



St. Ethelbert's RCP Behaviour Policy

Love, Care, Share...

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

Our Aims

At St. Ethelbert's RCP School, we aim to create a happy, safe, caring and inclusive environment for all. We promote self-discipline and encourage our children to follow three school rules:

- #Be Ready
- #Be Respectful
- #Be Safe

All members of our school community, including staff, governors, parents and children, have a shared responsibility to promote good behaviour and build positive relationships with each other. We expect high standards of behaviour, underpinned by mutual respect between individuals, families and the wide range of cultures and beliefs within our diverse school community.

Our main focus is to build better relationships with each other, using the Restorative Practice approach. We aim to ensure that:

- All members of our school community feel valued and listened to
- Our children are well supported so that they are able to maintain positive relationships and have the skills to resolve disagreements and problems themselves
- Our children understand how their poor behaviour affects and impacts on others and how they can put this right
- Clear expectations and systems for behaviour are established and consistently promoted by all members of our school community
- Positive behaviour is promoted by effective teaching and learning

Restorative Practice

Restorative practice focuses on building positive relationships based on respect and fairness; every individual is responsible for their own behaviour. Our children are encouraged to think about the effect their behaviour has on others and how they can find positive ways of repairing

the damage they might have caused. Children and adults endeavour to put things right together.

Positive Behaviours

Generally, rewards for positive behaviour are intrinsic – children should understand that making someone feel good is a reward in itself. Positive behaviours are also reinforced through the use of praise; messages to parents; visiting the Headteacher; Class Dojos; the awarding of whole class points (which leads to a shared reward at the end of each half term).
See Appendix 1

Staff have a key responsibility in fostering positive behaviours and good discipline. Therefore, we strive to avoid the use of shouting and over-reaction, which do not help to solve the problem. Neither should staff resort to blanket punishments or sarcasm.

Positive behaviour is also promoted and modelled through the different roles and responsibilities which children may hold in class or in school – for example, class monitors; GIFT Team; Caritas Ambassadors; Playground Peacemakers etc.

Reinforcing Positive Behaviours

At the beginning of the school year, our three school rules are once again shared with the children. They take part in whole class or group discussions about what it means to be ready, respectful and safe, identifying examples of how they can show these qualities in their behaviour. Rules are displayed prominently in each classroom and in communal areas. As they are common across every year group, the children have a clear understanding of what is expected of them.

Positive behaviour is reinforced through our curriculum – for example, in RE; through Circle Time; in PSHE lessons and in provision such as 'Family Time' assemblies or our designated RHSE Week.

All staff are encouraged to praise good behaviour, wherever they see it – for example, in assembly; in the playground; in the dining room.

Dealing with Inappropriate Behaviour

All staff are expected to deal with negative behaviour in a fair, respectful and appropriate way; there should be a clear focus on the children taking responsibility for their own behaviour; repairing any harm done and rebuilding relationships. All those involved should be given a chance to give their point of view so that they feel they have been listened to.

Staff should use key questions to draw out the details of the incident, such as:

- What happened?
- What do you think and feel about that?
- Who has been affected and how?
- What can we do to make people feel better, move on or repair this relationship?
- What needs to happen next to make things right?

This approach supports children in developing their own strategies to either avoid or resolve conflict. Each class has a clear display of rewards, behaviours and potential consequences, which can be used as prompts during the discussion. These should be age-appropriate. It is recognised that some children, for example those at a lower level of maturity or those with

SEND, may need further support in identifying the feelings of themselves and others. Children with significant social, emotional or mental health needs, may need an alternative approach, which can be decided upon through working with external agencies – for example, Bolton Behaviour Support.

The Use of Consequences

When discussing incidents of negative behaviour, most pupils should be able to identify what might be an appropriate sanction for themselves – this helps children understand the need to take responsibility for their own actions.

Sometimes, children, particularly those with social, emotional or mental health difficulties, may require ‘time out’ to calm down and self-regulate, before an adult is able to talk to them about their actions.

On rare occasions, there may be incidents which compromise the safety or wellbeing of children or adults. In these cases, adults dealing with the situation may choose to implement consequences that range from a loss of privileges to a report to the Senior Leadership Team. This may also include incidents of poor behaviour or bullying which happen outside of the school day and beyond the school gates. The Headteacher has the power to deliver a consequence commensurate with the offence.

Serious incidents may result in a fixed term suspension or even permanent exclusion, although this course of action will always be used as a very last resort. Where appropriate, the school will seek further support from external agencies, such as the Early Intervention Team, Fort Alice or Bolton Behaviour Support. This will be part of a graduated response to meet the needs of the individual. All children will still be given the opportunity to have their views and feelings shared; to take responsibility for their actions and to repair the harm caused.

Positive Handling

To fulfil our duty of care to prevent harm, physical intervention may have to be carried out as a last resort, under Section 93 of the Education & Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including themselves)
- Prejudicing the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise

The use of physical intervention should be proportionate to the situation and should only be carried out by key staff, who have been trained in its use. Any particular special need or disability will have to be taken into account under the Equalities Act 2010, before any staff member exercises the power to use force. Where positive handling measures have been utilised, this must be recorded and parents must be informed as soon as possible. For some children, school will create positive handling plans that are agreed upon and regularly reviewed with parents and key staff.

Safeguarding

Some negative behaviours may come under the category of child-on-child abuse (See *Keeping Children Safe in Education 2023*) and should be followed up in the same way as any other safeguarding concern. The DSL will follow local child protection guidance and make referrals, where appropriate.

In the event of a child making a malicious allegation against a member of staff, the Headteacher will draw on the advice in '*Dealing with Allegations of Abuse against Teachers*' and other guidance, in order to provide pastoral support for the staff member and external support (e.g. from Social Care) for the accuser.

Logging Behaviour Incidents

The following behaviours should be reported to the SLT and logged, so that any patterns or trends can be identified:

- Purposeful damage of property
- Racist incidents
- Severe swearing / verbal abuse
- Incidents in which another individual has been injured or assaulted with proven intent
- Any disclosures of 'bullying'
- Incidents deemed to be safeguarding issues (e.g. sexually harmful behaviour; inappropriate use of technology etc.) – in cases such as these, actions will be escalated by the DSL as outlined above

Reviewed October 2024



Appendix 1

Rewards & Consequences

Rewards

Generally, rewards for positive behaviour are intrinsic – children should understand that making someone feel good is a reward in itself. However, staff may also decide to use other methods of rewarding good behaviour; for example:

<ul style="list-style-type: none"> • Class Dojos • Class points • Stickers • Praise • Dojo of the Day 	<ul style="list-style-type: none"> • Recognition at certificate assembly • Positive feedback to parents • Comments on work 	<ul style="list-style-type: none"> • Stickers • Recognition on Facebook • Extra playtime • Bucket Fillers – peer recognition
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Behaviours & Possible Consequences

All incidents of negative behaviour should involve a restorative conversation with the child / children, so that they can recognise how their behaviour affects others and can repair any damage they have caused. Depending on the context, staff may also decide to apply other consequences, such as:

<ul style="list-style-type: none"> • Off-task or avoiding work • Disrupting others – e.g. shouting out; tapping on the table; getting out of seat without permission • Wilfully not following instructions • Poor choices in the classroom or playground 	<ul style="list-style-type: none"> • Thinking / calming time • Reminder of how to behave • Support to make a better choice • Told how choices are affecting others • Individual work space • Catch up on missed work for part of break • Take unfinished work home
<ul style="list-style-type: none"> • Repeatedly disrupting others • Inappropriate conversations or words • Poor choices (e.g. teasing) • Hurt someone by accident • Lack of respect for people or property • Not making a safe choice 	<ul style="list-style-type: none"> • Thinking / calming time • Reminder of how to behave • Miss part of break to have a restorative conversation • Say sorry and mean it • Catch up on missed work • Do something kind for those who have been upset or hurt • Parents / carers informed
<ul style="list-style-type: none"> • Swearing • Being rude or shouting at an adult 	<ul style="list-style-type: none"> • Thinking / calming time in a different room • Missing out on a reward

<ul style="list-style-type: none"> • Not accepting help or advice for a poor choice • Constant disruption to people or learning time 	<ul style="list-style-type: none"> • Miss break for a restorative conversation with teacher / SLT • Say sorry and mean it • Discussion with parents / carers • Fix any damage or tidy any mess made
<ul style="list-style-type: none"> • Repeatedly displaying the behaviours outlined above • A one off, serious behaviour or extreme reaction to a situation • Physically hurt someone on purpose • Immediate danger to themselves or others • Immediate danger of significant damage to property • Bullying • Racism 	<p>Adults will make all the decisions in these cases:</p> <ul style="list-style-type: none"> • Staff member or SLT support • Meeting with parents / carers / child • Physical restraint • Thinking time out of class for a fixed period of time • Suspension / exclusion

Depending on the age and particular circumstances, different behaviours may warrant one or a combination of consequences; all consequences should involve the restorative conversation. Adults should use their professional judgement when supporting a child to 'fix it', particularly with vulnerable children or those with SEND.