

St Columba's Catholic Primary School

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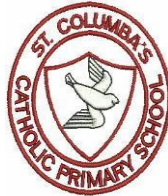
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LA/DfES Number: 340/3357

Headteacher: Miss K Edwards

Deputy headteacher: Mrs P Williams

ST COLUMBA'S CATHOLIC PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Date policy last reviewed:

February 2025

Date of next review:

February 2026

Signed by:

K.M. Edwards Headteacher

Chair of Governors

St Columba's Catholic Primary School

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and children.

The school has 3 simple rules:

‘Be Ready, Be Respectful and Be Safe’

These can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To refuse to give children attention and importance for poor conduct.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice:

Paul Dix - The Five Pillars of Pivotal Practice

Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations

First attention to best conduct – rewards, recognition, praise, motivation, engagement

Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues, Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation

Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation

Restorative conversations – restorative practice, structuring sanctions, developing relationships.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and addresses these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to 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 aim to 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 and Parish to promote consistent support for pupils' health and wellbeing

All staff are aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision is made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and responsibilities

The governing body 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 this policy is published on the school website.

How will staff behave?

1. Calm
2. Fair
3. Consistent

Rules

1. Safe
2. Respectful
3. Ready

All staff everyday

1. We welcome and acknowledge
2. Model Positive behaviour
3. Follow up

Senior Leaders

1. Celebrate children and staff
2. Display visible presence
3. Regularly review policy and practice

Three ways to recognise behaviour that is over and above

1. Values
2. Effort
3. Resilience

Support beyond the classroom

1. Communication with home and family
2. Refer to external agencies
3. Responsive to up-to-date practice in behaviour management

Consistency in Practice - plays a vital role in our approach to behaviour. Consistency lies in the behaviour of adults and not simply in the application of procedure.

- Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating. However, if an incident requires a more senior member of staff – then this is dealt with at SLT level.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful children!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Displaying the quality of a good primary school, consistent visual messages and echoes of core values.

Recognition and rewards for effort

We recognise and reward children who go 'over and above' our standards. Our staff understand that at St Columba's Catholic Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

It is the key to developing positive relationships, including with those children who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a phone call or a face-to-face chat. Children who demonstrate the core values will be acknowledged with points on the house team system within each classroom.

Other rewards and recognition of achievement include:

Headteachers Award – The headteacher will choose a child to receive their award in the weekly Celebration Assembly.

House Points – There are four house teams and each child is a member of a team. In the rewards assembly there be a winning house each half term who will receive an extra playtime.

Recognition Board – The class teacher will decide on a target for the class to work towards. When a child is demonstrating effort towards achieving the target, their name will be displayed on the Recognition Board.

Star of the Week – the class teacher will choose a child to receive their award in the weekly Celebration Assembly.

English Expert – celebrates a child who has worked hard, tried their best, and shown a love for learning English.

Maths Magician – is presented to a child who has shown outstanding effort, enthusiasm, and progress in developing their maths skills

Magical Mission Maker – is presented to a child who has shown positive behaviours and resilience.

Attendance Recognition Awards – are awarded to children and families who do their best to attend school or overcome barriers to attendance.

Managing Behaviour

Engagement with learning is always our primary aim at St Columba's Catholic Primary School. For the vast majority of our children a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that children should be kept at steps 1 and 2 for as long as possible.

As a school we use the Zones of Regulation to support children at different stages. This helps children develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

All staff have land yards with Zones of Regulation picture cues and these are then used to support children and staff when managing children's behaviour.

See appendix

Steps	Actions
1.Redirection reminder	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of our three simple rules – Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2.Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices. "Stop, think, make the right choice" "think carefully about your next step"</p> <p>Use visual cue cards to support children who may need a visual reminder.</p>
3.Last chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At St Columba's, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g., moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. <p>If the warning is not heeded and the behaviour continues this must be recorded on CPOMS.</p> <p>At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time.</p> <p>Children will be expected to have a reflective dialogue.</p>
4.Cool off	<p>Cool Off might be a short time away from the classroom with another class/TA/sensory room/calm space.</p> <p>It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
5.Repair Restorative Conversation	<p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
6. Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion	<p>The graduated response to behaviour steps will be followed. (See Next page)</p>

Graduated Response to Behaviour

	Examples of behavior	Consequences	Next steps for staff
Stage 1	Swinging on chair Interrupting and calling out Not on task Not following an instruction Pushing in the line Rough play or play fighting Playing unkindly at playtime/lunchtime	Quiet reminder Verbal warnings Non-verbal signals	Class teacher and Support staff to respond discretely In class behaviour system to be used to support with stage 1 behaviours. Class teacher to reflect on what else can be put in place to avoid this happening in the future. Often praising good behaviour so it has a positive effect on those misbehaving.
Stage 2	Persistent stage 1 behaviour Rudeness Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/ property Leaving class without permission Harmful/offensive name calling Targeted behaviour towards the same child repeatedly	Missed minutes of play either with the class teacher or other staff member. Reflection Sheet or Regulation Book to be completed, as appropriate to the child.	Class teacher to inform parents of persistent stage 1 behaviour or stage 2 behaviours. Incidents to be recorded ON CPOMS SLT to speak to pupil. Playtime incidents to be reported to the class teacher and logged on CPOMS. Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.
Stage 3	Persistent stage 2 behaviour Throwing objects with intent to harm Harming someone on purpose so they need medical help Continued or more serious challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to children	Reflection Sheet or Regulation Book to be completed, as appropriate to the child. Child to work in a different class for a fixed period of time. Telephone call to inform parents. Home-School communication set up for a fixed period of time, e.g. Class Dojo, book or phone call, where appropriate.	Meeting with parent scheduled with teacher Behaviour to be reported on CPOMS by class teacher and SLT member with further actions noted and implemented. SEMH support plan where appropriate. Consider potential referrals to outside agencies.

Stage 4	<p>Persistent Stage 3 behaviour</p> <p>Bullying</p> <p>Repeated refusal to complete work</p> <p>Repeatedly leaving class without permission</p> <p>Serious damage to school property</p> <p>Racist, sexist and homophobic comments</p> <p>Serious challenges to authority</p>	<p>Reflection Sheet or Regulation Book to be completed, as appropriate to the child.</p> <p>Fixed period of internal exclusion to be applied (at discretion of Headteacher depending on severity)</p>	<p>Class teacher / SLT member to investigate. Formal meeting scheduled with parents.</p> <p>Behaviour to be reported on CPOMs by class teacher and SLT member with further actions noted and implemented.</p> <p>Situation to be monitored by teachers and SLT.</p>
Stage 5	<p>Persistent Stage 4 behaviour</p> <p>Persistent verbal abuse to a member of staff</p> <p>Physical abuse to any member of staff or pupil</p>	<p>Fixed period of exclusion – time depending on the incident.</p> <p>Consider alternative provision</p>	<p>Formal meeting scheduled with parents and Headteacher.</p> <p>Behaviour to be reported on CPOMs by class teacher and SLT member with further actions noted and implemented.</p> <p>Situation to be monitored by teachers, SLT and Headteacher.</p>
Stage 6	Persistent Stage 5 behaviour	Permanent exclusion	Headteacher

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Suspension (a fixed period of exclusion)

St Columba's Catholic Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. The government's ambition is to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher may take the decision to exclude for a fixed period. If the headteacher suspends or permanently excludes a pupil they will without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher will also without delay after their decision, notify the social worker and/or VSH, as applicable. The Head teacher will also notify the Local Authority without delay.

If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return. The Headteacher may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority will be notified, and if relevant, the social worker and VSH.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of St Columba's Catholic Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

St Columba's Catholic Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room.

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A Thrive assessment and support may also be appropriate. In these cases, the Head/SENCo/SLT/Pastoral practitioner will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

At St Columba's Catholic Primary School all staff are 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. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure 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, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding 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.

Appendix

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- Building safer schools
- Changing behaviour not punishing
- Adults modelling restorative approaches
- Finding ways to repair harm
- Supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- Maybe kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right

Zones of Regulation

WHAT ARE THE ZONES?

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



Relentless Routines at St Columba's

1. Wonderful Walking 2. Legendary Lining up 3. Firm Focus 4. Tremendous Transitions

Stepped sanctions	30 second scripted intervention	Restorative Conversations
<ol style="list-style-type: none"> 1. Reminder of our 3 rules - READY, RESPECTFUL and SAFE (privately if possible) 2. Caution (outlining behaviour and consequence) 3. Last chance (30 second intervention) 4. Cool off (time in sensory room or another classroom) 5. Repair (restorative conversation) 	<ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At St Columba's, we... (refer to the 3 school rules - ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g., moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. 	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Visible adult consistencies	Rules	Over and above
<p>Calm Fair Consistent</p>	<p>Ready Respectful Safe</p>	<p>Values Effort Determination</p>

1