

St Joseph the Worker Catholic Primary School



Behaviour Policy 2020/21

St Joseph the Worker Catholic Primary School
Behaviour Management Policy

Philosophy

St Joseph the Worker Catholic Primary School offers a positive, safe learning environment for our community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of the potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Aims

In order to fulfil this policy, all staff involved will be guided by the following principles:

- ❖ To understand and value the whole child.
- ❖ To expect high standards or behaviour at all times.
- ❖ To be firm, fair and consistent with an awareness of particular circumstances where appropriate and home background.
- ❖ To encourage positive self esteem through praise to build confidence.
- ❖ To set a good example and be positive role models in a happy and secure environment.
- ❖ To give the children opportunities to take responsibility for themselves and for others.
- ❖ To encourage independence of thinking and learning.

Our School Rules

At all times in all areas of school we will observe our school values:

- We are Respectful.
- We are Ready.
- We are Resilient.

Assertive Mentoring:

We use the assertive mentoring system for promoting positive behaviour in our school. All staff, children and visitors to school understand the system and follow the steps to ensure consistency throughout all year groups and areas of school life. Any concerns should be reported on CPOMS and discussed with our assertive mentoring lead Mrs Wynne (Miss Bradshaw in her absence).

Praise the children who are displaying appropriate behaviour

This sometimes distracts other children from misbehaving, as much of human behaviour is often effective.

Give a firm verbal warning

Give a firm warning with guidance of expected behaviour stated clearly, e.g. reminder of the class rules. In this instance, maximum emphasis needs to be placed upon the child improving the situation themselves by behaving appropriately.

Time out - Sit the child away from the main group in the classroom

It may be necessary to sit the child away from others in order to remove their 'audience' or to give them time to think about their behaviour. Once again, a focus for the child should be how they themselves can improve the situation. Before returning to the group reflection and discussion about the behaviour with the teacher should take place.

Restorative Conversations

Staff will give quality time for a conversation that sends a strong message of care to the student. They will give the student an opportunity to say what happened / give the student a voice and communicate to the student how it made them feel. They will reiterate the high expectations and they will create a plan together that sets the student up for success.

Report poor behaviour to parents

Information is shared with parents via letters that correspond to each stage of Assertive Mentoring. It is vital that parent's input is used positively at an early stage, as they hold a key role in the support process to encourage good behaviour. They may also be able to bring a new understanding of events to the situation. It is vital that parents are involved and informed when things are going well too, and that positive information goes home on a regular basis. Any meetings with parents should be shared on CPOMS.

Referral to Key Stage Leaders

The Key Stage Leaders can decide upon additional action to take. This should only happen after the above has been tried several times and has failed to make a significant positive impact on the child's behaviour. However, when serious incidents occur, children should be referred straight to this stage.

Referral to the Deputy or Headteacher

The Head or Deputy will deal with serious behaviour. Once again, this referral may be due to the above actions repeatedly being used with no apparent improvement to the child's behaviour. There may be circumstances that are extremely serious (such as bullying, racist remarks, or violence towards an adult in the school) which would require the immediate attention from the Headteacher or Deputy Headteacher and would usually result in the parents being contacted.

8. The Use of Exclusion

There are various forms of exclusion which include:

- Exclusion from a lesson
- Exclusion from a break or lunch time
- Exclusion from their own classroom
- Fixed term exclusion from school

A decision to exclude a child for a fixed period or permanently will be a last resort and if there is evidence that all other strategies have been employed and have not resulted in the required improvements. Following DFE guidance an external exclusion will only be made by the Headteacher or Deputy Headteacher in her absence. Before the decision is made the Headteacher takes the following steps:

- ❖ Consider all relevant facts
- ❖ Allows the child to give his/her version of the facts
- ❖ Consults the child's Parent/Carer

The Headteacher will in turn inform the Chair of Governors of the decision to exclude. The Headteacher will inform the parents by phone of the decision to exclude, and confirm the exclusion in writing.

Parents do have the right to appeal to the Governors against the decision to exclude the child if the child is excluded for more than five days. If parents wish to appeal against a decision to exclude, they will be assisted in the appeal process.

The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation. Sanction will be given in line with the degree of the misdemeanours.

See also: **Knowsley Behaviour Intervention Framework – Appendix 1**

Understanding the root causes of negative behaviours:

A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur. Each child comes to school with individual experiences and needs. We are aware that a wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary. Our school has control over a fraction of these factors, and so it is vital that the school's input is **effective, appropriate, positive and consistent**.

Strategies to prevent / reduce difficult situations occurring:

The school will pursue strategies that encourage children to take responsibility for developing good behaviour. The following are examples of these strategies:

- Collective Worship (spiritual and moral development)
- Circle time
- Playground Buddies
- Learning Mentor support
- School Council's input to resolve issues
- Stimulating lessons / tasks to meet the needs of individual children
- Parental involvement
- Pupil of the Week
- Work to be proud of
- Smiley rewards / certificates
- Positive notes home
- Playground points
- Shaky hand (morning greeting paused due to COVID 19)
- Relax Kids / Mindfulness
- Individual targets / reward systems

Dealing with Conflict Resolution

All children from time to time have conflicts over a range of issues. It is vital that these are dealt with in the proper way. This method should be used when dealing with all nature of conflicts, serious and minor. Bullying will also be dealt with using the procedure set out below.

Members of staff will:

- ❖ Decide upon a good time to deal with the issue.
- ❖ Listen to all parties concerned individually and record in brief or report important details. Use open questions and deal with the primary behaviour.
- ❖ Assure the children that the situation will be dealt with until it is resolved.
- ❖ Make the children aware of the consequences of their actions and the rules they have disregarded.

Dealing with Racism in School:

We work hard to establish positive relationships and a happy and secure learning environment, and therefore racial harassment of any kind will not be tolerated. Sanction will be given in line with the degree of the misdemeanours. Our programme for personal and social education will also confront racist attitudes; any racism will be reported on CPOMS to the SENCO & Head Teacher. Parents will also be informed and learning mentor support given.

Control and Restraint:

In exceptional circumstances it may be necessary to use reasonable force to restrain a child or to remove them from an area of the school where there is immediate / high risk of injury. The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. All the staff within the school are trusted to use their professional judgement and the degree of force must be in proportion to the circumstances of the incident.

A senior member of staff must be informed immediately and the incident must be logged on CPOMS and parents informed.

When should control/ restraint be used?

There is a variety of situations in which reasonable force might be appropriate or necessary to control or restrain pupils.

Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The DfE guidance on the 'Use of Reasonable Force' provides that teachers can use reasonable force:

- ❖ to remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- ❖ to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- ❖ to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- ❖ to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- ❖ to restrain a pupil at risk of harming themselves through physical outbursts.

The statutory provisions can apply when a teacher or other authorised person is:

- ❖ on the premises of the school or
- ❖ elsewhere at a time when, as a member of school staff, he or she has lawful control or charge of the pupil concerned, for example, on an out-of-school activity

What should a member of staff do to control a child?

All staff should take the following steps:

- ❖ Stay calm/ attempt to keep their voice quiet / speak slowly/stay in control of themselves.
- ❖ Give time where appropriate for the situation to de-escalate.
- ❖ Give the child clear instructions.
- ❖ Call for assistance from another colleague. (SLT/ Or a colleague who knows the child well).
- ❖ If possible-remove child from situation/their peers/ failing that remove the remainder of the class to a safe location.
- ❖ A clear verbal instruction to stop dangerous or threatening behaviour should always precede any physical Intervention

Physical intervention may include: (Taken From DFEE Circular 10/98)

- ❖ Blocking a child's path
- ❖ Holding a child's hand
- ❖ Moving two children apart
- ❖ Leading a pupil away from a situation
- ❖ Shepherding a child out of a situation by placing a hand in the centre of the pupil's back
- ❖ Restraining a child from behind by holding their hands
- ❖ All intervention will be carried out in a skilled and controlled manner.
- ❖ A written record must be made of all incidents involving use of physical restraints and record on CPOMS.

Any physical intervention will be an absolute last resort.

Action in Self Defence

Staff have a right to defend themselves against an attack, providing they do not use disproportionate force to do so.

Children with Behaviour or Mental Health Difficulties

It is recognised that some children do suffer from behaviour and / or mental health difficulties and need very specific guidance and management of their behaviour. Set out below is guidance for teachers to follow on how to deal with the behaviour these children display.

Key Points:

- ❖ A working relationship is established with the child.
- ❖ The teacher does not take the child's behaviour personally.
- ❖ The teacher clearly communicates in a direct discreet way, using straight forward language.
- ❖ The teacher will make polite suggestions rather than demands.
- ❖ The teacher will remain calm and try not to get into a critical or cross mode.
- ❖ The teacher will try to ensure the work is broken down into small achievable steps that

allow frequent opportunity for reviewing progress/giving encouragement and rewarding success along the way.

- ❖ The teacher will avoid allowing the child to become over dependent on him/her and will expect the child in time to cope alone without him/her using a teaching assistant where necessary.
- ❖ The teachers will be positive in their approach. They will look for good things that are happening or about to happen. The child's self-esteem will be built up by celebrating their strengths.
- ❖ If a child displays angry outbursts, the child will be given time to restore his/her dignity.
- ❖ Clear boundaries will be established for the children. The teachers will check that the children understand those boundaries, the rewards and the time-scale of the work expected.
- ❖ All staff should be role models and demonstrate the standards of courtesy expected from the children (3 R's)
- ❖ Staff should be consistent with the use of positive reinforcement –'I am pleased to see Joe is working quietly'.
- ❖ Staff should make sparing use of consequences. (These should be phrased in positive terms) Private rather than public whenever possible.
- ❖ Continually observe and scan the behaviour of the class.
- ❖ Good attendance and punctuality will be promoted and praised during Assembly.

The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation.

Monitoring Children with Emotional and Behavioural Difficulties (also see Mental Health Policy)

It may be necessary to monitor a child with EBD. An PPP should be in place if individual input is required to amend a child's behaviour. This must be done on a daily basis if support is to be sought. Evidence can then be presented to the SENCO/Senior Management team if support from outside agencies is to be sought. Parental input is critical. Rewards and Consequences will be given at home as well as in school.

Transfer of Discipline Records to Secondary Schools

Records for all children will be discussed at transition meetings and appropriate documentation transferred.

Review and Monitoring of Policy

This policy will be reviewed using a consultative process that identifies teacher and pupil feedback once per year and any amendments will be agreed by the governing body.

This policy should not be considered in isolation and should be read in line with the other policies of the school.

Appendix 1
Knowsley Behaviour Intervention Framework
School Action prior to referral

Graduated Response

- Pupil will have received significant 'in school' interventions eg; SENDCo assessment, mentoring, TA support, IBP etc
- At risk of or already received fixed term exclusions
- Early Help Assessment and/or external agency support in place
- Pupil Support Plan in place which is reviewed & evaluated

Referral Route

Stage 1

- Lead Behaviour Professional requests a meeting with Inclusion & Behaviour Officer (using Part 1 of Pupil Passport)
- IBO will contact school within 3 days, to discuss pupil needs
- Advice/support provided by IBO in relation to school interventions, where appropriate
- IBO may engage the 'Advice and Guidance Team' if this would benefit pupil & family
- IBO may refer to LEVEL 2 Outreach Support, to assist the school
- School may commission a place on Meadowpark Turnaround provision

Stage 2

- Once a graduated response has been exhausted & despite extensive support offered, the pupil is still at risk of exclusion, the school will be advised to complete Part 2 of the Pupil Passport
- IBO will present Pupil Passport to 'Inclusion Triage Panel' for consideration
- Recommendations will be made for next steps

Central Provision Panel

Stage 3

- If the agreed 'next steps' is CPP, the IBO will notify school of a time & date for next meeting
- School will ensure all relevant external agencies are invited to panel meeting
- IBO will invite Headteacher representatives, Educational Psychologist, SEND lead and CLA team, where appropriate
- School IBP will present the Pupil Passport to members of the panel
- Discussion, recommendations and decisions on an appropriate pathway will then take place leading to:
 - Assessment route for EHCP
 - or
 - Fair Access Panel to consider a managed move/transfer

Glossary of Terms

External Agency Support

- Local Authority Special Educational Needs Link Officer
- Special Educational Needs Outreach Manager
- Educational Psychologist
- School Nurse
- Family First
- Child and Adolescent Mental Health Service
- Counselling Services (Butterflies/Listening Ear, KOOTH)
- Youth Offending Service

Advice and Guidance Team (Level 1 Intervention)

- Will engage parents/carers and the pupil, where relationships have become strained or disengaged
- Will complete short term interventions with the pupil and their parents/carers where appropriate
- Will assist in accessing external agency support through Early Help Assessment or Single agency referrals

Outreach Work (Stage 1 Intervention)

- Provided by a Behaviour Specialist
- Observation & Assessment of the pupil
- Advice & strategies
- Team Teaching where appropriate around the implementation of strategies

Meadowpark Turnaround Provision (Stage 1 Intervention)

- Pupil observed in mainstream setting as part of referral & assessment
- Pupil attends Meadowpark full time for 10 wks following Literacy/Numeracy curriculum with strong focus on developing social, emotional & behavioural skills
- Progress & re-integration with school participating in a mid-point review
- Final report detailing how the pupil can best respond to structure and routines

Inclusion Triage Panel (Stage 2 Intervention)

- Education Improvement Officer for Inclusion
- Education Improvement Officer for Admissions
- Education Improvement Officer for SEND
- Principal Educational Psychologist

Central Provision Panel (CPP) (Stage 3 Intervention)

- Headteacher representatives
- Educational Psychologist
- SEN/D lead
- CLA (Children Looked After) Team (where appropriate)

Alternative Education Provision (Stage 3 Intervention)

- MeadowPark Behaviour Modification
- Designated Specialist Provision
- Special Education & Mental Health Provision
- Alternative Provider