Xavier Primary Behaviour Policy

'It is not enough to love the young; they must know that they are loved' - St John Bosco

Audience for the Behaviour Policy

This behaviour policy is intended for the entire Xavier Primary School community, encompassing parents, staff, and children.

- Parents: Your involvement is crucial in reinforcing the values and expectations outlined in this policy. By working together, we can ensure a consistent approach to behaviour both at home and in school, fostering a positive and supportive environment for our children.
- Staff: This policy serves as a guide for all staff members in maintaining and promoting high standards of behaviour. Consistency in applying the principles and practices described in the policy is key to creating a safe and respectful learning atmosphere for every child.
- Children: This policy helps you understand what is expected of you in terms of behaviour. By following the guidelines and rules, you contribute to a positive school environment where everyone can learn and grow safely and respectfully.

By adhering to this policy, we can collectively support a thriving educational setting where respect, readiness, and safety are paramount.

Our Xavier Principles:

At Xavier Catholic Education Trust, we aim for our schools to be places where children enjoy learning and achieve well. Relationships with each other, and with God, are central to all that we do. We are committed to the highest standards of childrens behaviour. We believe that in order to be successful in life, children must be ready to learn, always be respectful and be able to keep themselves and those around them safe. Our Xavier behaviour policy provides a framework to ensure our values are embedded in our daily practice and routines. Praise and recognition for our Xavier behaviours in a culture which consistently supports children to develop appropriate school behaviour will ensure that we have a happy and purposeful learning environment.

This policy draws on a research base of relational practice that reflects the mental health needs of children, acknowledges adverse childhood experiences and trauma-informed practice, alongside behaviour support mechanisms to support the inclusion of children.

St Anne's Mission and School Values:

St Anne's bases their behaviour policy on the mission statement: "It is not enough to love children; they must know that they are loved." St. John Bosco. The children must know that they are loved by everyone they come across therefore the behaviour of all must feflect this. So, our five values that we ask everyone to uphold are:

- Respect
- Kindness
- Perseverance
- Forgiveness
- Inclusivity

These values are shared with the children each year and displayed in each classroom. Input on each of them is provided via assemblies especially at the beginning of the year where each class teacher is establishing the rules and routines for a new academic year. They are also woven into daily life at St. Anne's 'as a way to live'. Dialogue between people within our community will use the term of 'living out our values' (see appendix 2)

As well as our values we have introduced the concept of being 'ready' and 'safe' in line with the Xavier behaviour principles: Ready, Respectful and Safe.

Aims:

- For children to learn how to self-regulate their emotions and behaviour.
- To ensure all children develop good learning habits for them to become self-disciplined.
- To have the highest expectations of children's behaviour to ensure the highest standards of learning can take place.
- To create an environment in which children are taught to respect and support each other and to accept responsibility and consequences for their own actions.
- For children to understand their role in making the school an outstanding place to learn and to have pride in their school.
- For parents to understand their role in supporting a positive partnership between school and home.

The Xavier approach: All staff at Xavier Catholic Education Trust are responsible for teaching behaviour that is ready, respectful and safe: often, our consequence is less important than the children learning the correct behaviour. At Xavier Trust we respond to behaviour by:

- Correcting the child through both non-verbal and verbal signals
- Understanding and being curious about the reason for the behaviour.
- Teaching better behaviour by stating the action; modelling what this should look like.
- Adapting the environment to support the child in meeting their needs where appropriate.

At Xavier Trust, our aim is to teach ready, respectful and safe behaviour.

We believe the right way to behave is to ensure everyone is safe, ready to learn and respectful of others and the school. Staff must always teach and model this message and make reasonable adjustments to allow all children to be successful.

We respond to children using natural and logical consequences. The way we maintain good behaviour is to teach and support children to be safe, respectful and ready to learn. We always aim to communicate the message that the only way to behave is ready, respectful and safe, and that this is consistent no matter who is dealing with the issue.

Relational practice

We promote relational practice where relationships are nurtured as a priority in our schools. We encourage and support children to be accountable, reflective and able to repair relationships through the principles of restorative practice.

High expectations of Behaviour: Ready, Respectful, Safe;

All children are expected and supported to follow the rules of 'Ready, Respectful and Safe' whilst in school. Children are taught explicitly to communicate if they are not feeling ready, respectful, respected or safe.

Ready:

- Having all the equipment and books needed for the day.
- Having homework or reading completed prior to the lesson.
- Wearing the correct uniform, in the correct way.
- Being calm and able to enter the classroom and settle to learn.

Respectful:

- Speaking politely and appropriately to teachers and adults in the school.
- Speaking politely to peers as well as adults.
- Using kind respectful language.
- Understanding that we use different language in different situations.
- Respectful of the learning space, looking after school property, buildings, walls or floors.
- Respectful of the learning equipment, looking after books, devices or school equipment.
- Respecting each other's differences.

Safe:

- Enable others to feel loved and safe as part of the school community.
- Use kind gestures, words and actions to others.
- Use equipment and furniture appropriately and safely, presenting no risk to others.
- Ensure actions and words keep others safe both physically and emotionally.
- Do not use verbal or physical aggression towards others.

Mobile Phones and Smart Devices

Pupils must not bring or use personal smartphones, smartwatches or other personal internet-enabled devices during the school day. This restriction does not apply to school-provided devices used for educational purposes under staff supervision.

To support a safe, respectful and ready-to-learn environment:

- Smartphones and internet-enabled smartwatches are not permitted on school premises.
- Pupils should not bring mobile phones to school unless permission has been granted in line with school procedures.
- Where a phone is required for travel to and from school, only a basic phone without internet access may be brought.
- Any permitted phone must be switched off and handed into the school office at the start of the school day and collected at the end of the day.
- The use of mobile phones or smart devices in school may be considered behaviour that is not Ready, Respectful or Safe.

Routines

Consistency is key and all schools within the Xavier Trust will follow routines to manage certain aspects of behaviour. These could include:

a) **Transitions:**

The big welcome – staff are at the gates to welcome children into school, children enter the school building on their own unless there is a specific reason they are unable to and then each teacher or LSA present, at the classroom door, welcomes the child in. The big welcome is particularly appropriate when a child has been absent. In addition, it should be used to check in on the children, e.g. 'Welcome, how was your evening / weekend?'

• At break and lunch – the teacher will explain the zone for the day and the children will either be guided to the hall or playground, dependent on lunch rota, by a member of staff.

• Coming in from break or lunch – children line up at the first bell and are guided into school by a member of staff.

• When moving around the school at other times, e.g. going to PE, assembly or music, the children line up and move safely and quietly. Coming into liturgy of the word the children will be invited to join their hands in prayer.

b) **Nonverbal communication:**

• If a child isn't living our school's values or is not ready or safe, then they receive a 1 from the teacher (non-verbal hand gesture). This gives them the opportunity to self-regulate and improve their behaviour.

• If the behaviour does not improve then they receive a 2 (non-verbal hand gesture) followed up at an appropriate time with a short conversation. The non-verbal gestures ensure the learning is not interrupted. If a child receives a 2 then some 'restore and reflect' time is required at the next break / lunch.

• We use non-verbals to direct the children to their tasks in class, e.g. to move from the carpet to their seats, to turn and face their partner for partner talk or be prepared with their whiteboard and pen by holding it in the air.

• Staff and children use non-verbals with each other for greetings, please and thank you – these are British sign language symbols.

c) **Attention:**

- We use non-verbals to get the children's attention. This can be done using a visual countdown with fingers, a hand in the air, a repeated action the children copy, a wind chime or something similar. We do not 'shhhh', clap our hands or shout.

Recognitions

At our Xavier Schools we want children to feel proud by the intrinsic value of achievement. We are committed to rewarding good learning habits in all key stages. We celebrate children's positive choices in different ways: which may include verbal praise, housepoints, stickers, postcard home and certificates.

Positive Behaviour Approach

As adults, we need to maintain a positive state in ourselves, so that we are in control of our own emotions. A positive state of mind is vital as well as supporting each other, both asking for and offering help.

Reasonable Adjustments for Children with additional needs (e.g. SEND or children with trauma)

Children with SEND are supported, and reasonable adjustments are made to ensure they are ready, respectful and safe in school and feel emotionally safe, happy and confident to learn.

When implementing expectations relating to mobile phones and electronic devices, the school will consider its duties under the Equality Act 2010 and make reasonable adjustments where required for pupils with SEND, disabilities, medical needs or other identified vulnerabilities. Decisions will be made on an individual basis and will balance pupil needs with safeguarding requirements.

Behaviour Curriculum:

At the core of our Xavier behaviour curriculum sits the three key 'Strands': Ready; Respectful; Safe. Our Behaviour Curriculum strands have been designed to demonstrate a typical rate of development, starting from the bottom. However, it is recognised that for individual children, this may be different. These are shown, along with components within each Strand.

Standards for Behaviour:

Alongside restorative practices and relational support work, there are times when formal consequences for standards of behaviour are required. They are outlined below.

Stage	What might have happened?	What could be the consequence?
1a) Low Level learning behaviour concern	I wasn't ready, respectful or safe. By behaving in this way, I wasn't ready to learn and/or prevented others from learning. Failure to hand in a permitted phone at the start of the day.	• Make reasonable adjustments to the environment • Model appropriate behaviour • Anonymous reminder, then named reminder • Consideration of additional support requirements • Do it again, do it better • Praise for corrected behaviour • Consequence for repeated low level learning behaviour, for example, loss of privilege or community service Prohibited items or personal electronic devices will be confiscated and returned in line with school procedures.
1b) Low level unsafe or disrespectful behaviour concern	My behaviour was not safe for other children or adults. My behaviour placed others in an unsafe situation where they may have got hurt. My language was unkind, and I was not respectful to others. This may include using discriminatory language without understanding.	• Consider a natural consequence, which may include time to reset • Do it again, do it better • Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements

	Another adult was needed to help.	• Restorative conversation with children and staff • Consider informing parents/carers
2 Medium level concern Ongoing Level 1 concerns	I repeatedly behave in a way that is not ready for learning, respectful to the community or safe. On one occasion I behaved in a way that compromised the safety of others or myself where people could have been or were harmed. Additional adults were required to support my behaviour. Repeated breaches of the school's mobile phone expectations.	• Review of need for reasonable adjustments to support child back to expected behaviours • Consequence for repeated low level learning behaviour, for example, loss of privilege or community service • Parents/carers informed • Behaviour support plan within school • Behaviour support plan which involves parents/carers regularly • Consideration of additional support requirements which may include outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Risk of suspension is increased, and this is shared with parents/carers • Internal suspension • Restorative re-integration meeting with Headteacher • Prohibited items or personal electronic devices will be confiscated and returned in line with school procedures.
3 High level concern Ongoing Level 1/ 2 concerns	I am struggling to modify my behaviours and make them consistently ready, respectful or safe. On one occasion I behaved in a way that created a real risk of harm for others. Others were harmed due to my behaviour. This may have been physically, verbally or using a mobile phone or electronic device. This may include using discriminatory language with understanding.	• Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements including outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Consider interventions from the Special and Exceptional Circumstances list below • Consideration of a suspension • Parents/carers informed • Restorative re-integration meeting with Headteacher. Prohibited items or personal electronic devices will be confiscated

		and returned in line with school procedures.
4 High level concern Persistent disruptive behaviour or one-off incident	My behaviour was unsafe and compromised my safety or wellbeing; the safety or well-being of children or adults; or the effective education of other children.	• Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements including outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Outside agency support • Consideration of suspension or permanent exclusion • Restorative re-integration meeting with Headteacher

Child on child abuse

Xavier Catholic Education Trust believes all children have a right to attend school and learn in a safe environment.

All staff recognise that children are capable of abusing other children, and that it can happen both inside and outside of school or online. All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with Keeping Children Safe in Education (2023), including seeking advice and support from other agencies, as appropriate.

Child-on-child abuse may occur through the use of mobile phones, messaging services, social media platforms, gaming platforms or other electronic devices. Allegations involving electronic devices will be managed in accordance with the school's safeguarding procedures, Online Safety Policy and DfE guidance.

<u>Anti-bullying – a Whole School approach</u>
Bullying of any type will not be tolerated at St. Anne's School. Whilst it is acknowledged that bullying exists within all schools, to some degree, it is nonetheless unacceptable behavior, and every attempt will be made to stop it and prevent it.

<u>Aims</u>
We acknowledge the responsibility of the whole school community to combat bullying. The aim of the school is to:
- eliminate bullying from the school
- raise awareness of the problem of bullying
- increase the vigilance of the school community to be watchful for signs of bullying
- provide descriptions of a range of behaviours that may be classified as bullying
- specify the procedures to be followed should bullying occur
- provide the framework for dealing with the bully and helping the victim
- gain home support so as to work in partnership with all children involved
- promote a caring community where bullying has no place

What is bullying?

Bullying can have an adverse effect on both the bully and the victim. With this policy, the School seeks to ensure that bullying does not prevail.

Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone. At St Anne's we feel that most forms of bullying have three things in common:

- it is deliberately hurtful behaviour
- it is repeated, often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying generally falls into four distinct categories:

- physical – hitting, kicking, pushing, taking belongings
- verbal – name calling, insulting remarks (personal, racist etc)
- indirect – spreading nasty stories, excluding victims from social groups
- cyber – using information technology to upset and harass someone deliberately

Children should show consideration for the safety and welfare of others at all times. By this we mean:

- not calling anyone names
- not fighting or hurting others
- not excluding anyone
- not making fun of others
- not frightening others

Children should be encouraged to inform:

- a teacher
- a member of support staff
- any responsible adult
- their parent(s)/Guardian(s)

Staff should at all times:

- be alert and watchful for any signs of bullying
- be prepared to listen
- set a good example
- be ready to take action

When an allegation of bullying is made, the following steps should take place:

- a discussion between the child, their parents, the class teacher and a school leader
- an agreed set of actions or next steps, taking into account the child's voice
- an investigation into the allegation by school staff may be necessary
- a risk/needs assessment may be drafted and discussed with the children involved
- an incident report may be logged on CPOMS
- a time of monitoring and review would usually be enacted
- consequences for bullying behaviours will be aligned with the "Standards for Behaviour" ladder (p.4)

We can strive to create a caring community wherein bullying is unacceptable by:

- collective worship
- topic based assemblies

• the class reward system

Assemblies and collective worship provide ways of promoting a caring community. Themes such as:
• Friendship, Conflict, Power and Trust can be used as the basis for assemblies. Pupils can be shown what they can do to reduce and prevent bullying. This can be reinforced by role-play and story telling.
• Class teachers have a role to play in regularly reminding pupils of the types of Parental Support

In order to help prevent bullying in our school, parents should:
• Contact the school if they are aware of or suspect that bullying is taking place.
• Encourage their children not to be aggressive towards others.
• Support the school if further action needs to be taken.
• Listen to children, thereby encouraging them to speak out over incidents of bullying.
• Urge children to support the action of the school.
• Nurture high levels of self-esteem and confidence in their children through frequent praise and support.
• Be pro-active and regularly ask their children if they are experiencing any difficulties at school rather than only reacting to problems after the event.
• Remind their children of the positive types of behaviour expected of them.

Searching, Screening and Confiscation

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. All searching, screening and confiscation will be undertaken in line with DfE Searching, Screening and Confiscation: Advice for School July 2022.

In accordance with the Education Act 2011 and DfE Searching, Screening and Confiscation guidance, authorised staff may confiscate any mobile phone, smartwatch or electronic device brought into school contrary to school rules.

Where there is a good reason to suspect that a device contains evidence of:

- bullying or cyberbullying;
- child-on-child abuse;
- safeguarding concerns;
- criminal activity;
- inappropriate or harmful content;
- material that may place a child at risk of harm;

the Headteacher or authorised member of staff may examine data or files on the device where permitted under DfE guidance.

Where staff identify safeguarding risks, they will follow the school's safeguarding procedures and may involve the Designated Safeguarding Lead, Children's Services or the Police as appropriate.

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- vapes;
- illegal drugs;
- stolen items;
- 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, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- smartphones;
- internet-enabled smartwatches and;
- electronic devices brought onto site contrary to school rules.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers to search, staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Special and Exceptional Circumstances

In exceptional circumstances, with parental/carer consent, we may use:

- Part-time timetables- If children are too distressed to attend full time.
- Placements or provisions from alternative provision pathways.
- Short Stay School Outreach programmes.
- Fully supported managed moves to other schools where a fresh start may be an option.
- A move to a provision where more specialist support may be provided.

Suspension and Permanent Exclusion

A decision to suspend or permanently exclude will only be considered when alternative options have been explored. Permanent Exclusion is a last resort.

Suspensions and Permanent Exclusion are used in accordance with Xavier Catholic Education Trust Policy Xavier Suspension and Permanent Exclusion Policy and Government Guidance: Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk).