

**St. Margaret Mary's Catholic Junior School**  
Pilch Lane  
Liverpool  
L14 0JG



## **Behaviour Policy**

<b>Committee to approve/ratify policy</b>	Curriculum & Policies
<b>Policy Coordinator</b>	R Culley
<b>Date of approval/ratification by Committee</b>	September 2023
<b>Date for renewal</b>	September 2024
<b>Signature of the Chair of the Committee</b>	S Boardman

**Mission Statement:**

Loving, learning, growing together with Jesus

## School Ethos

At St Margaret Mary's Catholic Junior School we strive for an ethos that promotes strong relationships between all stakeholders with the Gospel values at the heart of everything we do.

## Statement of Intent

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Addressing unacceptable behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of individual needs, mental health issues, or other vulnerabilities. Taking account of this we adopt an attachment aware approach providing individualised support to assist all pupils in meeting our behaviour expectations.

## Legal framework- add in links

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996  
<https://www.legislation.gov.uk/ukpga/1996/56/contents>
- Education Act 2002  
<https://www.legislation.gov.uk/ukpga/2002/32/contents>
- Education and Inspections Act 2006  
<https://www.legislation.gov.uk/ukpga/2006/40/contents>
- Health Act 2006  
<https://www.legislation.gov.uk/ukpga/2006/28/contents>
- The School Information (England) Regulations 2008  
<https://www.legislation.gov.uk/uksi/2008/3093/contents/made>
- Equality Act 2010  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Voyeurism (Offences) Act 2019  
<https://www.legislation.gov.uk/ukpga/2019/2/enacted>
- DfE (2013) 'Use of reasonable force'  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- DfE (2018) 'Mental health and behaviour in schools'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069687/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)

- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'  
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- DfE (2023) 'Keeping children safe in education 2023'  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'  
<https://www.gov.uk/government/publications/school-exclusion>

### **Roles & Responsibilities:**

All members of staff will set high expectations and learners will be given clear guidance about what is expected of them.

At St Margaret Mary's Catholic Junior School our three expectations are:

- Be Safe
- Be Respectful
- Be Your Best

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring that this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEND related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEND related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEND Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead to determine the strategic development of behaviour and SEND policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND (in line with the school's Special Educational Needs and Disabilities (SEND) Policy).
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO, SLT and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential and to also ensure that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to the school's Behaviour Contract (see Appendix 1).
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Being aware of our attachment aware approach to dealing with children who are struggling to meet our behaviour expectations (see Appendix 2 & Appendix 3)
- Setting high expectations for every pupil.
- Being aware of the needs and support provided to any pupils with specific behavioural needs.
- Keeping the relevant members of staff (SENCO, SLT, SMHL, Head of Year and parents) up-to-date with any changes in behaviour.
- Applying the school's Behaviour Escalation Procedure (see Appendix 4) when dealing with incidents of unacceptable behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Accepting the relevant consequences for their actions in line with the school's Behaviour Escalation Procedure.

Parents will be responsible for:

- Supporting their child in meeting the school's behaviour expectations as laid out in our Behaviour Contract.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Accepting the relevant consequences for their child's actions in line with the school's Behaviour Escalation Procedure.

## **Definitions**

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour that may cause harm to oneself or others, damage the reputation of the school within the wider community and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

See Appendix 5 for the school’s Behaviour & Sanctions

### **Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure that they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including an understanding of matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs termly and also in response to any serious or persistent behaviour issues disrupting the running of the school.

### **Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum including : leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Through our pastoral meetings we identify and monitor the children who require additional support. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEND Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

### **Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will apply the behaviour sanctions to prevent such behaviour from recurring.

Staff will record all incidents using CPOMs to help identify pupils whose behaviour is causing concern. All staff will be alerted to changes in a pupil's behaviour that could indicate they need further support.

Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school (by the DSL Team), will be provided alongside the use of sanctions to prevent the unacceptable behaviour recurring. After an initial incident of unacceptable behaviour staff will refer to the Behaviour and Sanctions document and apply the Behaviour Escalation procedures (See Appendices 4 and 5).

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties or mental health issues that may be contributing to the pupil's behaviour. Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place. Where SEND is not identified but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place (in collaboration with the LA Behaviour & Inclusion Team using Knowsley's Framework see Appendix 6).

The headteacher will consider whether a suspension or permanent exclusion is necessary ( in line with the school's Suspension and Exclusion Policy), alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff ( such as during an educational trip or visit).
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND and any other contributing factors, e.g. bullying, safeguarding or home life issues.

### **Prevention strategies, intervention, and sanctions for unacceptable behaviour**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Through our fortnightly behaviour and pastoral meetings, members of the SLT and pastoral staff discuss any relevant interventions for pupils that are:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Thrive

- Rainbows
- Mental Health Support Team
- Listening Ear Counselling
- Short-term Catch Me Being Good Cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an Early Help Assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of our RSHE curriculum. The purpose of this is to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Our school Behaviour Contract (Appendix 1) and protocols (Appendix 7) make clear the key habits and routines required by our pupils at various points and places throughout the school day.

The behaviour contract will be regularly revisited to reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to improving behaviour. The school will focus heavily on forming positive relationships based on mutual respect to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND):**

- All of our school staff will consistently and fairly promote high standards of behaviour for all our pupils. Additional support will be provided if required to ensure all pupils can learn and achieve their full potential.
- Any incident that may occur will be discussed and the facts surrounding the situation will be explored. Staff will not assume that because a child has SEND, their educational needs have affected their behaviour.
- Once the situation has been explored, the school will consider if the pupil's SEND has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil. In this case the school will refer to the Equality Act 2010 and Schools Guidance document.
- A decision will be made involving the appropriate adults who work with the child, to consider whether any reasonable adjustments need to be made to the sanction in response to any SEND a pupil may have.
- Adults working with the child will aim to understand the underlying causes of behaviour and whether additional support is required for the child.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. These will include:

- Appearing calm and using a regulated response.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **Physical intervention**

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from injuring themselves or others, damaging school property and to maintain a positive learning environment in the classroom.

A child would only be positively handled as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to a member of the SLT, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where a suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **Reflection Room**

The school will make it clear to parents and pupils that they are able to use a 15 minute lunch time reflection in the Reflection Room. The use of Reflection Room as a sanction which will be applied fairly and consistently and staff and pupils will be made aware of when it may be used. (see Appendix 5)

## **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection Policy and Anti-Bullying Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and



prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. School will implement the AIMS toolkit (see appendix 7) to determine the correct sanction and support for all parties.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure that the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in behaviour and sanctions document (see Appendix 5)

## **Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used include but are not limited to:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

## **Suspension and Permanent Exclusion:**

There may be rare occasions when the Headteacher feels that the formal process of a suspension or permanent exclusion needs to be applied. These are not carried out lightly and only take place when:

- Long term misbehaviour is not improving with a range of strategies
- The learning of others is seriously hindered

- Significant and deliberate harm has been caused to another child
- A member of staff has been physically assaulted
- Permanent damage has been caused to the school building or property
- Photographs of children in school/school uniform have been taken and posted on to social media (children identifiable by uniform).
- A pupil is found with a weapon in their possession.

At the time of exclusion, a date will be agreed with the parent/carer to hold a reintegration meeting. The meeting will be led by a member of the SLT. It aims to provide opportunities to rebuild trust, relationships and looks forward to making a new start for the pupil.

## **Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of expectations that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Behaviour Contract.

## **Classroom rules and routines**

Our school Behaviour Contract, is underpinned by our school expectations:

*Be Safe*

*Be Respectful*

*Be Your Best*

The contract outlines the expected behaviours in the various aspects of the school ( in classrooms, in the playground, in the corridors, in the canteen, in the toilets and when out of school)

## **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and to ensuring that their work and efforts are celebrated. Please refer to (see Appendix 8).

## **Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. Our school Behaviour Contract outlines our expectations both inside school and in the wider community (particularly if the pupil especially if the child is dressed in school uniform).

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **Data collection and behaviour evaluation**

The school will collect data from the following sources:

Our tool for logging incidents in school is CPOMs. The SLT meet fortnightly to analyse CPOMs logs. From this, data logs are created of any incidents of the following nature:

- Racist
- Sexual Harassment
- LGBT
- Suspensions and Exclusions

These are reported at meetings of the Full Governing Body

## **Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

This policy operates in conjunction with the following school policies:

- Pupil's Behaviour Contract
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Health & Safety Policy
- Anti-bullying Policy
- Equality Information and Objectives
- Online Safety Policy

## Appendix 1: School Behaviour Contract

Loving, learning, growing together with Jesus

St. Margaret Mary's Catholic Junior School

### School Behaviour Contract

'Loving, learning, growing together with Jesus'

The Behaviour Expectations within this document were written by the children at St Margaret Mary's Roman Catholic Junior School during the Spring Term of 2023 Loving, learning, growing together with Jesus

#### About The School Behaviour Contract

Following consultation with the pupils at St Margaret Mary's Roman Catholic Junior School in the Spring Term of 2023, our whole school Behaviour Expectations are summarised as below. We ask that once you have read and familiarised yourself with the expectations, you complete the form on either Page 10 or Page 11 (whichever applies to you) and return it to school at your earliest convenience:-

#### STRAPLINE:

##### BE SAFE

*'Never put yourself or others in danger by your actions'*

- Report anything you are concerned about to an adult

- Be sensible at all times

- Always be hygienic

##### BE RESPECTFUL

*'Always treat others as you yourself would like to be treated'*

- Use kind words and kind actions

- Use good manners at all times

- Keep your hands and feet to yourself

##### BE YOUR BEST

*'Always make the right choices and work hard'*

- Live out the Gospel Values

- Take Responsibility for your own actions

- Include everyone

#### ACTIONS:

-Always walk when you are moving around the inside of the building.

-Never bring dangerous objects or substances into school.

-Always line up in register order

-Always listen carefully and accept adult advice positively

-Always use appropriate language

-Listen to others when they are speaking and wait for your turn to speak

-Always look after school property and the property of others (ie.

-Always set a good example to others

-Help others when they are finding something difficult

-Make new members of our school feel welcome

never deliberately break  
or vandalise)

The pages that follow detail what the expectations look like:-

1. During lessons
2. On the playground
3. On the corridors
4. In the canteen/school lunch hall
5. In the toilets
6. Out of school

All the expectations have been written by the children of St Margaret Mary's Roman Catholic Junior School.

## In Lessons

On this page you will find behaviour expectations during lessons:

### IN LESSONS YOU SHOULD:

#### BE SAFE

*'Never put yourself or others  
in danger by your actions'*

-Sit properly on my chair (ie all  
four legs of the chair touching  
the ground)

-Never throw paper/objects  
across the classroom

#### BE RESPECTFUL

*'Always treat others as you  
yourself would like to be  
treated'*

-Use positive body language  
(*sitting up straight with good  
eye contact*)

-Always use an 'indoor' voice.  
-Raise your hand when you  
would like to ask a question

-Never laugh at others if they  
get something wrong

#### BE YOUR BEST

*'Always make the right  
choices and work hard'*

-Always have a Growth Mindset  
(*try your hardest, complete  
work to the best of your ability  
and and never give up*).

-Always be focussed and  
engaged throughout the lesson.

-Stay on your seat unless asked  
to move

## On The Playground

On this page you will find behaviour expectations on the playground:

### ON THE PLAYGROUND YOU SHOULD:

#### BE SAFE

*'Never put yourself or others in danger by your actions'*

-Play sensible games in appropriate areas

-Be careful when playing ball games

-Never jump or climb on school property

-Never go in for rough tackles or play too rough when playing sport or doing activities.

#### BE RESPECTFUL

*'Always treat others as you yourself would like to be treated'*

-Play games fairly, sticking to the rules

-Put litter in the bin

-Play respectfully with the playground equipment

-Say 'sorry' if you accidentally bump into someone

#### BE YOUR BEST

*Always make the right choices and work hard*

-Be a good friend to others

-Make sure everyone has someone to play with especially if they look lonely

-Be patient with others (especially younger children)

## In The Corridors

On this page you will find behaviour expectations in the corridors:

### : ON THE PLAYGROUND YOU SHOULD:

#### BE SAFE

*'Never put yourself or others in danger by your actions'*

-Walk on the correct side of the corridor (Left Hand Side) in a single file

-Never jump downstairs or be silly when moving on the stairs.

#### BE RESPECTFUL

*'Always treat others as you yourself would like to be treated'*

-Never touch the walls or the display boards

-Speak quietly so that you don't disturb others from working

-Knock politely and wait to be invited into a room.

-Never speak when entering/leaving Collective Worship

#### BE YOUR BEST

*Always make the right choices and work hard*

-Hold the door open for people

-Smile and say 'good morning/good afternoon' to people you meet

## In The Canteen/School Lunch Hall

On this page you will find behaviour expectations in the canteen/school lunch hall:

### IN THE CANTEEN/SCHOOL LUNCH HALL YOU SHOULD:

#### BE SAFE

*'Never put yourself or others in danger by your actions'*

-Never deliberately drop or throw food

-Remain in your seat whilst eating and don't wander around the lunch hall.

-Never touch other people's food

#### BE RESPECTFUL

*'Always treat others as you yourself would like to be treated'*

-Say 'please' and 'thank you' when receiving your meal from the canteen staff

-Use a quiet 'indoor' voice

-Make sure that your table is tidy before leaving the lunch hall

-Wait until you have finished your food before leaving the lunch hall

#### BE YOUR BEST

*Always make the right choices and work hard*

-Enter and leave the hall sensibly and at the correct time

-Make sure everyone has someone to talk to.

-Sit at the correct table

## In The Toilets

On this page you will find behaviour expectations in the toilets:

### : IN THE TOILETS YOU SHOULD:

#### BE SAFE

*'Never put yourself or others in danger by your actions'*

-Always wash your hands after using the toilet

-Never eat in the toilets

-Never take into the toilets objects that you need to use (eg. pens/paper)

-Never block the sink causing a flood

-Never climb on the sink, the toilet seat or the urinal.

#### BE RESPECTFUL

*'Always treat others as you yourself would like to be treated'*

-Wait quietly for your turn

-Always flush the toilet after use

-Never put objects (other than used pieces of toilet paper) down the toilet

-Never throw toilet paper on the walls or the ceiling

-Never draw on the toilet walls

#### BE YOUR BEST

*Always make the right choices and work hard*

-Don't waste water by leaving it running

-Always use the correct toilets

-Don't stay in the toilets any longer than you need to

-Inform an adult if the toilets are blocked or flooded.

-Clean up after yourself if you make a mess

## Outside Of School

On this page you will find behaviour expectations outside of school:

### OUTSIDE OF SCHOOL YOU SHOULD:

#### BE SAFE

*'Never put yourself or others in danger by your actions'*

-Stay near a 'known adult' when out of school

-Cross roads at pedestrian crossings and look both ways

-Only speak online to people you know and trust

- If using a bicycle/scooter, be mindful of the safety of others

#### BE RESPECTFUL

*'Always treat others as you yourself would like to be treated'*

-Be pleasant and polite with members of the public

-Never drop litter on the streets

-Speak respectfully to people when playing online games

#### BE YOUR BEST

*Always make the right choices and work hard*

-Wear my school uniform with pride

-Aim to complete you homework at the correct time.

### Remembering Our Expectations:

At St Margaret Mary's Catholic Junior School, we have high expectations of children in order for children to 'be their best' and 'love, learn and grow together with Jesus'.

Therefore, it is important that children know, understand and remember the following:

#### STRAPLINE:

#### BE SAFE

*'Never put yourself or others in danger by your actions'*

#### BE RESPECTFUL

*'Always treat others as you yourself would like to be treated'*

#### BE YOUR BEST

*'Always make the right choices and work hard'*



**ACTIONS:**

● Report anything you are concerned about to an adult

● Be sensible at all times

● Always be hygienic

● Use kind words and kind actions

● Use good manners at all times

● Keep your hands and feet to yourself

● Live out the Gospel Values

● Take Responsibility for your own actions

• Include everyone

**Signing The Behaviour Contract**

If you have read through and feel that you are able to meet the expectations within this behaviour contract, please sign the form below:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I have read through the School Behaviour Contract with my teacher and with my parent and feel that I will be able to meet all the school expectations at St Margaret Mary's Roman Catholic Junior School.

Signed----- (Child)

Signed----- (Parent)

Signed----- (School Representative)

If you feel that you will need some support in meeting the Behaviour Expectations, please complete the form on the following page.

## School Behaviour Contract

I have read through the School Behaviour Contract with my teacher and with my parent and feel that I may need some support to meet some of the school behaviour expectations at St Margaret Mary's Roman Catholic Junior School. Expectations that I feel I may struggle to meet.

Expectations that I feel I may struggle to meet.	How the staff in school can support me

Signed----- (Child)

Signed----- (Parent)

Signed----- (School Representative)

## **Appendix 2- Top Tips for implementing an Attachment Aware Approach**

(Sarah Ahmed December 2017)

### Recognise behaviour as a form of communication

Consider what might be underpinning a pupil's behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Consider the pupil holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

### Promote a positive approach

Spot pupil behaving well/ doing the right thing. Offer specific and descriptive praise (or for those pupils who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as "good boy".

### Differentiate expectations

- How long should you expect a pupil who is hypervigilant to sit still during carpet time or assembly?
- What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure?
- Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupils aren't set up to fail.

### Differentiate response

Some pupils perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the pupil, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

### Relationships first!

- 'Engage, don't Enrage'
- 'Connection before Correction'
- 'The 3 Rs: Regulate, Relate, Reason'

Remember empathy comes before limit-setting/problem-solving around the behaviour. Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

### A whole school approach

All members of staff are responsible for supporting the behaviour of pupils across the school. Attachment/building relationships is everybody's business! The HT and SLT must lead the whole school attachment

aware ethos to promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community. One or two 'key adults' working to support a pupil using attachment aware approaches is not enough. You need the whole school community to be signed up to an attachment aware approach.

Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.

Examples: Personal Education Plans (PEPs) for Children in Care and Previously in Care; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just within the child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/confronting). Pupils and their parents/carers need to be involved and central to this process. Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?

Small actions can make a big difference!

Even smiling at/greeting a pupil on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A pupil might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some pupil and name it, where appropriate

Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the pupil feels

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the pupil is feeling inside and what they are projecting out.

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a pupil when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the pupil. Often pupils who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/excluded.

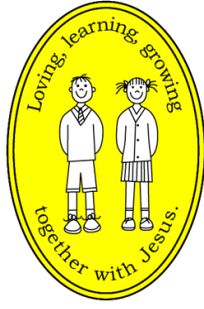
**Appendix 3 -**

**St Margaret Mary's Catholic Junior School Pledge**



**Our school signs up to the following Attachment Aware principles:**

1. Attachment is 'everybody's business' and underpins all our practice.
2. We recognise that all our behaviour is a communication and respond accordingly, with awareness of our own attachment styles.
3. We use our Attachment Aware Self-Evaluation Form as a working tool to guide our whole school practice.
4. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families are prioritised.
5. We recognise the importance of reflective practice, and support staff to build this into their everyday work, in order to effectively manage their roles.
6. We will do all we can to enable children and young people to remain securely based in our school.
7. We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion



## Appendix 4- Behaviour Escalation Procedure



## Behaviour Escalation Procedure

### PERMANENT EXCLUSION

Where a child has already been excluded for 45 days, a permanent exclusion will be endorsed.

### ALTERNATIVE PROVISION

The child would spend some time in a specialist support unit.

### FIXED TERM EXCLUSIONS

This will remain on the child's permanent record.

### INTERNAL EXCLUSIONS

The child will come to school, but will be isolated from their year group.

### WARNING LETTERS

If a child is sent a third letter, an internal exclusion will follow.

### CATCH ME BEING GOOD CARD

A child will be set individualised targets and remain on this for two weeks.

### REFLECTION ROOM

Attending reflection room more than 3 times a term, you will receive a text message from school.

### IMPROVING BEHAVIOUR

Behaviour is continually monitored by the class teacher.

### EXPECTED BEHAVIOUR

The vast majority of children will remain here.

# BEHAVIOURS AND SANCTIONS

## BEHAVIOURS THAT WARRANT REFLECTION ROOM

- Persistently disruptive classroom behaviour
- Physical behaviours that cause harm/upset (eg. hitting/kicking/scratching/spitting/biting/pushing/deliberately tripping)
- Verbal insults that cause upset/offence (eg. swearing, bad language, racist remarks, homophobic comments)
- Sexual abuse and harassment\*
- Disobeying adult instructions (this includes answering staff back)
- Theft
- Incorrect uniform (with no explanation)
- Wearing jewellery, make up, false tan, nail varnish, acrylic nails
- Missing homework (without explanation)-this includes reading diaries.
- Incorrect use of Chrome Books (eg. damage, accessing inappropriate sites, online abuse)
- Use of mobile phones/smart watches without permission
- Throwing objects/food around the classroom/canteen
- Inappropriate use of the toilets (eg. flooding sinks, throwing paper towels on the roof, urinating in an inappropriate place)
- Toy (Play Fighting)

**Incompletion of work would not be a cause for reflection(unless this is due to defiant behaviour). If a child needs to complete a piece of work, an adult must supervise.**

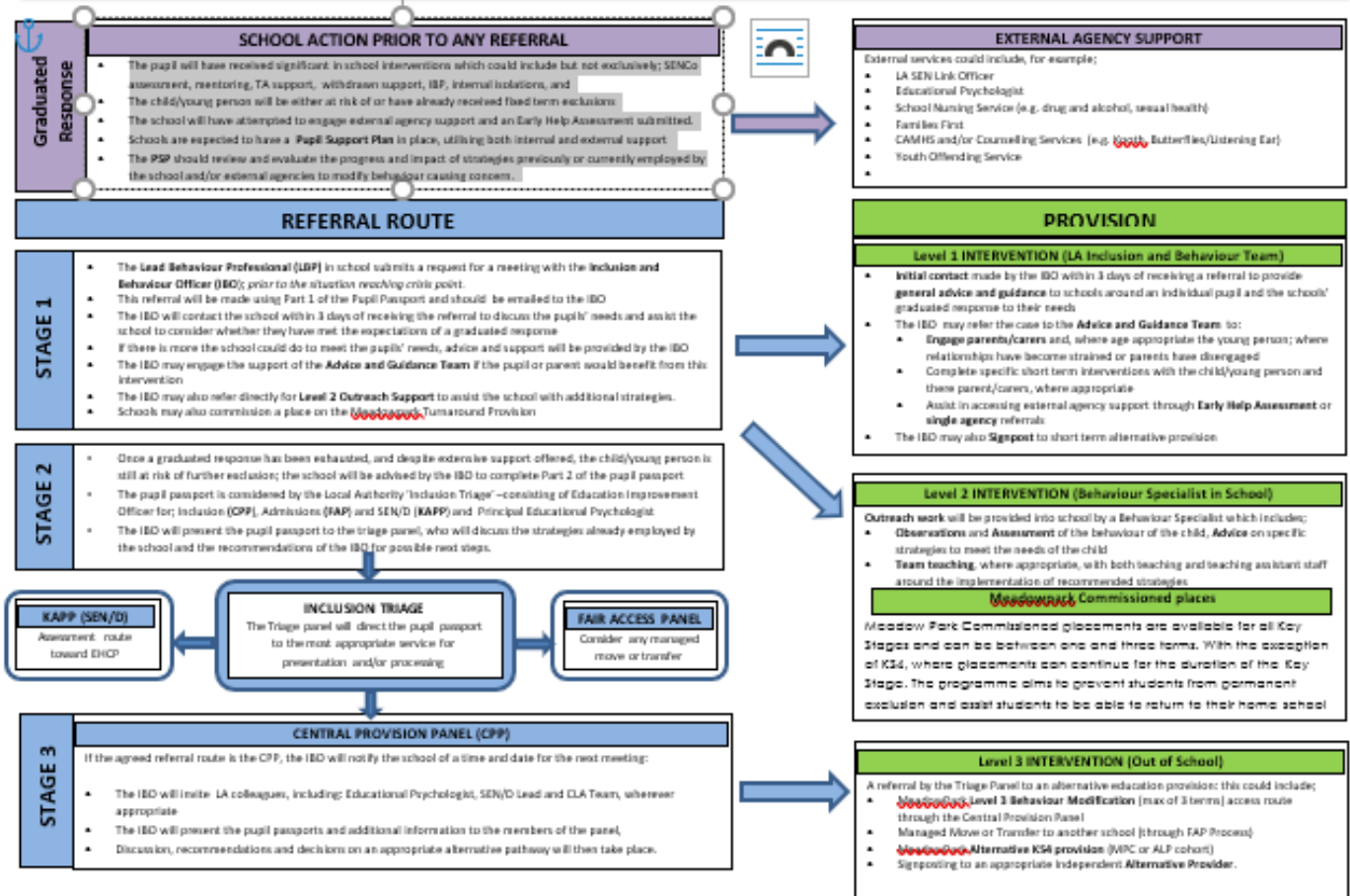
## BEHAVIOURS THAT WARRANT AN AUTOMATIC SUSPENSION /EXCLUSION

- Physical assault with intent on a child or member of staff
- Swearing at a member of staff
- Damage to school property with intent (eg. graffiti)
- Bringing inappropriate items into school (vapes, a weapon, drugs)
- Defiant behaviour that puts themselves or others at risk
- Sexual Abuse and Harassment
- Smoking or the use of drugs
- Persistently disruptive behaviour (as detailed in the 'Reflection Room' section)

\*When dealing with an incident of sexual abuse or sexual harassment, school will seek the appropriate advice, implement the AIMS toolkit and determine the correct sanction and support.



# KNOWSLEY BEHAVIOUR INTERVENTION FRAMEWORK



## Appendix 7- AIMS Project Sexual Behaviours in Education Settings - Definitions



## Appendix 8- Praise

Pupils may be given praise as an individual or as a member of a class or group:

- Non-verbal (thumbs up, smiles etc) and verbal praise
- Written feedback on a piece of work
- Star of the Day/Week award
- Achiever of the Week award
- Disciple of the Week award
- Headteacher's Sticker
- Attendance and punctuality certificates, badges, vouchers, raffle prizes or phone calls home
- Dojos in class
- Stickers
- Headteacher's postcard home
- Praise telephone call.
- House Points
- Pupil Leadership roles
- Prefects

## **Appendix 9 - School Protocols**

- Classroom
- Midday Supervision
- Breaks and Lunchtimes
- Playground