

At St Ambrose we endeavour to maintain the outstanding standard of care, guidance and behaviour that will allow us to continue to work towards fulfilling our Mission Statement.

### **Mission Statement**

At St Ambrose RC Primary School, In God's family, we grow and learn in love, hope and faith; Loving Hands, Loving Hearts, Loving Minds.

In order that we might have life in all its fullness, our school family will:

- Warmly welcome everyone to our school as Jesus welcomes us to the family of God. **(welcome)**
- Love, value and respect each other as Jesus intended and to reach out to those who need us everywhere, to make God's world a better place. **(welfare)**
- Place the Word of God at the centre of all we do. **(word)**
- worship the Lord our God joyfully with all our hearts. **(worship)**
- be witnesses of a Loving God, who is at the heart of all we do, by creating a happy atmosphere, lasting friendships and wonderful memories. **(witness)**

### **The aims of this policy**

At St Ambrose RCPS we seek:

- To ensure that every child has a right to an education. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. (Unicef Rights Respecting Schools Article 28 & 29)
- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions
- To develop an environment in which effective learning takes place. A place where there is mutual respect between all members of the learning community
- To treat all children fairly and apply the Behaviours for Change in this behaviour policy consistently across all aspects of school life.
- To recognise good behaviour as we believe this will develop an ethos based on positive relationships where children uphold the expected standard of behaviour. This policy is designed to promote recognition for good behaviour and good behaviour for learning rather than merely deter anti-social behaviour.

### **The role of the class teacher**

It is the role of the class teacher to ensure that the rules and visible consistencies (appendix 1) are upheld in their classes, and that their classes behave in a responsible manner during lesson time.

The class teacher liaises with external agencies, as necessary, to support and guide progress of each child. The class teacher may, for example, discuss the needs of a child with the school SENco or our Behaviour Outreach Service (Positive approaches Ltd).

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Through transition, the class teacher ensures all the relevant documents are given to the next teacher and working with the SENco, ensures there is a transition plan in place for children. The class teacher will record incidents of behaviour on CPOMS.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules (Be Ready Be Respectful Be Safe) clearly in the classroom and refer to them
- Develop a positive relationship with pupils, which include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines - using visual timetables
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption and follow the tiered approach when dealing with deliberate lack of compliance or extreme poor behaviour - see Appendix 1, 2 and 3
  - Using positive reinforcement and using Recognition boards/trees for children to achieve

### **The role of the Head teacher**

It is the responsibility of Headteacher to implement the school behaviour policy consistently throughout school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher provides appropriate training for all staff in support of them in implementing this policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour via CPOMS.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The role of the parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the School Rules and our recognition boards/trees in on our school website and we expect parents and carers to read them and support them (see appendix 1).

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the sanctions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the **class teacher**. If the concern remains, they should contact the **Assistant/Deputy and then the Headteacher**. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as per the Complaints Policy.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues which must be taken into account when making decisions about matters of behaviour.

### **Suspensions (formally known as Fixed-term) and permanent exclusions**

We do not wish to exclude any child from school but sometimes this may be necessary.

Only the Headteacher has the authority to exclude a child from school. The Headteacher may exclude 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs Manchester LA and the governing body about any exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher

The governing body has a discipline committee that is made up of three governors. This committee considers any exclusion appeals on behalf of the governors.

## **Inclusion**

As a fully inclusive school, we understand that some children need extra support. Staff use a range of calming down techniques and teach coping strategies when faced with challenging behaviour.

A child may have an Individual Behaviour Plan and separate strategies for supporting positive behaviour. This is agreed by the Headteacher, parents / carers and other adults working with the child.

## **Monitoring and review**

The Headteacher, Deputy Head and Assistant Head monitor the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a full record concerning behaviour incidents (inclusive of breaks and lunchtimes) on CPOMS which is updated by all staff when appropriate. The Headteacher and other Senior Leaders record those incidents in which a child is sent to them on account of inappropriate behaviour. The Headteacher keeps a record of any child who is given a fixed-term exclusion, or who is permanently excluded.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Policy written:** October 2023

**Policy adopted by Governors:** 18<sup>th</sup> October 2023

**Policy Review date:** October 2025

## Appendix 1 St AMBROSE RC PRIMARY SCHOOL

### BEHAVIOURS FOR CHANGE

#### Mission Statement

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- place the Word of God at the centre of all we do. **(word)**
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#### Rules

1. Be Ready
2. Be Respectful
3. Be Safe

#### Visible Consistencies

1. Give first attention to the best conduct.
2. Meet and Greet: make it personal, don't take it personally.
3. If you expect it, demonstrate it.

#### Over and Above Recognition

1. Certificates in assembly.
2. Praise, Postcards, phone calls or texts home.
3. Recognition displays in class and the hall. (Each class will have a recognition board)

### Relentless Routine

1. Be polite at all times to everyone. Respect is a right.

2. Be considerate. Everyone is entitled to thought.

3. Be responsible. Everyone plays a part in our school community.

#### Stepped Boundaries

1. Reminder – remind child of the three simple rules (ready, respectful safe) deliver privately wherever possible
2. Warning – A clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3. Response – Use the 30 second script (see Microscripts and Mantras box)
4. Reset – This involves some time out for the child to think about their behaviour, calm down and compose themselves.
5. Repair – Restorative conversation (see Restorative Questions box)

#### Microscripts and Mantras

1. Notice it and wrap it in a rule using assertive language:  
*'I've noticed...' E.G you seem upset*
2. Positive previous event:  
*'Think about when...'*
3. Acknowledge the need to address the behaviour:  
*'I'm here to help, you talk I'll listen...'*
4. Pip and Rip: praise in public, reprimand in private.
5. Give pupils a choice:  
*'You can ...' e.g. sit there and listen or move to table X*

#### Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. How did this make people feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently next time?

NO NEED FOR 'WHY' questioning!

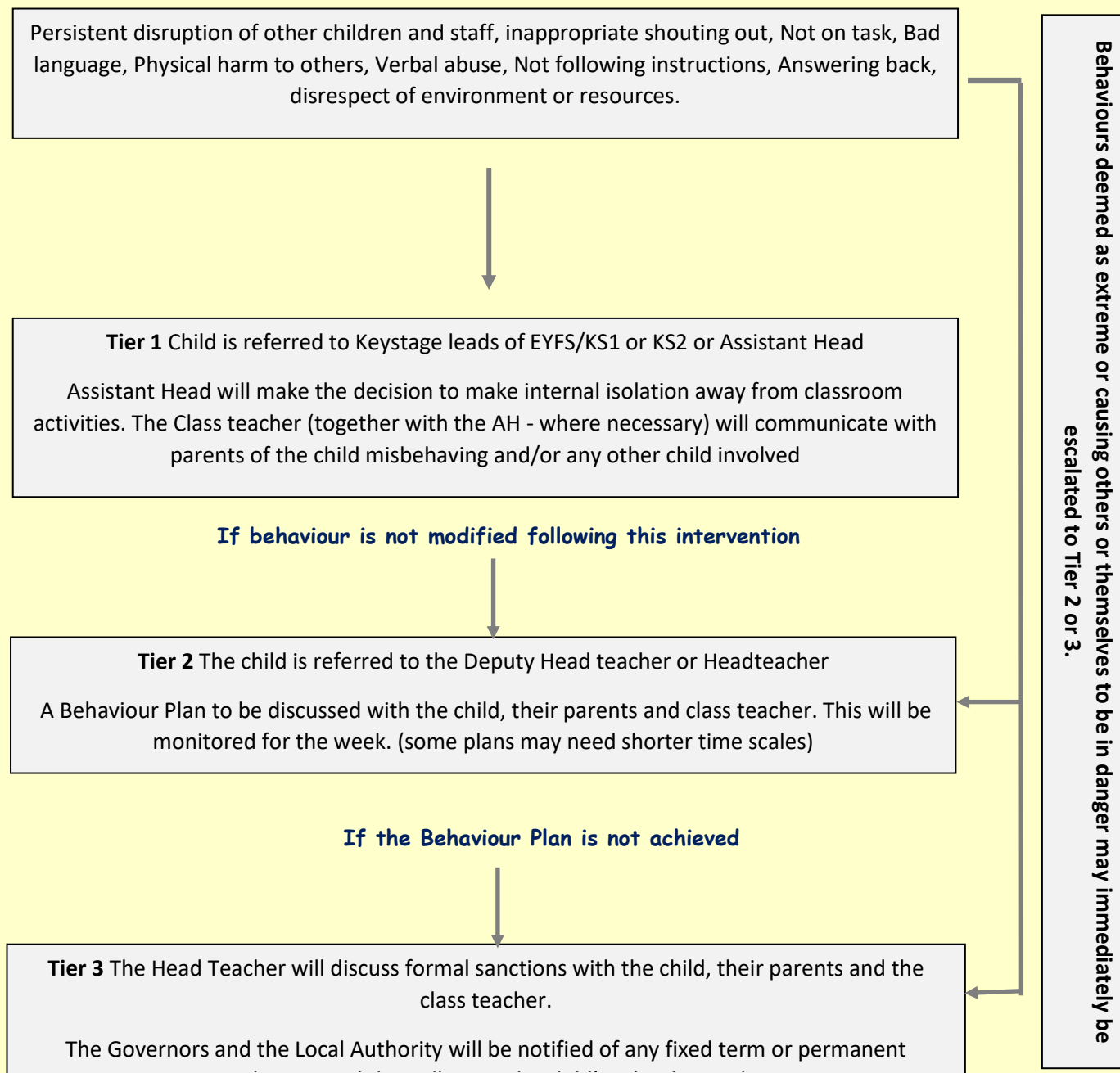
## Appendix 2 ST AMBROSE RC PRIMARY SCHOOL

### Tiered approach for deliberate lack of compliance or extreme poor behaviours

Our aim is promote an environment where everyone is Ready to learn, Respectful towards each other and keep each other Safe.

All children will be expected to comply with the school rules.

A tiered approach will be actioned where the Relentless Routine isn't successful and/or in the event of following behaviours occurring:

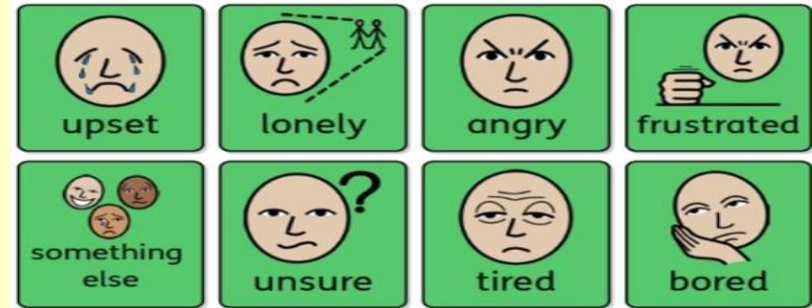
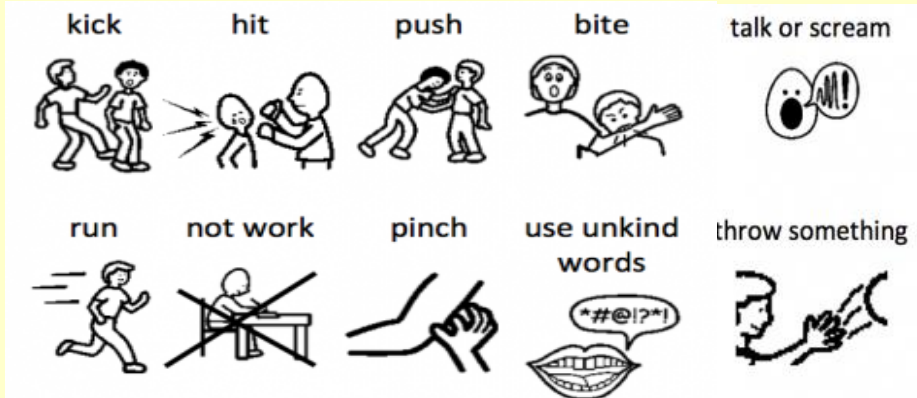


## Appendix 3 Individual Wellbeing and Readiness to Learn/Behaviour Plan

	Observed Behaviour	Desired Behaviour	Support	Action
	What has been seen and heard?	What am I going change/do differently?	How will I achieve this?	What will happen if I don't modify my behaviour?
<b>Ready</b>				
<b>Respectful</b>				
<b>Safe</b>				



## What has been seen and heard?



## What am I going change/do differently?

