



St Mary's Catholic Primary School

Whole School Positive Behaviour
Strategy and Action Plan

2023-2024



At St Mary's Catholic Primary School our Mission is:

TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.

1. Introduction

1. Vision

Good behaviour is crucial to a good education and a school needs to be a calm, safe and supportive environment in order to facilitate effective learning (DfE 2002). Our vision at St Mary's is to provide a calm, safe and supportive environment centred around Christ where children and staff flourish in safety and dignity enabling them to strive for excellence.

2. Rationale

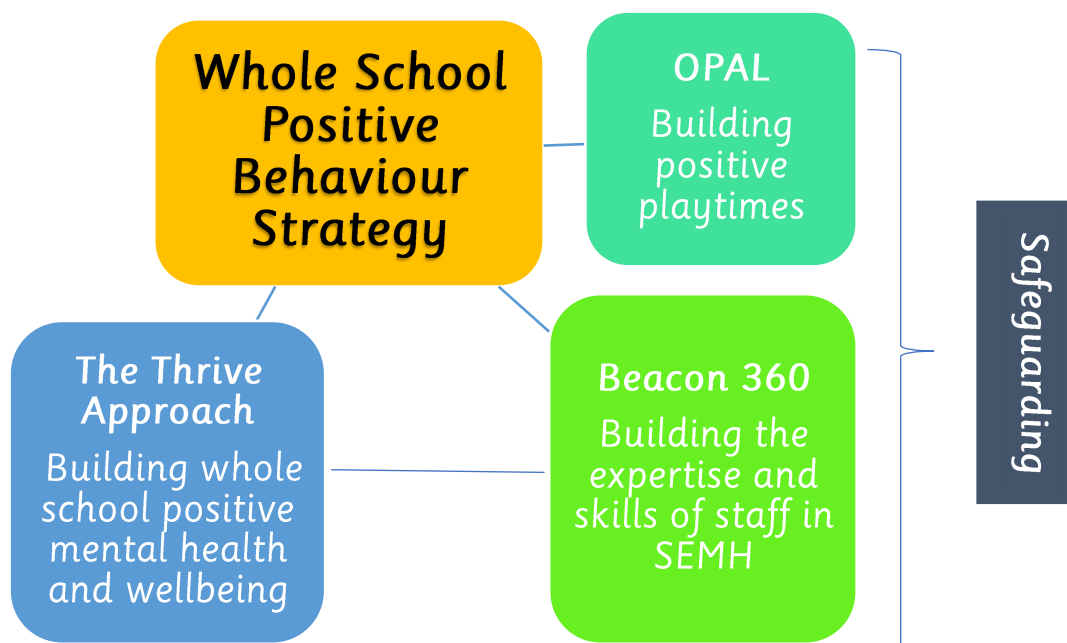
Creating a culture of whole school positive behaviour is a school development priority in line with our overall school vision of enabling every child to receive an outstanding education so that they can achieve their full potential worthy of their God-given gifts and to leave St Mary's equipped with the skills for the next stage of their education and their lives, knowing that their contribution will make a difference in this world.

Despite the well embedded Catholic values and Catholic Social Teaching that permeate our school, there has been an increase in behaviour related incidents and an increase in the demand for pastoral support for our children. In addition, there is an increasing number of children joining our school community with additional needs (SEND). It has become evident that the current behaviour management strategies in place are becoming less effective and a new approach is necessary.

3. Outline of the strategy

At the heart of this strategy is an acknowledgement that all behaviour is communication and a recognition that there can be a huge variety of reasons why children exhibit undesirable behaviour e.g.: they are bored, hungry, scared, they don't understand, they have experienced trauma, there is an underlying safeguarding issue etc.

Therefore, in order to achieve our vision, the Whole School Positive Behaviour Strategy comprises of a multi-faceted approach depicted as follows:



Underpinning this entire strategy is effective safeguarding as it is essential to be aware that some undesirable behaviour is communicating a safeguarding need which must be identified and addressed.



3.1 The Thrive Approach

The Thrive Approach is an evidence-informed, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. It is proven to improve attendance, behaviour and learning outcomes.

It is based on growing evidence that the brain develops through personal and social interaction. The relationships that we have with significant adults is fundamental to who we grow up to be. Our brain is built through brain-cell connections made by sight, sound, smell, touch and movement. Positive experiences enhance brain connections, and sustained negative experiences can restrict them. Through simple, repeated activities over time, within a safe and caring environment, the Thrive Approach aims to compensate for interruptions in emotional development, when they affect a child's ability to enjoy life and learn.

Thrive uses an online assessment tool to screen children and identify those who are functioning at a social and emotional age below their chronological age and would benefit from additional support. The intention is to screen every child across the school – see attached Action Plan for details of whole school roll out.

Once the assessment tool has identified those children who would benefit from support, a tailored action plan is created to support a child's identified social and emotional learning targets. The activities are one-to-one and small group play and arts-based activities designed to help the child feel better about themselves; become more resilient and resourceful; form trusting, rewarding relationships; be compassionate and empathetic; and/or be able to overcome difficulties and setbacks. Activities might include playing in the sand, cooking, painting, model making, exploring difficult situations through role-play or comic strips, playing strategy games or projects focusing on the child's own interests. Action Plans will be shared with parents who can be encouraged to do some of the activities at home with their child. Plans will be reviewed regularly to monitor the progress children have made.

St Mary's currently have two members of staff in training to become Licensed Practitioners who, when qualified, will be carrying out Thrive interventions.

3.2 OPAL



OPAL Primary Programme is a mentor supported school improvement programme that sustainably improves the quality of play opportunities for all children. The programme embeds play into school policies and practices, establishing clear guiding principles and strategies for building positive and inclusive playtimes.

The programme comprises of eight mentor-supported sessions over a 12-18-month period including an initial audit, an INSET on play, three development meetings, a grounds planning workshop, a parents meeting and a final audit.

OPAL requires strategic change and play needs to be treated as a curricular area. A working group has been formed, including the head teacher, which is scheduled to meet eight times with the OPAL mentor and at least eight times on their own, working towards

the implementation of the action plan – see attached Action Plan for details up to and including launch.

3.3 Beacon 360



Beacon 360 is a comprehensive online training platform for all teaching staff, lunchtime supervisors and parents covering the range of SEMH and behaviour issues e.g.: supporting children with additional needs, classroom management strategies, and managing challenging behaviour.

Beacon 360 offers immediate and accessible training to staff on particular SEMH issues and classroom management strategies.

3.4 The relationship between the Thrive Approach, OPAL and Beacon 360

The diagram above depicts the different arenas within which the three initiatives will operate but the impact of each will extend well beyond each arena e.g.: OPAL is designed to build positive playgrounds but the impact of this will stretch beyond the playground into the classroom. Likewise, the impact of Thrive interventions will be felt outside of the classroom and will flow through into the playground, family life and life outside of school. In conjunction, Beacon 360 supports the entire Whole School Positive Behaviour Strategy as it enables us to build the expertise and skills of all school staff in SEMH.

4. Monitoring and evaluation

Ongoing monitoring and evaluation are built in to both the Thrive Approach and OPAL but the Whole School Positive Behaviour Strategy will be monitored and evaluated on a regular basis.

Whole School Positive Behaviour Action Plan – Phase 1

	Action	Date	Person/s Responsible
Thrive Approach (to whole school roll out)			
Policy and planning			
1	Thrive Approach to be embedded into our 'Behaviour' Policy – the policy to be redrafted and renamed a 'Whole School Positive Behaviour' Policy see Relational Policy Guidance	Spring 2	LN & SLT
2	A Safe Touch Policy to be drafted and ratified see Safe Touch Policy Example	Spring 2	LN & SLT
Communication and participation			
Children			
3	Whole school communication via Class Teachers, Gospel Prayer and Liturgy and KS1/KS2 Prayer and Liturgy	W/C 15.04.24	LN/CF/STa
Staff			
4	Completion of LP Training (and continuation of group work and 121 work)	Approx. 02.24	CF and STa
5	Whole school screening to be undertaken	W/C 15.04.24	Class Teachers
6	Thrive Mindfulness Club (instead of Lunchtime Club) to be set up to coincide with launch of OPAL	W/C 22.02.24	LN/CF/STa and OPAL Working Group
Parents			
7	Parent communication about Thrive Approach via Newsletter, Twitter and school communications	April 24	CF/STa/SLT
OPAL (to launch)			
Policy and planning			
1	OPAL to be embedded into our 'Behaviour' Policy – the policy to be redrafted and renamed a 'Whole School Positive Behaviour' Policy see Relational Policy Guidance	Spring 2	LN
2	Play Policy to be drafted and ratified	07.02.24	LN
3	Preparation for launch on 22.02.24 e.g.: order shed, order consumables, organise donation drive, plan zones etc	Spring 1/ Spring 2	LN and OPAL Working Group
4	Reorganisation of lunchtimes and coordination of LTS to align	Spring 1	LN/LY
Communication and participation			
Children			
5	OPAL Play Assemblies to take place fortnightly	Spring 2	LN/KR
6	OPAL display board to be set up	Spring 2	LN

Staff			
7	OPAL communication board to be set up	Spring 2	LN
Parents			
8	Parent communication about OPAL via Newsletter and stand-alone letter (e.g.: donations)	Spring 1	LN/LY
9	Ongoing communication with PTA about funding support	Spring 1/ Spring 2	LN
Beacon 360			
Policy and planning			
1	Beacon 360 to be embedded into our 'Behaviour' Policy – the policy to be redrafted and renamed a 'Whole School Positive Behaviour' Policy see Relational Policy Guidance	Spring 2	LN
Communication and participation			
Staff			
2	Training to be rolled out periodically and to address specific needs in SEMH	Ongoing	TBC