

ST VINCENT'S CATHOLIC PRIMARY SCHOOL



Behaviour Policy

Policy Date: January 2024

Review Date: September 2025

Mission Statement

Caritas Christi Urget Nos

The love of Christ urges us to care for each other and strive for excellence in everything we do.

Policy Statement

The behaviour of the children in St Vincent's School is the concern of the whole school community – Head teacher, Deputy Head teacher, teachers, support teachers, non-teaching staff, parents, children and governors.

The "School Expectations" are given to all Parents when a child is accepted into the school.

Positive Communication

At St Vincent's, we view behaviour as a form of communication. We believe that children express themselves through their actions, and understanding this communication is essential for providing meaningful support. By recognising behaviour as a way for children to convey their needs, emotions, or challenges, we strive to create an environment where open communication is encouraged.

Our aim is to empower children with the skills to express themselves effectively, not only verbally but also through their conduct. By promoting healthy communication, we can better understand their individual needs, concerns, and aspirations. This approach enables us to offer the necessary support, guidance, and resources to help each child thrive academically, socially, and spiritually and emotionally.

Emphasising the significance of behaviour as a form of communication aligns with our commitment to fostering a compassionate and inclusive community where every child is understood, valued, and supported in their unique journey of growth and development.

At St Vincent's Catholic Primary School, every individual will be provided with equitable and inclusive opportunities, respecting gender, ethnicity, disabilities, cultural and religious background. In our school, we recognise that everyone may make mistakes and this is a significant part of the learning process. We know that "the love of Christ urges us on to care for each other and strive for excellence in everything we do" and our aim is to ensure that we can say sorry for our mistakes, show forgiveness towards others and to grow in the love of God to live a full life.

In all aspects of school life good communication and behaviour is encouraged. We expect an appropriate standard of behaviour in the classroom, playground, when moving around school and on school excursions. We also encourage good social communication. It is vital that specific times of the day are well supervised and that our clear expectations of behaviour are reinforced. These are times when children are often all together and can observe and adopt the positive communication strategies of others.

Everyone at St Vincent's Catholic Primary School has agreed to:

- Recognise and highlight good behaviour as it occurs. Ensure that all the children are communicating well.
- Explain and demonstrate the behaviour we wish to see. Let parents know about their children's good work and behaviour.
- Incentivise children for good work and communication.
- Acknowledge, praise and share good work and behaviour in the classroom, on our school website, end of project letters and on the school's X (previously known as Twitter) feed.
- Apologise when we have done something wrong and show forgiveness to others in line with the Gospel messages.

Expectations of Behaviour and Communication

At St Vincent's, we have high expectations for behaviour and we expect all children to adhere to the following Vincentian Values which are underpinned by the teachings of the Gospel.

- **We are compassionate, caring and loving.**
- **We are respectful of the dignity and wishes of the individual.**
- **We are stewards of our environment and of one another.**
- **We believe in practical hands-on-hard work and we learn from our mistakes.**
- **We do not judge others.**
- **We build relationships based on trust.**

Class Charters

At the start of each year, every class collaborates to create a charter based on how the Vincentian Values, underpinned by the principles of Catholic Social Teaching, will be lived out in their class.

The Class Charter, which reflects the aims of the UNCRC, serves as a framework to establish expectations and responsibilities for everyone in the classroom, promoting a sense of ownership and community. Students, teachers, and parents are encouraged to refer to the Class Charter regularly as a means of reinforcing these shared commitments. By doing so, we aim to create a respectful, nurturing, and rights-based learning environment where all members of our school community can thrive.

School Code of Conduct

Staff at school will:

- Practise the Vincentian values
- Know their children and their names
- Model good communication
- Promote and teach social and emotional aspects of learning
- Investigate incidents carefully and listen to all sides using the restorative justice approach
- Respect the rights of the children
- Work with children and parents to help pupils reach their full potential.

Pupils at school will:

- Practise the Vincentian Values
- Adhere to the Class Charter
- Respect the rights and responsibilities of each other
- Report bullying or any negative incident
- Tell an adult if you are feeling unwell
- Be in the toilet cubicle alone
- Not intentionally invade another person's space or intentionally cough or spit in the direction of another pupil

Parents at school will:

- Practise the Vincentian Values
- Ensure their child arrives at school in good time and with the correct clothing and equipment.
- Ensure children have the opportunity to eat breakfast
- Treat school staff and other school families with respect
- Learn about their children's rights
- Let the school know if their child won't be attending school and the reason for their absence.

- Model good communication with their children, particularly around the school site
- Park appropriately and encourage safe use of the school crossing patrol
- Attend parent consultation meetings and discussions about their child's progress
- Notify the school of their child's needs or any support they may need

Incentives

All staff at St Vincent's readily accept that the best way to enable children to learn and behave well is by giving praise and encouragement and reinforcing good communication at all times.

Children are encouraged to have good communication skills and to uphold the Vincentian Values inside and outside of the classroom. All children can earn Golden Time at the end of a week through adherence to these values. Children are awarded dojo points for showing examples of the different values which then equate to Golden Time. The class will decide on what Golden Time means to them at the start of each term and which activities may be included as part of it.



All children will have the opportunity to gain for their class the 'Keys to Kindness'. St Vincent, our namesake, said that "Kindness is the key to hearts" and the keys are awarded to an individual or group who shows particular examples of kindness through living out our Vincentian Values and the principles of Catholic Social Teaching.

Zones of Regulation

The "Zones of Regulation" is a framework that helps children understand and manage their emotions. It divides emotions into four colour-coded zones:

Blue Zone (Low Energy): Feeling sad, tired, or bored.

Green Zone (Just Right): Feeling calm, happy, and focused.

Yellow Zone (Heightened Emotions): Experiencing frustration, excitement, or anxiety.

Red Zone (Extreme Emotions): Feeling angry, scared, or overwhelmed.

We teach the children about these zones which helps them recognise their emotions and provides tools to regulate them. It encourages self-awareness

and emotional control, fostering a healthier emotional environment for learning and social interactions. We encourage parents to also use them at home.

Challenging communication

As stated, at St Vincent's, we view behaviour as a form of communication. When children are struggling to communicate in a positive way and may not be in the green zone, a communication system is in place to help them to re-regulate. If children, struggling to communicate, display negative social behaviour, we follow the "Restorative Justice" approach, which is in line with our Vincentian and Gospel Values. Children are encouraged to identify the values they are not displaying through their behaviour and the impact this has had on others. They will focus on repairing harm, building relationships and fostering a positive and inclusive school community.

Restorative conferencing will occur which is a process that brings together individuals who have been involved in a conflict or harm to engage in open and honest communication. The goal is to repair relationships, understand the impact of actions, and work collaboratively toward resolution. In this structured conversation, facilitated by an adult, participants express their feelings, share perspectives, and collectively determine how to move forward positively. It emphasises accountability, empathy, and mutual understanding, promoting a sense of community and restoring trust among those involved.

At times, if the adult dealing with the incidents deems it appropriate, they will need to fill out a 'Restorative Justice form'. When there is more than one child involved all views will be taken into consideration. This will be logged on our safeguarding system and restorative justice folder. Please click these links to see [KS1 RJ form](#) or [KS2 RJ form](#) (the codes at the top explain the type of incident to support safeguarding/communication records). At times, children may need to fill out a [thinking sheet 1/ thinking sheet 2](#) to give them time to think and reflect on their actions/communication prior to the Restorative Justice form. Thinking time is crucial for effective restorative justice for several reasons:

Reflection and understanding:

Thinking time allows individuals to reflect on their actions, consider the impact on others, and gain a deeper understanding of the consequences of their behaviour.

Emotional Regulation:

Taking time to think enables emotional regulation. It allows individuals to process their emotions, reducing the likelihood of impulsive reactions during the restorative justice process.

Preventing Reactivity:

Without sufficient thinking time, participants may respond defensively or impulsively during a restorative justice conference. Taking a pause promotes thoughtful and constructive communication.

Encouraging Accountability.

Providing individuals with the opportunity for thinking time encourages a more genuine acceptance of responsibility for their actions. It allows them to consider how their communication and behaviour aligns with the Vincentian Values.

Effective Communication:

Participants can better articulate their thoughts and feelings when given time to think, leading to more meaningful and productive discussions during the restorative justice process.

Empowering Process:

Thinking time empowers individuals to actively engage in the resolution process. It allows them to bring well-considered perspectives and potential solutions to the table.



Teachers will use the questions above as a guideline when speaking with the child/ren involved. Restorative Practice supports the children's emotional and social development, it equips them with problem solving skills, the ability to manage conflict when it occurs and ultimately to help get them back on track so they are ready to learn and reach their full potential.

When pupils' behaviour not in the green zone, staff will use their own professional judgement about the situation and, in line with the following level

staged approach, always give the child the opportunity to modify their behaviour first:

Level 1 Verbal warning - A verbal warning will be given to the child. The teacher will tell them why they have been given the warning to support the child and prevent it from happening again. They will be reminded of our expectations in line with our Vincentian Values.

Level 2 'Cool down time' - Your child will be given the opportunity to step outside of the classroom for a few minutes and have the opportunity to re-regulate themselves. The children have all given themselves ideas on how to self-regulate such as going for a walk, drinking water, speaking to a friend for support, going to the prayer garden etc. This will hopefully help them start again and be back in the green zone ready to learn. Some children will need co-regulation here which helps the children manage their emotions with guidance from adults and peers.

They will use this time to think about how they can change the way they were communicating before going back to the classroom.

Level 3 Phase leader - Your child will be sent to the phase leader (if they are not available, they will be sent to an alternative phase leader). During this time, they will be reminded of the restorative justice approach. They will have time to explain the incident themselves to the phase leader so their voice is heard, next steps will be put in place to address any challenging behaviour. Co-regulation will happen here to get your child back in the green zone. Parents will be notified as soon as the adult can contact them to help support the process.

Level 4 Deputy Headteacher - After speaking with their phase leader, they will go back into class once they are regulated and back in the green zone. If the teacher feels the child is still struggling with their communication, they will meet the Deputy headteacher for support on how to get in the green zone using the restorative justice approach. This may require further time out, away from their peers to explore the difficulties they are having in communicating their emotions effectively.

Level 5 Headteacher - If a child is still struggling, they will meet with the headteacher, parents will be informed and welcomed into school for a personalised plan to be devised. These meetings will often include the Mental Health lead and/or the SENDCO. SMART (short, measurable, achievable, realistic, time bound) targets will be identified to enable the child to return to a more regulated level over time.

Please note that in extreme circumstances, children will be sent to the head teacher (children would go to level 5 and not 3). An immediate personal plan would be put in place with the child, parents/guardian, class teacher and head teacher. Other avenues such as external agencies may also be explored.

COMMUNICATION SYSTEM

We want to help you get back to being ready to learn.

1. Verbal warning

Your teacher will tell you why you are receiving a verbal warning. You should try to get back in the green zone independently. Use your zones of regulation resources or dialogue around you to help.

2. Cool down time

You will need to self-regulate here (some of you will receive co-regulation help). You may need the advice of the Classroom or use your zones of regulation tool to support you here. This will give you the opportunity to start again and be ready to learn. Use this time to think how you can change your attitude, emotions and go back into the classroom. Think a new year (happy) what has happened and start again? Ask how if you need to hit the warning system.

3. Phase Leader

You will be sent to the phase leader so you can explain the incident to them, for them to hear your voice and next steps to address any challenges will be put in place. Co-regulation will happen here. Your teacher will also inform your parents.

4. Deputy Head Teacher

After speaking with your phase leader, your actions should have changed in a positive way. If your teacher feels that it has not, you will meet the DHT for further support on how to get back on track. The restorative approach will be continued to used here.

5. Head Teacher

If you are still struggling and need support with your communication, you will have the right to have a meeting with your communication specialist. Our behaviour goals will have more details. Please note that we may need to have a communication plan. We will ensure that we have a communication plan in place to ensure you get back to fitting with your zones of regulation and your teacher.

Your teachers will follow the communication system if your communication does not reflect our 'Victorian Values' or our Class Charter.

Important information:

If a child is sent to a phase leader three times in one week a review will take place with relevant adults as to what else may be needed to support the child to get back on track and in the green zone.

Serious incidents or repeated patterns of challenging behaviour are discussed in safeguarding meetings and recording in the minutes. The Senior Mental Health Lead and/or Deputy Head teacher will meet with the class teacher to discuss the need for a personalised communication plan or the possibility of further support for the children and their family.

For very serious incidents e.g.intentionally coughing or spitting in the direction of another pupil; racism, bullying or deliberate acts of violence - the child is sent to the Head teacher. The incident is recorded and parents will be informed.

Use of reasonable force - If a child is intentionally causing harm to themselves, others or property, school staff will use reasonable force only if necessary to protect themselves and others from causing damage or disruption. Reasonable force includes physical restraint such as standing between pupils, blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the classroom.

Please note that all members of school staff have a legal power to use reasonable force but will avoid using it if possible. [Visit here for more details.](#)

Next steps here will be determined on an individual basis e.g. If a child shows repeated signs of unsafe communication that could result in temporary suspension from classroom access until contact has been made with parents and next steps are put in place to ensure safety of the child, their peers and staff. A risk management plan or communication plan will be put into place depending on the situation. Discussion will be had with the senior mental health lead to see if a referral is needed or other avenues that may need to be put in place.

If a child is deemed more 'at risk' being at school, a temporary suspension may be considered. This would be carried out in liaison with all relevant agencies.

Fixed-term or permanent exclusion will be implemented in very extreme cases as decided by the Head teacher.

At St Vincent's, we believe in the inherent worth of every child. We are committed to fostering an inclusive environment that embraces diversity and supports all children. Exclusion is not our approach; instead, we strive to understand, guide and nurture each child to ensure their success and well-being. We aim to focus, understand and address any challenges to create a positive and nurturing environment for all students.

Staff members handling incidents have the authority to apply appropriate next steps at the time before implementing different communication levels, such as 'tidy up the mess on your desk' or 'write a letter of apology'. The adult can also support the child to transcribe an account of incidents. Behaviour logs are shared with the safeguarding team and governors and are logged on CPOMS or a specific document regarding behaviour.

Special Educational Needs

Our school is committed to providing an inclusive and supportive environment for children with Special Educational Needs (SEND). We recognise that every child is unique and may require specific adjustments and variations in approach to address their individual needs.

For children with Special Educational Needs, different components will be put in place whilst working with our Special Educational Needs Co-ordinator:

Individualised Support: We acknowledge that children with SEND may display a wide range of behaviours to communicate. Our approach focuses on understanding the unique needs of each child and tailoring our support accordingly.

Collaborative Planning: We involve parents, teachers, SENDCOs (Special Educational Needs Coordinators), and other relevant professionals in developing

and implementing communication plans where needed. This collaboration ensures a holistic understanding of the child's needs and a consistent approach across different settings.

By implementing these strategies, we aim to create a nurturing and inclusive learning environment that empowers children with SEN to reach their full potential while receiving the specialised support they require.

Retaliation

At St Vincent's, we acknowledge that children have disagreements and make mistakes from time to time however, we do not accept retaliatory actions as an excuse for a child's behaviour.

Banned items, Confiscation and Searches

To ensure the safety of all pupils and adults at school, we are authorised to confiscate any items if it is lawful. Parents will be contacted and safeguarding procedures will be followed depending on the severity of the situation.

Banned items - if we feel any items may jeopardise the safety of others or themselves, the items will be taken from the pupil without notice. A staff member is able to search your child with their permission. Another staff member would be present and it would be authorised by the headteacher. For example: According to Section 93 of the Education Act 2011, we have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if we believe there is good reason to do this.

We will inform parents if this occurs.

Messaging or Online communication

Many online communication incidents amongst young people occur outside of school hours therefore parents are responsible for this communication.

We will only investigate any concerns that will affect the school culture or a child's wellbeing. We will listen to all of the children's accounts who are involved and we will review and put next steps in place if your child's online communication is threatening, causes harm to themselves, another pupil or if it could affect the reputation of the school. We will also need to put a plan in place if their communication online impacts the school environment.

We collaborate closely with the student and their family regarding these issues and greatly value parental support, particularly if a next step needs to be extended to the home environment.

[For more information, please read here or ask us for more information.](#)

Pupil Support Systems

All children make mistakes at times; we recognise this and deal with each situation separately and fairly. Should negative behaviours or purposeful rule-breaking persist despite the school's pastoral intervention, the class teacher will liaise with the Senior Mental Health Lead and Senior Leadership Team who will contact the parents to work together on understanding why these behaviour traits are being seen.

Children may need extra support in school so they may take part in classroom discussions, 1:1 mentoring sessions to allow time and space to explore their emotions. If it is deemed necessary a communication Plan will be written in conjunction with the parents and the child to explore and identify strategies and timescales by which the child can begin to change his/her behaviour. The school may also refer children to outside agencies such as CAMHS, HEWS, BICS, Young Carers, Social Services etc. Parents may also be invited to take part in parenting workshops. Children also benefit from the guidance and support of their peers. These children act as role models and mentors to others as shining examples of living our Vincentian Values.

However, if a child is struggling to follow the new guidelines set in school to ensure their safety and the safety of others, an immediate conversation with the child's parents/carer will take place with the headteacher to see what next steps are most suitable.

Parental Consultation

Communication is the key to solving any behavioural problems and we recognise that times of stress in a child's life can affect the ways they communicate. These could be related to family separation, illness, bereavement, a new addition to the family, moving house or the coronavirus pandemic for example. We ask parents to keep the school aware of any significant events in their child's life so that we can support the child effectively.

Parents will be informed by telephone/email/face-to-face only if a child is displaying unusual negative behaviour traits and is not modifying despite repeated opportunities, or for serious incidents e.g. bullying or endangering others. However, day to day misdemeanours will not necessarily be reported as children should be allowed to make mistakes, apologise, make amends and move on in line with the Gospel values and Restorative Justice approach.

EQUAL OPPORTUNITIES STATEMENT

In making decisions about behaviour, all staff will take into account any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case and ensure that the physical environment of the school enables all students to have equal access to continuity of education.

MONITORING AND EVALUATION OF THIS POLICY

The Curriculum Committee will, in consultation with the Head teacher/Deputy Head teacher monitor and evaluate the implementation of this policy. It will be reviewed at least every two years to ensure it reflects current practice.

Members of staff with Lead Responsibility for this policy:	Head teacher and Mental Health Lead
Date of Policy:	January 2024
Date for Review:	September 2025