



**ST MARGARET OF SCOTLAND  
CATHOLIC PRIMARY AND PRE SCHOOL**

**POSITIVE BEHAVIOUR POLICY**

**September 2024**

## Aims

- To follow the Gospel Values in all we do
- To encourage a calm, purposeful and happy atmosphere within our school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To establish clear boundaries of acceptable behaviour and to ensure safety.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

## Children's Responsibilities

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To co-operate with others
- To follow the instructions of all adults in school
- To take care of property and the environment in and out of school
- To follow our class and school rules
- To grow in virtue with support from staff

## Staff Responsibilities

- To treat all children fairly and with respect
- To raise children's self-esteem and potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model and live out the virtues
- To form positive relationships with children and parents
- To recognise and value that each child is an individual
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy
- Be responsible for children at all times when in your care. Eg children going to the toilet during lesson time.

## Parent Responsibilities

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with staff at school
- To support the school in the implementation of this policy
- To be aware of the school expectations for behaviour

## Encouraging Good Behaviour for Learning

Ensuring positive behaviour within the classroom is the responsibility of all teachers and all staff. A calm, respectful atmosphere in a classroom is the foundation of effective learning. Teachers and support staff should model positive behaviour at all times by the way they speak and behave to each other and the children.

At the beginning of each term, each class will agree and display a set of class rules that the children believe will help them learn most effectively. This will then allow the children within each class, to take ownership and responsibility for their own working environment.

Each class will have a number of rules that must be included in all class rules.

EYFS & Key Stage 1 Non – Negotiable Class Rules	Key Stage 2 Non – Negotiable Class Rules
Looking Eyes Listening Ears Quiet Voices Helping Hands Walking Feet Loving Hearts	We are Good Listeners We are Gentle We are Kind and Helpful We are Honest We are Hard Working We are Respectful

Classes with support from their teachers will add 2 rules to personalise rules for their class.

Teachers will get to know the children in their class as individuals and keep an organised classroom, delivering well planned and resourced lessons.

**Our no hands up approach** ensures that all children are expected to be engaged with the learning and to take an active part in the lesson. When using lolly sticks to engage children in discussion and questioning, teachers will always know how to approach the different children in their class so that the exchanges are positive and successful for all.

Within class the following routine for gaining the attention of all children, which is in line with our RWInc lessons, in Key Stage 1 this will be applied:

- "Show me five" Showing a hand – this means stop
- "1 (showing 1 finger) Stand up"
- "2 (showing 2 fingers) Walk to where you have been instructed to go"
- "3 (showing 3 fingers) Sit down"

This method should be used when children are lining up to move around the school. Eg going to assembly.

In Key Stage 2 "Show me five" is used to gain the attention of the children. Class teachers must wait to have the attention of ALL children before moving on to the next part of the lesson / assembly.

When lining up children will always be in register order except where teachers use their knowledge of individuals to make changes to the order. In these circumstances the children will know and understand the reasons for any changes.

A consistent approach is essential to reinforcing boundaries of acceptable behaviour.

## Good To Be Green Behaviour System

There is a card hanger visible to all in every classroom with a card for each child.

At the beginning of each teaching session each child starts with a green card. Where a verbal or non-verbal reminder has been given but unwanted behaviour has not changed or a pattern of disruption/inappropriate behaviour emerges a yellow card is given. Children can always move back to the green card by stopping their inappropriate behaviour and it is our aim that they will all return to green cards. In the unlikely event that this behaviour persists or escalates a red card will be given where a consequence will be required.

At lunch times Midday Supervisors will give reminders for low level behaviour, should there be a more serious incident that warrants a red card this will be communicated to the child who will be removed from the playground and a Year Leader or member of the SLT are called to manage the situation. Midday Supervisors will also use positive behaviour strategies such as praise and Family tokens.

### Rewards

The most important reward we have at St Margaret's are our Family Tokens, these are recognised by all staff and children and are linked to the family children are in. St Bernadette, St Francis and St Clare.

- **Family tokens will be rewarded for the following behaviours:**
  - **Positive conduct: good behaviour, good manners, caring for ourselves, others and the school, helping, respecting etc**
  - **Positive Learning: good presentation, effort, focusing, collaboration, independence etc**
  - **Positive extras: role model, reading every day, exceptional homework etc**
  - **Demonstrating our Catholic virtues**

**Once a token has been earned it cannot be taken back.**

Family tokens will be collected within the class for each Family and taken to weekly Key Stage Collective Worship assembly every Friday.

The Family with the most tokens each half term will be rewarded with a small reward eg extra play or an activity such as a dance experience.

Children can also be rewarded in other ways that staff feel fitting, these can include:

- Positive praise and stickers
- Rewarding of Class Dojo points **(It is important to note that these must not take the place of Family Tokens)**
- Certificates to be sent home to parent
- Virtue Certificate for the week where one child from each class is presented with a certificate to celebrate demonstrating the virtue of the week in the weekly Key Stage Collective Worship assembly
- Children who produce a piece of exceptional, work will be rewarded by visiting a member of the senior leadership team to collect an extra special reward

## Consequences

In most cases, the approach outlined above, will result in positive behaviour. Staff should encourage the children to try and resolve disputes themselves where possible and to take responsibility for their own actions.

At St Margaret of Scotland Catholic Primary School we have a system of consequences designed to teach children that there is a consequence to inappropriate behaviour. If a child misbehaves staff should ask them to stop the behaviour and should discuss the incident with all those involved. Staff must ensure that children have a clear understanding of why there is need for a consequence and what it is they have to do to correct the behaviour. Children should always know it is their behaviour that is not liked/wanted and not them. Consequences should be appropriate to the behaviour and should be set within the context of the school community. In the following tables we have listed examples of inappropriate behaviours and a range of consequences which could be used.

### Teacher/Support Staff

<b>Behaviour</b>	<b>Possible Consequences (in no order)</b>
<ul style="list-style-type: none"><li>- Fidgeting/fiddling</li><li>- Telling tales</li><li>- Dropping Litter</li><li>- Noisy e.g. talking/shouting</li><li>- Failing to keep on task</li><li>- Leaving desks</li><li>- Unkind remarks</li><li>- Bad Language (one off)</li><li>- Time wasting</li><li>- Telling lies</li><li>- Running in the corridor</li><li>- Pushing in the line</li><li>- Borrowing without permission</li><li>- Leaving work area untidy</li></ul>	<ul style="list-style-type: none"><li>- Time out of play (5mins)</li><li>- Verbal reminder</li><li>- Withdrawing attention</li><li>- Repeat activity properly</li><li>- Sit alone</li><li>- Give the child choices</li><li>- Signs for behaviour (sign language)</li><li>- Praising good behaviour of others</li><li>- Warning</li><li>- Related sanction e.g. completing work, cleaning up mess</li><li>- Time out of class with a TA or LM to reflect and write. (max 10 minutes)</li><li>- Informal parents meeting</li></ul>

If behaviours are persistent or there are concerns regarding the child then Year Leads should be informed and involved.

### Year Leads

<b>Behaviour</b>	<b>Possible Consequences (in no order)</b>
<ul style="list-style-type: none"><li>- Consistently shouting out</li><li>- Poor effort with work</li><li>- Distracting others (consistent)</li><li>- Bad Language (continual)</li><li>- Stealing</li><li>- Threatening/aggressive behaviour</li><li>- Refusal to co-operate (continuously)</li><li>- Vandalism – graffiti etc.</li><li>- Ignoring grown-ups instructions</li></ul>	<ul style="list-style-type: none"><li>- Contact with parents</li><li>- Time to reflect and complete 4Ws form</li><li>- Involve SENDCo, where necessary</li><li>- Formal meeting with the parent</li><li>- Meeting with Family Head (Yr6)</li></ul>

Repeated incidents where Year Leads have dealt with behaviour should then be referred to SLT.

## **SLT**

<b>Behaviour</b>	<b>Possible Consequences (in no order)</b>
<ul style="list-style-type: none"><li>- Serious assault</li><li>- Vandalism e.g. extreme damage to school property</li><li>- Serious physical/verbal threats made to staff or children</li><li>- Violent outbursts, verbal/physical</li><li>- Leaving school without permission</li><li>- Racist incidents</li><li>- School refusal</li><li>- Fighting</li><li>- Inappropriate use of technology</li><li>- Incidents of sexual violence or harrasment</li><li>- Bullying (inc cyber bullying)</li></ul>	<ul style="list-style-type: none"><li>- Weekly behaviour report (Appendix C)</li><li>- Involve outside agency</li><li>- Formal meeting with parents</li><li>- Home for lunch</li><li>- Modified timetable</li><li>- internal suspension</li></ul>

Persistent inappropriate behaviour could result in the Headteacher setting an internal suspension period, fixed term suspension or in the most serious of cases permanent exclusion.

### **Restorative Behaviour**

We believe that children should always be given the opportunity to repair and restore relationships. We do not believe in the concept of punishment, because it focusses the child's mind on the punishment, rather than what s/he did. This frequently leads to children feeling angry about their punishment, rather than thinking about the effect of their behaviour on others. This concept is supported by a well-developed structure through the Family system and enables the children to have a greater sense of 'community' and 'belonging'. As with the rest of our policy the emphasis is on positive reinforcement and good modelling of behaviours and as such children can be given stickers etc. by their Head of Family. This is done through the recommendation/supervision of the Year Leads or SLT.

### **Physical Intervention Team-Teach**

At St Margaret of Scotland Catholic Primary School here is always at least 1 member of staff that is trained in Team Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect and find a different way with difficult situations in the future. Records are kept and parents or carers are informed.

In cases where it becomes necessary to restrain a child on more than one occasion a Positive Handling Plan will be put in place by SLT, parental support will be requested - see Appendix D.

A list of staff trained in Team Teach is displayed in the staff room.

### **Recording**

All staff have access to CPOMs, incidents of poor / concerning behaviour are recorded on this system.

- Red Cards are always recorded on CPOMs using the red Card category detailing the behaviour, consequences and contact with parents must be recorded on the day of the incident
- Any meeting, formal or informal, must be recorded on CPOMs

- Where there are concerns regarding behaviour in particular classes, SLT may request more detailed recording of behaviour (whole class monitoring sheet) to allow targeted support for children and staff

CPOMs will be monitored half termly by SLT in order to identify and support children and staff.



## APPENDIX A

### Behaviour Policy Quick Reminders

#### Gaining Children's Attention

- We are a no shouting school
- Show Me 5 must be used
- The expectation is always that ALL children will stop and listen

#### Engaging Children in Learning

- We are a no hands up school
- Lolly sticks are used to engage children in the lesson during discussion and questioning

#### Green, Yellow, Red Cards

- Everyone starts on green at the beginning of each session and this is where we want them to end
- For low level behaviour/disruption such as calling out, disrupting work by talking etc a reminder should be given, if it persists then a yellow card is given
- It is our aim that children get themselves back on to their green card so give them every opportunity to do this
- For continued low level behaviour/disruption after the yellow card a red card should be given
- For bigger incidents such as swearing, throwing things, hurting others, damaging property a red card should be given instantly
- When the decision to give a red card has been made the consequences can be any of those listed in the tables above appropriate to the behaviour
- All Yellow and Red Cards to be recorded on monitoring sheet. Yellow Cards do not need to be recorded on CPOMs
- A red card ALWAYS means Red Card is highlighted on CPOMs and is entered on the system by the person dealing with the behaviour
- A red card ALWAYS means contact with parents on the day given

#### Exceptions

- The card system will not work for every child and in those individual cases a separate reward/consequence system MUST be implemented
- If advice or ideas are needed Learning Mentor or SENDCo should be consulted





## APPENENDIX B

### Report Card

- Report cards can only be given by a member of SLT
- Report cards are personalised for each child
- Parents must be informed and support the school
- Report cards should only run for a short period of time as it is expected that the behaviour will change and this measure will not be needed for a long period
- If no change is seen then a meeting will be called with senior leaders and parents and next steps discussed



APPENDIX C

St. Margaret of Scotland Catholic Primary and Pre School  
Positive Handling Plan

<b>Name:</b>	<b>Class:</b>	<b>Teacher:</b>
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**Behaviours/Situations likely to result in physical intervention** (What does the behaviour look like? When is it likely to occur? Where does it occur?):

**Strategies to be used before physical intervention where possible:**

Give time	Distraction	Give choices	<b>Other:</b>
Give space	Reassure/Remind	Other staff intervene	
Talk calmly	Give a count	Repeat request	

**Preferred Handling Strategies to be used:**

Caring C's <input style="width: 40px; height: 20px;" type="checkbox"/>	Wrap <input style="width: 40px; height: 20px;" type="checkbox"/>	Standing <input style="width: 40px; height: 20px;" type="checkbox"/>	Chair <input style="width: 40px; height: 20px;" type="checkbox"/>
Walking <input style="width: 40px; height: 20px;" type="checkbox"/>	Shield <input style="width: 40px; height: 20px;" type="checkbox"/>	Single Elbow <input style="width: 40px; height: 20px;" type="checkbox"/>	Other <input style="width: 40px; height: 20px;" type="checkbox"/>

**Debrief process required after physical intervention** (space, talk through etc):

**Signatures:**

Child (where appropriate): .....

Parent/Guardian: .....

Teacher:.....

**Review:**



## Appendix D

# TEAM TEACH TRAINING RECORD

Name	Role	Course date	2 day	Renewal Due
Steve Chiswell	Headteacher	9.6.23	X	9.6.25