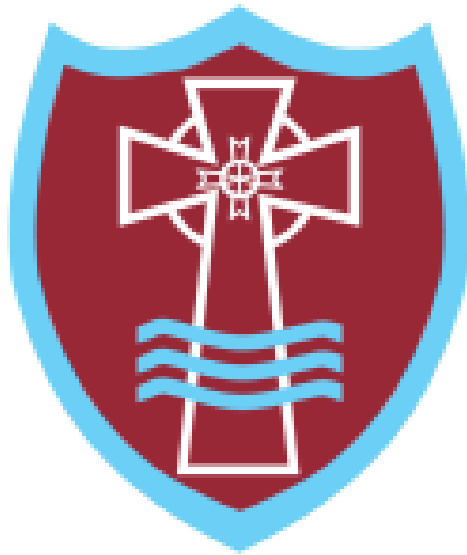


St Aidan's Catholic Primary Academy



Behaviour Policy

Amended: September 2024

Review date: September 2026





Mission Statement

'Together we all enjoy learning, achieving, sharing and praying. Let Jesus' love shine through in everything we do'

Our school vision

Here at St Aidan's we are passionate about our children being happy, safe and healthy. We aim for children to learn in an inclusive, engaging environment; enabling them to be lifelong learners who know more, remember more and can do more in the wider world.

The Behaviour policy works alongside and is linked to:

- *Safeguarding policy*
- *Anti-Bullying policy*
- *Keeping children safe in education*
- *Equality policy*
- *SEND policy*
- *Attendance policy*
- *RSE policy*
- *Catholic Social Teaching principles*
- *Mental Health and Well-being policy*
- *DFE Behaviour in schools Feb 24*
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- *DFE Suspensions and permanent exclusions from maintained schools, academies*
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

*All policies are available on the school website -
<https://www.staidansacademy.org/school-information/policies/>



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Aims and Expectations

- 1.1 The primary aim of St Aidan's Catholic Primary Academy is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of children both mentally and physically. St Aidan's aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 At St Aidan's we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation.
- 1.3 At St Aidan's we have high expectations of behaviour and conduct, although this policy is not about rule enforcement. It is a means of promoting good relationships and positive mental health so that all staff and children recognise that we have the right to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We understand the value of supporting children to learn about their own emotions and that every member of the school community behaves in a considerate way towards others. Children are taught about choices.
- 1.4 We treat all children fairly and apply this Behaviour policy in a consistent way. The policy supports the behaviour choice and not the child him/herself.
- 1.5 This policy aims to help children grow both in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school praises, celebrates and rewards good choices as it believes that this will develop an ethos of kindness and cooperation preparing the children for the wider world, supporting the principles of Catholic Social teaching and teachings of Christ.
- 1.7 All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

2.0 Expectations of Staff

- 2.1 Staff model high standards of behaviour and are positive role models for all children and others in our school community.
- 2.2 All staff are responsible to help create positive mental health learning environments.
- 2.3 Staff are expected to promote, support and model positive behaviour in all situations. Focus on good behaviour and positive reinforcement at all times- catch the positives.
- 2.4 Use adherence to the school aims and class charters to support behaviour expectations.

- 2.5 Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
- 2.6 All staff to support children to regulate their own emotions, work through difficulties and understand their own mental health. Support will be provided in an age appropriate manner. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children.
- 2.7 Be as consistent and fair as possible in the use of rewards and sanctions.
- 2.8 Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- 2.9 To use the school record keeping system for recording incidents and tracking behaviour.
- 2.10 Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

3.0 Procedures

3.1 The following procedures detail the actions taken when dealing with negative behaviours and supporting the child:

3.2 The class charter: (Appendix A)

- The class charter is a visual reminder in each class of the whole school's expectations of behaviour and conduct.
- 'Good to be green' is the expected behaviour.
- 'Time out Turquoise' when a child needs time away from a situation for a short period. This takes place in another class to complete work. A time out slip is completed for parents.
- 'Red Reflection' for significant negative behaviour choices requiring support from Senior staff to reflect and discuss what went wrong and what to do next time. The behaviour reflection form is given to the child to be used in the behaviour reflection session to give them time to consider their actions. The child has the opportunity to discuss their mental health and wellbeing. They are supported by an adult to learn how to manage their own emotions and deal with conflict resolution in a safe space. A community task may be used with a Senior member of staff such as helping and supporting in the dinner hall or a classroom.
- This slip is then taken home to be countersigned by the child's parent/guardian.
- All Turquoise and Red behaviours are recorded on the school Safeguard record system.
- If there are four reflections in one term a meeting between the parents and class teacher will be arranged to discuss further strategies that may be required to support their child. The SENDCo will be available to support for referrals to outside agencies.

- Children are reminded about starting again and changing what we do next with our behaviour choices is the important part of reflection and not dwelling on the negative choice.
- Senior staff will follow up on children who have had Red reflection later in the week and provide positive praise and encouragement to support their mental health.

How to support a child to remain 'green':

- Staff will continually promote 'green'
- Create a positive learning environment and safe space.
- Have a class charter agreement at the start of the year that the children agree to.
- Praise and reward the 'green expectations'
- Build relationships with pupils so staff are aware when something is not right, support with a plan to get back on track.
- Provide reminders/warnings to any child that may display low level negative behaviours prior to 'Time out Turquoise'.
- Provide talking time if required.
- A child can have access to the sensory/calming box if required.
- If no improvement and the child requires further intervention then the staff will use 'Time out Turquoise' and the child will go with work to complete to another classroom. Staff complete the turquoise slip for parents.

4.0 Equal Opportunities

- 4.1 St Aidan's is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

5.0 Mental Health & Well-being

Mental Health and Well-being (MHWB) is at the core of our curriculum and ethos of our school. The happiness and safety of our pupils is key to them being the best they can be. Negative behaviours are often because of poor mental health and the way a child or person can display their struggles. Ensuring children feel safe is our fundamental priority, communication is key. When children (and adults) do not feel safe their nervous system enters a stress response. When we experience stress responses our bodies physically respond to sense of perceived threat and this can be the result of negative behaviours in a classroom. It is vital to educate all about MHWB and how this impacts our daily lives supporting children to understand their emotions and being able to express themselves positively. It is important for staff to have a relationship with their pupils and recognise signs of stress to support when required. We have the word TALK displayed around the school to remind children to talk and share their positive and negative emotions. Our MHWB lead supports and guides the staff, pupils and parents in all aspects of Mental Health to educate all. At St Aidan's we have the ELSA intervention that is available for staff to signpost children who require additional support with their emotions and mental

health to the Emotional Literacy support assistant. Each year pupils in Year 6 are selected as Mental Health ambassadors to lead and support the school in educating and understanding our own mental health. See the MHWB policy for more information.

<https://www.staidansacademy.org/assets/Mental-health-and-well-being-policy.pdf>

6.0 Suspensions and Permanent Exclusions

- 6.1 We do not wish to exclude any child from school, but sometimes this may be necessary if all other strategies and support has been exhausted for the health, safety and welfare of all pupils and staff. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance: Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England (DFE August 2024).
[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions and permanent exclusions guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)
- 6.2 Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.
- 6.3 If the Headteacher suspends a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 6.4 The Headteacher informs the LA (Redbridge) and the Governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.
- 6.5 The Governing board itself cannot either suspend a child or extend the exclusion period made by the Headteacher.
- 6.6 The Governing board has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.
- 6.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 6.8 If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.
- 6.9 Where a pupil is at risk of permanent exclusion or repeat suspensions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with SEMH difficulties.

7.0 Positive Handling

- 7.1 Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury. Reasonable meaning using no more force than is required.
- 7.2 The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.

Relevant staff should have regular Team Teach training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.

Some children may require a positive handling plan which is written and agreed by the SENDCo and parents which will support the child.

7.3 The school can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

8.0 Searching children suspected of having prohibited items

- 8.1 If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse the Headteacher reserves the right to search their bag without consent, an additional adult should always be present.
- 8.2 If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

9.0 Punishing poor behaviour- what the law says (January 2016)

- 9.1 The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil.

- 9.2 To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
- 9.3 The decision to punish a child and how, must be made on the school premises.
- 9.4 It must not breach any other legislation such as disability, SEN, race and equalities.
- 9.5 A punishment must be proportionate and take account of the child's age, any disability or religious requirement.
- 9.6 Corporal punishment is illegal in all circumstances.
- 9.7 Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the safeguarding policy and consult with outside agencies.

10.0 Rewarding 'Good to be green' – expected behaviour:

- By praising and encouraging achievement and behaviour in all areas of school life.
- By sharing and celebrating achievement with other members of the school community and parents.
- By being polite and encouraging the children to do likewise.
- By being aware of the example we set in our interaction within the school community.
- By valuing the individual gifts and talents that every member of the school community has to offer.
- By having high expectations with regard to behaviour, by making these clear to all members of the school community.
- By supporting the children through the teachings of the Catholic Social teaching principles in how we live our lives.

Rewards & praise examples:

- Verbal praise
- House points/stickers
- Sharing examples with other staff/classes
- Proud postcards
- A high five!
- Weekly award nominations for certificates in assembly/newsletter

11.0 Staff Development & Support

- 11.1 Good practice will be recognised and mutual support encouraged. Staff are expected to undertake CPD in behaviour management, either individually or as part of whole school training. All staff complete Level 1 safeguarding training each year along with the KCSIE updates (Keeping children safe in education). This training includes child on child abuse, online abuse, Prevent training and CSE. Lesson observations and drop ins by Senior staff

are used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. The SENDCo supports and provides on-going training for any staff that require specific strategies for individual need. The SENDCo liaises with outside agencies for on-going support.

12.0 Managing transitions:

12.1 Break time and Lunchtime will be managed accordingly:

- Consistent supervision of all areas by staff on duty. Staff on duty wear Hi-vis jackets at all times to be visible.
- Providing a safe, secure, stimulating play environment. Alongside the Opal team provide a variety of resources and opportunities for play. Encourage and support the children to explore and play safely with others.
- Approachable and understanding staff to deal with problems.
- Staff diffuse difficult situations by displaying fairness, patience and consistency to everyone.
- Deal with inappropriate behaviour, discuss and support with resolutions.
- It is expected that staff on duty will manage negative behaviours in the playground and then report to the class teacher. The issue should be dealt with at the time and not be taken into the classroom impacting learning time.
- Staff will talk with children and help them understand consequences of their actions.

12.2 During Assemblies/Masses/whole school gatherings:

- Staff walk their classes to the hall ensuring the class are walking safely, silently and ready with prayer hands if it is assembly. Staff to ensure the class arrive in time for the event and seat the class in 3 rows of 10 in the allocated space.
- Staff to sit with the class and support children as required.
- Children who behave inappropriately are asked to stand up or move to be seated by the staff member.
- High expectations to be set and modelled by all staff at all times.
- Yr 6 pupil leaders to support with the modelling of behaviour expectations.

12.3 OPAL – Outdoor play & learning

OPAL is the opportunity for all children to access play at lunchtimes (see OPAL policy). All children are provided with space, resources and freedom to explore and use their imagination with one another in a safe environment. All OPAL resources are recycled and reused items that can be put to creative use. Staff are part of the Play team and wear Pink Hi vis jackets during the lunchtime. Staff support and guide children with resources. Staff support with positive behaviour choices and rules around safe play including supporting with resolutions with peers if and when it occurs. Year 6 play leaders are also selected to support the organisation of OPAL and to promote positive behaviour choices.

13.0 Behaviours for Learning

13.1 We aim to provide an environment that:

- Enables learning for all within our school community.
- Ensures respect and empathy for others and acceptance of differences.
- Encourages cooperation and collaborative working to give children a feeling of belonging.
- Ensures children have self- discipline and take responsibility for their actions.
- Ensures all pupils and all adults feel safe, valued and cared for.

13.2 To achieve this we will:

- Create a positive, calm and purposeful environment.
- Provide a curriculum that is relevant, challenging and inspiring.
- Use Catholic Social teaching principles at the core of all teaching and learning.
- Ensure all staff have an understanding and acceptance of the needs of all children.
- Have a shared understanding of procedures in this policy and apply them consistently.
- Ensure that teaching and modelling of personal, social and emotional development is a core element of all lessons and activities, and the whole curriculum.
- Effectively communicate with children and parents our high expectations for learning and behaviours.
- Work in partnership with multi-agencies

13.3 Positive Learning Behaviours

We expect children to:	We will Promote Positive Learning Behaviour by:
<ul style="list-style-type: none">• Actively engage in their learning by listening, questioning, responding & thinking.• Respect and respond positively to both written and verbal feedback.• Respond to suggestions about how to improve and develop.• Work with other pupils cooperatively and respect different opinions.• Always communicate with other pupils and adults in a respectful way.• Live out God’s will and the school values• Promote Catholic Social teaching	<ul style="list-style-type: none">• Modelling and teaching throughout the whole curriculum the required learning behaviours in whole class teaching and group sessions.• Recognising and reward positive learning behaviours.• Modelling and teaching pupils’ positive ways to deal with differences of opinion or conflict.• Encouraging pupils to be polite and assertive in responding to other pupils.• Establish a Growth Mindset approach consistently across the school.• Praise the effort rather than attainment.• Use positive praise and Growth Mindset language e.g. ‘I am learning to...’ and ‘I don’t know how to.....yet.’• Support with understanding emotions and sign post if further support is required.

13.4 A few examples of behaviour that stops learning:

A pupil:

- Not focusing on task. (task may not be age appropriate or challenging)
- Taking too long to begin a task.
- Inappropriately calling out.
- Interfering with or disrupting other children.
- Using inappropriate language or gestures.
- Bringing playground discussion/issues into the classroom.
- Disrupting the teaching flow with inappropriate questions or information.

We recognise that:

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning.
- Behaviours that stop learning for an individual also stop the learning for other pupils.
- All pupils need to make the best learning progress and these behaviours are not acceptable.
- The needs of pupils are all different.

We will respond to behaviours that are stopping learning by using these strategies:

- Using non-verbal and verbal cues to refocus a pupil.
- Recognise and reward and positive learning behaviours.
- Provide a change of activity or sensory break if required.
- Recognise and validate a pupil's actions and feelings and ensure the pupil recognises the behaviour that is stopping learning and takes responsibility for their actions.

13.5 If behaviours that stop learning are frequent we will:

- Inform parents/guardians if behaviour continues to stop learning.
- Work with the SENDCo and MHWB lead to identify the issues and signpost relevant support for the individual child.
- Create an individual behaviour plan with pupil and parents which will be shared with all staff and reviewed on a regular basis. This plan will focus on a pupil learning to take responsibility for their actions.
- Provide consequences that are personalised to individual pupils and focus on supporting the Pupil's needs
- Use support from outside agencies.

We expect pupils to share responsibility for our school by:	If these expectations are not met we will:
<ul style="list-style-type: none"> • Walking quietly and safely when transitioning around the school • Adhere to our uniform policy. • Be responsible for belongings and ensure they are prepared for learning. • Respect the school community by keeping it tidy. • Show respect to other pupils and adults by responding politely. 	<ul style="list-style-type: none"> • Give a reminder, positively phrased, about what is expected 'good to be green' • Give a personalised consequence relevant and proportional to the pupil's action – class charter • Log behaviour & inform Senior staff • Inform Parents/Carers • Provide reflection time and support • Implement an Individual Behaviour Plan.

<ul style="list-style-type: none"> • Contribute to the supportive ethos of our school. • Not physically or verbally hurt others. 	
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13.6 Promoting Positive Learning Behaviour in our Early Years

We expect children to:	We will promote and support children with these expectations by:
<ul style="list-style-type: none"> • Play cooperatively, take turns and share • Build positive relationships with staff and other children • Listen to and follow instructions given by Staff. <ul style="list-style-type: none"> • Learn to recognise and take responsibility for their own feelings and behaviour 	<ul style="list-style-type: none"> • Recognising, praising and rewarding Teaching and modelling routines and expectations eg tidying up, story time, sharing toys, • Use stories and songs to support teaching and modelling of expectations • Providing prompts and reminders – visual and verbal -and gradually reduce these prompts • Regularly review provision resources and activities to ensure children are supported to achieve expectations • Using the class charter to visually support expectations.

13.7 Education

Educating about behaviour choices is threaded throughout the whole curriculum supporting the children in all the related themes. Behaviour is closely linked with safeguarding and the themes taught through RSE and PSHE where the pupils are taught about relationships, respect, equality, safety and consent. The curriculums link together to meet the needs of the whole child taught through the Catholic Ethos of the school. Catholic Social teaching principles support the ethos and understanding of behaviour and how we conduct ourselves daily. Mental Health and Well-being is at the core of the individual need of every child and staff member in our school community, through supporting our MHWB we can ensure that everyone has the opportunity to be the best they can be each day. Educating about the choices we make is key in the development of the whole child at St Aidan’s.

This policy has been agreed by:

Signed:.....  **Headteacher**

Signed:.....  **Chair of Governors**

To be reviewed in September 2026

Appendix: Behaviour class charters, communication slips

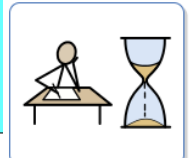
Our behaviour charter



Good to be green

Expected behaviour

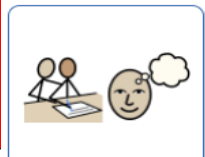
- Following rules & routines
- Living out God's values
- Being respectful & caring of others



Time out turquoise


Time out in another class to complete work following reminders/warnings.

Note sent home to parents.




Red - Reflection

Reflection time with Senior staff to reflect on behaviour choices. Red is for significant behaviours such as physically harming others/swearing.



'Proud postcard'



Name Class Date.....

I am so proud of you because:

.....

.....

.....

Signed



Turquoise time out



Name went to time out today for:

.....
.....
.....
.....

Returning to class:

.....
.....
.....

Signed Date.....