and records we are able to effectively support pupils through Behaviour Support Plans. See Appendices. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with DSEN and emotional and

behavioural difficulties. We can offer additional support through positive individualised behaviour support plans and interventions such as R-Time, **Massage in School** (MISP) and Circle Time. See **appendices**-- rationale for R-time, MISP and Circle time. We are also supported by external partners who provide specialisms that the children can access e.g. Play therapy and Military school. Discrete curriculum links can be seen through our "Super 7".

Super 7



2 Aims and objectives

2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

2.2 The school has developed a code of conduct with staff, children and families, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

2.3 The school expects every member of the school community to behave in a considerate way towards others.

2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.

2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

2.6 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Rewards and Recognition. Reflect, Repair, Rebuild.

3.1 We praise, encourage and reward children for good and helpful behaviour in a variety of ways:

- Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school.
- Teachers award points, merits or stickers for particularly good behaviour.
- Each week, we nominate a particular child from each class to be named in assembly. The child receives a certificate and this is shared with the children and families through our school TV, website and twitter.
- We award stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to take part in achievement assembly where they are able to show examples not only of their best work, but of considerate behaviour towards others.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Early Years Learning Journeys contain information regarding children's wider achievements beyond school, thereby recognising personal endeavour and positive motivation.

3.3 The school uses the process of reflect, repair rebuild to implement the school code of conduct, and to ensure a safe and positive learning environment. The safety of all of our children is paramount. In order to support children with their behaviour we have developed 12 key strategies to promote consistency across the school. These strategies are proactive, responsive, verbal and non-verbal.

State the Obvious	The Help Script	Choice Drivers	One Calm Voice
Partially Agree ("Yes, and...")	Tactically Ignore	Reflect, Repair, Rebuild	"Thanks"
The Help Protocol	Lead into Learning	Change of Face	Personal Space

3.4 The class teacher discusses the school code of conduct with each class. In addition to the code of conduct, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class.

3.5 The school does not tolerate bullying of any kind. In 2015 the schools work in this area was acknowledged with the Anti Bullying Quality Mark Bronze Award. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others.

3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document. DfE "The Use of Reasonable Force" July '13. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children. See Care and Control policy in Appendice.

4 The role of the class teacher

4.1 It is the responsibility of class teachers to ensure that the school code of conduct is in place within their classes, and that their classes behave in a responsible manner during lesson time.

4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

4.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding

Consequences should be certain and predictable and should not be punitive. Consequences should provide the opportunity to Reflect, Repair Rebuild.

4.4 If a serious incident occurs the process for reporting and recording will be followed and is the responsibility of the class teacher to ensure chronology is maintained. See Flow Chart in appendices.

4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the education social worker or the LA's behaviour support service. Prior to the involvement of external agencies the school will strive to meet the child's individual needs through a range of school interventions -R-time, Circle time , Rainbows, 1-1 support, reading and maths intervention programmes and SEN targeted intervention support.

4.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4.7 The head teacher analysis the school's data around incidents and reports back to governors with an outline of next steps regarding staff CPD or support for vulnerable groups.

5 The role of Support Staff

We have a range of support staff at Our Lady Immaculate Catholic Primary School including Teaching assistants, administration staff, learning mentor, school gardener, school social worker, ICT technician, caretaker and premises staff. All of these people have a vital role to play in supporting and encouraging the children to follow our code of conduct. Some teaching assistants have special responsibility for the coordination and delivery of particular interventions e.g. R Time, Circle time, Lego Club, Rainbows, Sunbeams and individual support programmes.

Support staff are expected to work closely with the class teacher/SMT to follow the schools process for reporting and recording incidents as well as the protocols for Reflect, Repair, Rebuild.

6 The role of the headteacher

6.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

6.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

6.3 The headteacher monitors records of all reported serious incidents of misbehaviour within serious incident logs and individual behaviour files.

6.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors and local authority have been notified.

6 The role of parents and carers

6.1 Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote the behaviours that we expect.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school through conversations or meetings with parents and their child, home school links, behaviour support planning and termly school reports and parent's progress meetings.

6.2 The code of conduct is available to parents on the school website (www.oliprimary.co.uk), and we expect parents and carers to understand and support this.

6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

6.4 We work in partnership with parents and carers and we welcome conversations between families and class teachers, senior leaders and the headteacher. More formal discussions can take place where appropriate. If parents and carers wish to they can contact the chair of the governing body, in accordance with the school's complaints policy.

7 The role of governors

7.1 The governing body has the responsibility, for agreeing as policy, these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

7.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour leadership, but governors may give advice to the headteacher about particular disciplinary issues relating to exclusion. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step as part of our graduated response in supporting children including Behaviour Support Plans and Positive Handling Plans plus extra support through using the Boxall Profile and interventions such as R-Time to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

8.2 The school follows the national Exclusions Guidance, published by the DFE in 2015, "Exclusion from maintained school, Academies and pupil referral units in England" 2015 and has regard to the standard national list of reasons for exclusion.

8.3 Only the headteacher (or an acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

8.4 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

8.5 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

8.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

8.9 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Drug and alcohol related incidents

9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. The school follows the policy and guidance on the administering of medicines as set out by Liverpool Education Authority. Further details are available at school and on the website.

9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be excluded for a fixed term. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the incident is repeated, the child will be permanently excluded, and the police and social services will be informed.

9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

9.4 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed. We also pay due cognisance to DFE guidance, Searching, Screening and Confiscation 2014.

10 Monitoring and review

10.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps a variety of records concerning serious incidents and these are monitored on a regular basis by the schools safeguarding governor and school SIP.

10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background.

10.5 The governing body reviews this policy every 12 months. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices

- 1 Flow chart for reporting and recording of incidents
- 2 Process for Reflect, Repair, Rebuild.
- 3 R time rationale
- 4 Circle time Rationale
- 5 Reporting and recording form with post incident debrief
- 6 Proforma for behaviour support plan

Appendices

Emotional Literacy Provision.

Emotions are an integral part of human nature. Through emotions we respond to life in many different ways—with anger, happiness, fear, love and loneliness. Emotions influence our thoughts and actions; they inspire our needs; they affect our bodies and impact on our relationships...and our ability to learn. D. Goleman.

R Time.

At Our Lady Immaculate Catholic Primary School we provide a caring and supportive environment within which all our children can live, learn and play together.

Some of our children will also benefit from a more intensive approach which can be afforded by specific input as part of R Time groups (Emotional Literacy Provision) which includes Beyond SEAL.

During R Time we aim to provide a predictable environment in which children can build trusting relationships with both adults and children and improve the skills they need in order to learn. There is an emphasis on the assessment of children's language development, social, emotional and behavioural skills, on learning through play, and on sharing "family type" experiences such as preparing and eating a snack together, washing up, reading together etc. Activities are built around the child's needs as identified through the Boxall profile and through observations of involvement in learning activities. (The Leuven Pupil Involvement Scale).

Morning R Time usually consists of 2 groups with 4-5 children in each group. Assessment of progress will be ongoing and classroom observations will take place. The Boxall Profile will be revisited for each child after 15 weeks.

For us R Time means developing
Responsibility
Resilience
Resourcefulness.

...and allowing opportunities for Restorative Practices to take place.

Reflect
Repair
Rebuild.

The groups meet together for a snack every morning and then will have joint or separate activities for the 30 minutes which follow, before joining their class for the Peer Massage session. (MISP).

Resources include an individual profile built up by the child using "This is Me!" This profile can then be used by teachers as a "passport to learning."

Carefully chosen resources are used and the sessions are planned with the areas of priority as flagged up by the Boxall Profile.

Resources may include:-

Talkabout	Alex Kelly for Speechmark
101 Games for Social Skills	Jenny Moseley for LDA
Time to Talk	Alison Shroeder for LDA
Nurturing Talk	Education Bradford and the NGN
Socially Speaking	LDA

The School's Prayer Garden and outdoor learning spaces.

R Time is for all children to access. Children are given the opportunity to help and support each other in sharing activities both indoors and outside.

Aims.

We have clear outcomes for the R Time Programme. They are to:-

- improve children's social, emotional and behavioural skills
- improve children's communication and language skills
- give children practical support, strategies and confidence
- accelerate academic progress by enabling children to engage in learning
- enabling children to live, learn and play well with their peers
- influence the practice of the whole school
- improve attendance and punctuality
- facilitate restorative practices
- provide creative solutions to reduce/avoid exclusions

Philosophy.

The 3 Rs and R Time Programmes foster creativity, stimulate the imagination and engage children in their learning and social interactions. As well as providing opportunities to promote Restorative Practices. The acquisition of the language skills of speaking, listening, reading and writing underpin everything we do. Language and communication are the keys to learning and the development of self-esteem, resilience and responsibility. All situations in 3 Rs and R Time are seen as opportunities to learn and make social as well as academic progress.

Approved by the Governing Body 3.10.2016
Date of next review: Autumn 2018

Page **11** of **11**

The SEAL strategy (2005) gave us 5 core aspects of Emotional Literacy (as previously expressed by Goleman in '96). We believe in developing the core aspects of SEAL within every child at Our Lady Immaculate and for some children a more intensive approach is required.