Xavier Primary Behaviour Policy

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

Audience for the Behaviour Policy

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

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

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

Our Xavier Principles:

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

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

St Charles Borromeo Mission Statement:

We will ***grow*** in our Catholic faith by praying and worshipping together.

We will work hard so that we can ***learn*** and be the best that we can be.

We will ***work*** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will ***follow*** the example of Jesus and his teachings in all that we say and do.

We grow together as a school community through trust and positive interactions. In the classrooms, we have structure and stability, focus and engagement and relentless routines, to make sure that the children are ready to learn. This consistency of approach is a fundamental link between our Mission Statement and behaviour policy.

At St Charles, we place Christ and Gospel values at the centre of everything we do and we expect the children to live with integrity and to make the right choices. Through our behaviour policy, we encourage the children to be like Jesus and be Respectful to everyone, when interacting with them. Through our behaviour policy, we hope to build a strong faith community in service to others

Aims:

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

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

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

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

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

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

Relational practice

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

High expectations of Behaviour: Ready, Respectful, Safe;

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

Ready:

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

Respectful:

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

Safe:

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

Mobile Phones and Smart Devices

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

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

- Smartphones and internet-enabled smartwatches are not permitted on school premises.
- Pupils should not bring mobile phones to school unless permission has been granted in line with school procedures.
- Where a phone is required for travel to and from school, only a basic phone without internet access may be brought.

- Any permitted phone must be switched off and handed into the school teacher at the start of the school day and collected at the end of the day.
- The use of mobile phones or smart devices in school may be considered behaviour that is not Ready, Respectful or Safe.

Routines

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

a) **Transitions:** Entering school in the morning, classroom to playground and back, playground to lunch hall and back, moving from classrooms to the hall and going into church.
b) **Nonverbal communication:** Visual expectations cards, visual timetable, teacher stands and waits for silence, eye contact.
c) **Attention:** Children asked to show they are Ready, Respectful and Safe. Numeric countdown with hand raised, with the expectation that the children copy and are silent and attentive (with a raised hand) by zero. In the playground, when the whistle blows children stand still and silent and on a second whistle walk silently to class lines.

Recognitions

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

Positive Behaviour Approach

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

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

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

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

Behaviour Curriculum:

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

Standards for Behaviour:

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

Stage	What might have happened?	What could be the consequence?
1a) Low Level learning behaviour concern	I wasn't ready, respectful or safe. By behaving in this way, I wasn't ready to learn and/or prevented others from learning.	• Make reasonable adjustments to the environment • Model appropriate behaviour • Anonymous reminder, then named reminder • Consideration of additional support requirements • Do it again, do it better • Praise for corrected behaviour • Consequence for repeated low level learning behaviour, for example, loss of privilege or community service
1b) Low level unsafe or disrespectful behaviour concern	My behaviour was not safe for other children or adults. My behaviour placed others in an unsafe situation where they may have got hurt. My language was unkind, and I was not respectful to others. This may include using discriminatory language without understanding. Another adult was needed to help.	• Consider a natural consequence, which may include time to reset • Do it again, do it better • Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements • Restorative conversation with children and staff • Consider informing parents/carers
2 Medium level concern Ongoing Level 1 concerns	I repeatedly behave in a way that is not ready for learning, respectful to the community or safe. On one occasion I behaved in a way that compromised the safety of others or myself where people could have been or were harmed. Additional adults were required to support my behaviour.	• Review of need for reasonable adjustments to support child back to expected behaviours • Consequence for repeated low level learning behaviour, for example, loss of privilege or community service • Parents/carers informed • Behaviour support plan within school • Behaviour support plan which involves parents/carers regularly • Consideration of additional support requirements which may include outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Risk of suspension is increased, and this is shared with parents/carers • Internal suspension • Restorative re-integration meeting with Headteacher

3 High level concern Ongoing Level 1/ 2 concerns	I am struggling to modify my behaviours and make them consistently ready, respectful or safe. On one occasion I behaved in a way that created a real risk of harm for others. Others were harmed due to my behaviour. This may have been physically or verbally. This may include using discriminatory language with understanding.	• Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements including outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Consider interventions from the Special and Exceptional Circumstances list below • Consideration of a suspension • Parents/carers informed • Restorative re-integration meeting with Headteacher.
4 High level concern Persistent disruptive behaviour or one-off incident	My behaviour was unsafe and compromised my safety or wellbeing; the safety or well-being of children or adults; or the effective education of other children.	• Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements including outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Outside agency support • Consideration of suspension or permanent exclusion • Restorative re-integration meeting with Headteacher

Child on child abuse

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

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

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

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

Anti-bullying

Our school is dedicated to fostering a safe and inclusive environment, and as part of this commitment, we uphold a stringent Against-Bullying Policy. This policy, detailed separately, reinforces our zero-tolerance

stance against all forms of bullying. We prioritise increasing awareness, encouraging reporting, and providing support for victims while promoting an anti-bullying ethos throughout our school community. All reports are promptly investigated, and appropriate actions are taken to ensure a safe and supportive environment for every student.

Searching, Screening and Confiscation

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

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

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

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

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

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

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

The list of prohibited items is:

- knives and weapons;
- alcohol;
- vapes;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- smartphones;
- internet-enabled smartwatches and;

- electronic devices brought onto site contrary to school rules.

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

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

Special and Exceptional Circumstances

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

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

Suspension and Permanent Exclusion

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

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