



St. Anthony's Catholic Primary School



We are His body, living and learning as one.

ENGAGEMENT FOR LEARNING AND **BEHAVIOUR POLICY**

Let your words teach and your actions speak

Document Record	
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Rationale & Purpose

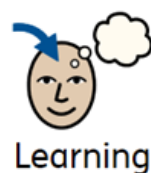
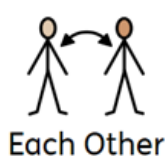
At St Anthony's Catholic Primary School, we encourage and promote a positive ethos of good relationships and responses to behaviour so that every pupil can be happy and successful. There are high expectations of how we treat ourselves and other people to ensure that we can work and play together, promoting excellent attitudes to learning and the faith life of the school.

As a school we need to understand how a child has arrived at their problem, and our job as educators is help our children understand their feelings "You have to name it to tame it, you have to feel it to heal it". Through setting clear boundaries, throughout the whole-school, and building trusting relationships we help and guide children to deal with difficult situations, with compassion and empathy, whilst being firm on behaviour and expectations. Helping them to begin building their own toolkit and sowing seeds, which may be "brought to life later down the line".

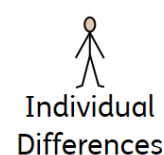
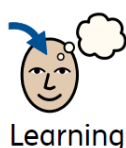
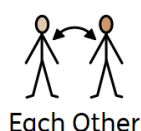
Our policy aligns with the principles of Trauma Informed Schools, in that we set clear boundaries and consequences for the children. We understand that children come from different experiences and needs; we take these into consideration when approaching a behavioural incident. It is important to recognise that children will not be sheltered from the consequences of their actions. We will be doing the children a disservice if they cannot recognise that their actions have consequences and that they are accountable for them. One of our jobs as educators is to give children the tools to cope with potentially stressful situations.

We place the child at the centre and support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning. To promote healthy relationships and positive engagement we teach pupils in;

EYFS, to respect:



KS1 and 2, to respect:



Through promoting and teaching respect for others, we ensure our policy is rooted in love and respect for all, directly live out our Mission Statement 'let your words teach and your actions speak.'

Aims and objectives

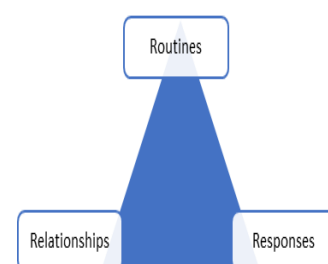
Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

How will we achieve our aims?

As a school we work on the fundamental principle that if the 3R's are in place with consistency, then this provides us with the best opportunity to successfully engage students in learning. We believe that routines, relationships and responses are the elements that underpin and stabilise everyone, allowing us to self-regulate and engage positively in all aspects of school life.



Leadership & Management

The Governing Body

The Governing Body will review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in-line with other policies. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently

School Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious behaviour incidents (step 4 and 5) on CPOMS

The Senior Leadership Team and the Inclusion Team will support staff in responding to behaviour

incidents.

Parents

Parents are expected to:

- Support their child in adhering to our School Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Staff Development, Induction & Support

We prioritise training at least termly for staff on the behaviour policy, and where appropriate, we will implement a curriculum response to address poor behaviour choices. When staff join our school team, they will be provided with a copy of the policy to read and be included in update training throughout the year.

Links with other policies

- Anti-bullying policy (KiVa)
- Exclusions policy
- Equality policy
- Relationships policy
- SEND policy and Information Report
- Safeguarding policy
- RSE
- Positive Handling and Physical Intervention policy

School Systems & Social Norms

Silent Signals

We are using silent signals, such as those used in RWI, across the school to promote less teacher-talk and limited lesson disruption during transitions.

Hand Signals



- Quiet hand
- 1, 2, 3
- Me/you
- Partner talk






Anti-Bullying

We are a Kiva school. KiVa is a research based anti-bullying programme specifically designed for the school environment and it promotes each pupil's responsibility for the common well-being of members of the school community. As such the programme provides key actions which empower the school staff with information about bullying and how to tackle it, and simultaneously supports our commitment to anti-bullying work through structured lessons and whole school activities. Please see our anti-bullying policy for more information.



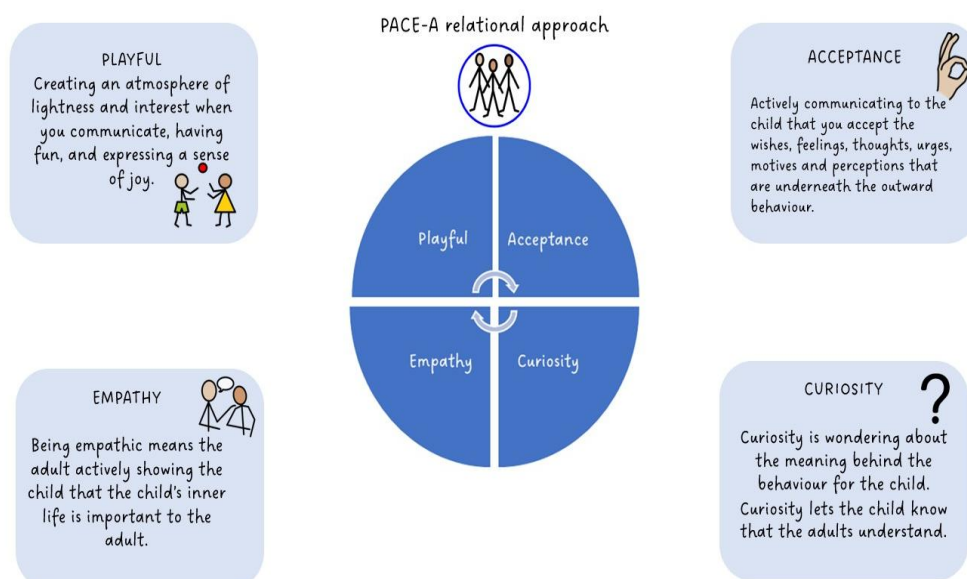
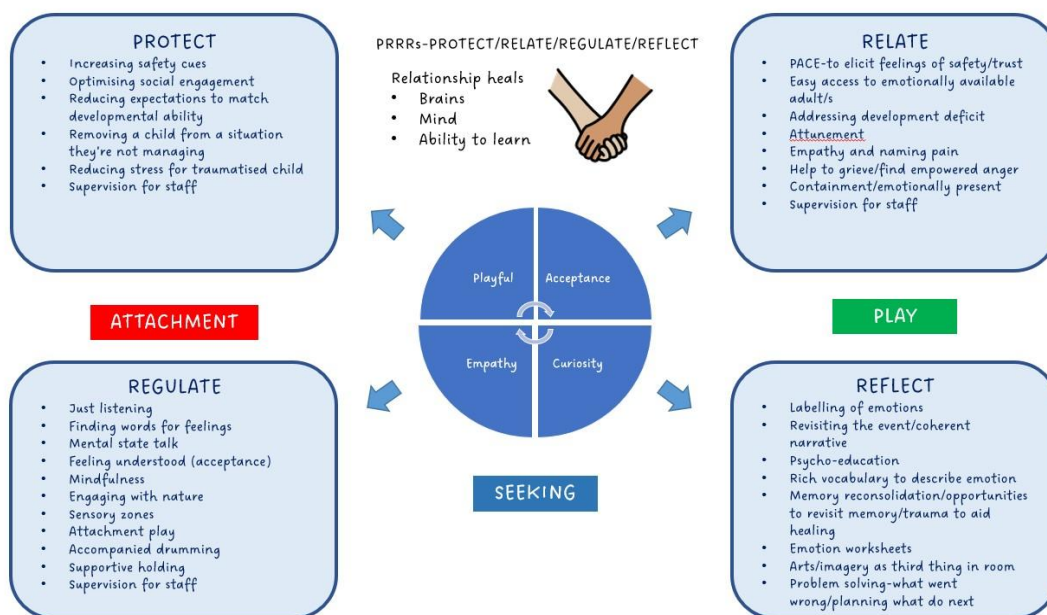
Routines

Routines help us to feel safe and provide the predictability we need to feel secure and organise our behaviour. Through having clear routines and structures in our day, we can learn expectations and practice these consistently. We model and maintain key routines at transition times and throughout the school day.

<p>Morning Routines</p> 	<p>Walk down the corridor calmly to your classroom – set the tone for the day Meet and greet class teacher / classrooms adults Put your bag and coat away Be ready to learn: Ruler, Pen, Pencil, Rubber Start your morning work Register and lunch choice Lessons start at 9am</p>
<p>Classroom Routines</p> 	<p>Ensure you have all equipment you need for your lessons Ask an adult if you need to leave your seat Put your hand up if you would like to contribute to the lesson When moving around the classroom ensure this is in a quiet and calm manner Pay attention to stop signals from the adults Demonstrate good learning behaviours linking to our 5 areas of respect Classroom monitors will help with smooth transitions between lessons</p>
<p>Corridor Routines</p> 	<p>We model, encourage and support calm, sensible and safe walking Before leaving the classroom, we line up quietly and calmly When walking around school we use a 3 S line (Straight, Silent and Sensible) If pupils / classes struggle with a 3 S line then this can be practiced at break time until mastered</p>
<p>Break and Lunch Routines</p> 	<p>Ensure we maintain our high expectations and walk out to break / lunch using our 3 S line At the end of break / lunch the whistle is blown by a teacher and we stop and stand still in silence On the second whistle we walk to our line in silence, showing we are ready to start our learning again Show our adult a 3 S line ready to walk back into the classroom At these times, if we need to go back into the building we need permission from an adult</p>
<p>PE Changing Routines</p> 	<p>Table by table the teacher will call us to go and collect our kits Once each table has their kit, the timer will adult will start the timer Year 1 – 10 minutes Year 2 – 5 minutes KS2 – 3 minutes Ensure my school uniform is neat and tidy on the back of my chair When the teacher asks, line up in a quiet and calm manner</p>

Relationships

Positive relationships between staff and students are at the heart of engagement and this is modelled and promoted by all staff. We believe that relationships underpin all avenues to success in the life of the school and positive language and empathic listening is key to achieving this. As a school we are committed to a consistent and trauma informed approach to behaviour management and we are working towards being a trauma informed school. With this aim, we are consistent in our responses and model calm and consistent approaches to build and maintain relationships.



Responses

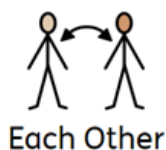
We provide consistent and calm responses to model and support students with behavioural change. Praise is genuine and precise, with the positive to negative ratio being at least 3:1. Consequences are principally about behaviour change as opposed to punishments.

Behaviour Expectations

Please see below an overview of the behaviour expectations for EYFS and KS1 & KS2.

Early Years Expectations

In EYFS, we Respect:



Positive Choices

We celebrate positive choices in a variety of ways:



Share your good news with any adult

Add your picture to the Class Respect Star

Choose a very special 'Mission Star' each week

Class 'Star of the Week', Stickers as instant rewards

Poor Choices

Step 1	An adult will remind you of our Respect Rules
Step 2	An adult will give you 'reflection time' during 'loving to learn time' to think about choices made. 3 minutes in Nursery and 5 minutes in Reception of your own time
Step 3	3 minutes on the other side of Nursery and 5 minutes in another Reception class. A restorative conversation is had with the child using the 'Reflect and Reset' sheet

After every session (morning, lunch, end of day), **we start fresh** because our school believes in forgiveness.

Lunch

We use **Yellow and Red Cards**



Verbal Warning	Yellow Card	Red Card
Verbal Warning: "This is your first warning; please stop ____." Remind the child of our Respect Values	Yellow Card: A formal warning to stop.	A verbal warning and a yellow card then leads to a red card. Red card = 5 minutes away from play (at the side or with a staff member). If this happens at the end of break, the time is taken next break If Red Cards are ignored: Involve class teacher/ SLT for support

Key stage 1 and 2 expectations

In Key Stage 1 & 2, we Respect:



Positive Choices

We celebrate positive choices in a variety of ways:



Share your good news with any adult.

Earn a tick on the class Respect Chart.

Receive a Respect Award (like a postcard, certificate, or phone call home).

Complete your Respect Chart and enjoy a special half-term Respect Reward!

Poor Choices

Step 1	An adult will remind you of our Respect Rules
Step 2	An adult will give you a second warning and ask you to reflect on your choices.
Step 3	An adult will give you 'reflection time' to think about choices made (10 minutes of your own time). This can grow by increments of 5 minutes. This will be logged on your teacher's behaviour log.
Step 4	An adult will give you 'reflection time' in a partner classroom to complete your work (15 minutes). This can grow by increments of 5 minutes. This will be logged on your teacher's behaviour log.
Step 5	If your behaviour does not improve, you will be sent to a different classroom for the rest of the session. This will be logged on your teacher's behaviour log and your parents will be contacted. Extreme violence and racism is automatically logged as a step 5.

After every session (morning, lunch, end of day), **we start fresh** because our school believes in forgiveness.



Break and Lunch

We use **Yellow and Red Cards**.

Verbal Warning	Yellow Card	Red Card
Verbal Warning: "This is your first warning; please stop ____." Remind the child of our Respect Values	Yellow Card: A formal warning to stop.	Two yellow cards lead to a red card. Red card = 10 minutes away from play (at the side or with a staff member). If this happens at the end of break, the time is taken next break If Red Cards are ignored: Time increases (10, 15 minutes, or a full break). Red cards will also be given for extreme violence or racism, and the SLT will be consulted on the appropriate play time consequence.

If a child refuses to complete a red card we communicate that the red card will grow.

1. 10-minute red card
2. 15-minute red card
3. Breaktime/ lunch time red card
4. Internal exclusion

Positive Choices

We aim for all staff to understand that we cultivate behaviour through what we pay attention to is what we get more of. In addition to 'positive choices' system we have in place, our weekly mission star, daily behaviour champion and our proud cloud have also been introduced.

We praise positive behaviour choices through specific verbal praise linked to the 5 areas of respect, children receive a point on the class visual target charts, pupils can visit a partner teacher to showcase work, postcards home, phone calls and text messages can also be very useful. Pupils also have the potential to be selected for the half-termly respect reward. This is for pupils working above and beyond or making excellent improvement to achieve the 5 respect goals.

Poor Choices

- Any pupils who are given a step 3, 4 or 5 will be added to a weekly behaviour tracking sheet that the class teacher is responsible for (any member of staff can add to this, but they must note their initials). This is a very important step in our policy so that incidents of poor behaviour can be tracked and that we can work with children and their families to improve behaviour where necessary.
- **Pupils who have multiple step 4 or 5 will go on a behaviour report.**
- **All pupils will complete a reflection sheet following step 4 or 5 behaviour.**
- If there are incidents of violent or racist behaviour, children must go to step 4 and involve the Head of Year who will decide if it needs to be moved to step 5 and an appropriate sanction (missing of whole playtimes or lunchtimes).
- The Head of Year can consult with SLT regarding the point above.

- Forgiveness and reconciliation are a key part of the Catholic values, mission and charter of the school and will be taught by every member of school staff.
 - 1. Acknowledge the child
 - 2. Call them by their name
 - 3. Say sorry
 - 4. Explain what you are sorry for
 - 5. Ask for forgiveness so we can move on

Pupil Support

A small number of pupils with additional needs may have needs that might affect their behaviour and they may struggle to access the whole school policy on behaviour. If this is the case, an individual behaviour plan would be set up and monitored closely.

The SEND team is made up of Mrs Tipney (AHT for Inclusion) and Mrs Thulbourn (SENDCO). If you would like to contact the team please email: sendco:st-anthonys.manchester.sch.uk



Child-on-child abuse

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school, online and offline. Some examples of how this can manifest itself in different behaviours include, but are not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos;
- up skirting, which typically involves taking a picture under a person's clothing without their permission;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

When an allegation is made by a pupil against another student, or about a child-on-child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a

safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. The DSL will follow the guidance detailed in the school's child protection policy.

Banned Items

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the school's Senior Leadership Team should be informed immediately. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Items that are banned in school include;

- weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers fireworks
- pornographic images/videos
- any item that staff reasonably suspects has been, or is likely to be used to:
- commit an offence
- cause personal injury to any person (including the pupil)
- damage to the property of any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Parents will always be informed if their child has been searched. In the event of weapons, knives, stolen items or illegal drugs being confiscated, these will always be handed over to the police.

Mobile Phones

We know that pupils who walk home alone (years 5 and 6) may require access to their mobile phones before and after school, but they do not need access to their mobile phones throughout the school day. On entry to the school each pupil hands in their device to school staff and these are then collected at the end of the school day. We communicate to pupils that mobile phones must be switched off until they leave the school gate; this will be closely monitored by staff. If pupils are seen to be in breach of this rule, their mobile phone will be confiscated.

Scripts

Scripts can be helpful to ensure consistency and support young people to be able to verbalise.

The consistent scripts we use include:

<p>Choices and Consequences</p> <p>Tom you have a choice.</p> <p>You can either choose to complete the work now or in your play time. If you choose to do it now you will get to play our with your friends. If you choose to do it at playtime you will miss the time with your friends.</p> <p>It's up to you- It's your choice</p>	<p>Choices and Consequences example</p> <p>Mark, you have a choice. You can either choose to..... Or you can choose to..... If you choose..... (positive choice) then you will..... (positive consequence) If you choose..... (negative choice) then you will..... (negative consequence) It's up to you, it's your choice.</p>
<p>I statement</p> <p>Sandra, I feel... (say how you feel)</p> <p>When...(describe the situation, avoiding the word 'you')</p> <p>Because... (state your need that is not being met and why it matters)</p> <p>What I need... (describe what would help you to meet your needs)</p>	<p>I Statement example</p> <p>Sandra I feel sad</p> <p>When you do not use kind hands</p> <p>Because I need to keep all children safe</p> <p>What I need is for everyone in the class to try their best to be kind and safe with each other.</p>
<p>Short help scripts</p> <p>I can see that something is wrong, talk and I'll listen.</p> <p>I'm here to help.</p> <p>I'm wondering if....</p> <p>I'm noticing...</p> <p>I'm imagining...</p> <p>What can I do that would make it easier for you...?</p> <p>I'm so sorry that's how you feel.</p> <p>Can you help me to understand?</p>	<p>Help Script examples</p> <p>I'm noticing that something is a bit tricky at the moment, what can I do to help?</p> <p>I'm wondering whether you would like to come for a walk with me for a minute for a little break.</p> <p>I'm imagining how difficult it must be for you to be in such a busy place.</p>

Remember:

- It is our role to walk calmly to provide support.
- Respect personal space and use a supportive stance (CPI).
- To use empathic listening- listen and give the young person a chance to explain, verbalise. Really listen and allow processing time.
- Distraction techniques can be really helpful in supporting co-regulation.

Behaviour presented by pupil:	
Pupil behaviour:	Staff responses:
Kind words and actions Engaging in learning Looking after equipment Caring for the environmnet Good effort and engagement Asking for help if I need it Including and respecting other peoples differences	Positive praise Postcards home Target chart points Text message home Recognition from other teachers
Being unkind to others Refusing to complete work Throwing and breaking equipment Damaging equipment Disrupting others Head down and not engaging with adults Picking on other children	Interrupt and redirect De-escalate Distract Alternative choices / consequences Use of adults Talk calmly Given Count Directed time out
Physical assault Throwing items that could harm Attempting to break equipment Hurting themselves Unacceptable, targetted and abusive language	Change of adult Change of environment Give space Limit vocabulary and instructions Remove stimulus CPI physical intervention if essential
Falling to the floor Sleeping Crying Apologetic	Focus on relationships Calm and compassionate Provide time and space Change of environment if appropriate