

St Michael and All Angels Catholic Primary
School



Positive Behaviour Policy

Policy adopted on	
Name	
Position	
Signature	
Review date	

This policy has drawn upon the following guidance provided by the Department of Education, "Behaviour and discipline in schools." January 2016, Equality Act 2010, Education and Inspections Act 2006, Education Act 2002.

Under section 175 of the Education Act 2002, the Governing bodies of maintained schools have a duty requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

(Please refer to Appendix 1 for other Legislative links)

Philosophy

At St Michael and All Angels, our Mission Statement sets out our aims to ensure that relationships within our school are positive and that we provide a happy, caring and secure school environment. In the fulfilment of these aims, we wish to encourage in each child, a love of God, of the world and to develop self-respect and respect for others. We recognise that behaviour is learnt and all children need guidance on how to behave positively. A clear code of conduct is established which is understood by children, parents and all school staff.

"The Gospel values of love and respect are at the heart of our community."

Aims

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

- ❖ To reflect the beliefs in our school Mission Statement.
- ❖ To expect high standards of behaviour at all times.
- ❖ To have a firm, fair and consistent approach to behaviour management with an awareness of individual circumstances where appropriate and home background.
- ❖ To promote positive behaviour where parents, school staff, children and governors are involved as active participants.
- ❖ To promote a happy, safe and secure learning environment.
- ❖ To encourage positive self-esteem through praise to build confidence.
- ❖ To establish an ethos in which pupil reflection about behaviour plays an essential part in helping pupils to develop a clear understanding that their behaviour is their own responsibility and provides them with strategies to improve.

The School Rules

- ❖ We will be kind and caring.
- ❖ We will respect other people, their property and the property of the school.
- ❖ We will always try our best.
- ❖ We will take care to act safely.
- ❖ We will be responsible for our actions.

Playground

- ❖ We will play games that are safe for all pupils and which do not damage school property.
- ❖ We will take care of our own belongings and never borrow something unless the owner allows us to.
- ❖ We will behave sensibly in the cloakroom and toilet area.

Dining Room

- ❖ Listen to and respect all staff
- ❖ Talk quietly
- ❖ Stay seated when eating and put up our hand for help
- ❖ Eat our food sensibly
- ❖ Clear our dishes and put any litter in the bins

Classroom Management

Teachers have high expectations of academic work, attitudes and behaviour in and out of school. High expectations are supported by:-

- ❖ Providing children with a stimulating, interesting learning environment which encourages engagement, independence and self-confidence.
- ❖ Providing the children with the role model they need through modelling respectful relationships and an awareness of how their actions can affect others.
- ❖ Pre-empting and preventing negative behaviour by organising and managing children in a way which gives all pupils the opportunity to demonstrate what they can do.
- ❖ Reinforce, encourage and make explicit the standards expected.
- ❖ Praise good behaviour privately and publicly as appropriate.

Class Rules

Class rules must be clearly understood by all pupils. They must reflect our school Mission Statement and have a clear purpose. They are set in the context of the everyday life of the school, and are seen to be fair, appropriate and arrived at through class collaboration.

Each class will draw up their own class rules at the beginning of each academic year. These rules will be displayed clearly in each classroom.

Each year group, in consultation with the children, will draw up a traffic light system of behaviours. Red being, undesirable, Amber being, behaviours which need to rapidly improve and Green being desirable. Children will understand that it is good to be green and it is those behaviours which staff will encourage and which are to be rewarded. A copy of the traffic light system of behaviours is shared with parents.

School Routines

At St Michael and All Angels, our pupils are encouraged to:-

- ❖ Take ownership and responsibility for ensuring our school is a happy, safe learning environment.
- ❖ Participate in opportunities for decision making to improve our school e.g. school council, circle time etc.
- ❖ Participate in whole school events - collective worship, assemblies, church celebrations, school trips, sports events displaying positive behaviours and respect.
- ❖ Always behave in an appropriate and respectful manner within the classroom and when moving around the school.
- ❖ Understanding that it is important to move around our school in a quiet and calm manner to minimise disruption to children's learning.
- ❖ Be polite and well-mannered when speaking to others.
- ❖ Leave our environment tidy and ready for others to use. This includes cloakrooms and toilet areas. Children need to be responsible for their own belongings and respect those of others.

- ❖ Take care of school property in school and at home. For example, home reading books. Ensure that books are taken care of and returned to school when necessary.

Rewards and Sanctions

Rewards

Every adult will help to raise children's self-esteem encouraging good behaviour and hard work. The purpose of rewards is to:-

- ❖ To promote positive behaviour
- ❖ Make the school experience a happy and positive one
- ❖ Encourage desired behaviours
- ❖ Encourage other children to display desired behaviours
- ❖ Raise children's self-esteem and confidence

Possible rewards may be:-

- ❖ Individual praise and encouragement
- ❖ Appropriate written comments on work
- ❖ Awarding certificates
- ❖ Awarding stickers
- ❖ Public commendations for good behaviour, work in class at assemblies
- ❖ Timed rewards, participating in an activity as a reward for positive behaviour or good work.
- ❖ Individuals sent to another teacher for a reward for good work and/or behaviour
- ❖ Pupils nominated for a lunchtime award by welfare staff
- ❖ Head teacher award - for outstanding efforts, pupils can show their good work to the Head teacher or Deputy and receive an age appropriate reward.

- ❖ Gold Award - two pupils per class are nominated by the class teacher each week. Pupils can be rewarded for academic and non-academic reasons. Children's first names are printed on the weekly newsletters and shared with parents and carers.

At St Michael and All Angels, we aim to be consistent in our approach to encourage positive behaviour by:-

- ❖ Acknowledging positive behaviour as it occurs.
- ❖ Praise pupils for positive behaviour.
- ❖ Explain and model the behaviour we wish to encourage.
- ❖ Encourage pupils to take responsibility for their own behaviour.
- ❖ Inform parents about their child's positive behaviour.
- ❖ Reward individual pupils and groups of pupils for behaving well.

Sanctions

At St Michael and All Angels, staff ensure that school rules are followed by providing a supportive learning environment where children are given the opportunities to demonstrate their positive behaviour through routines and rewards.

Praise will always be used rather than reprimand, however, sanctions may need to be applied in order to help a child return to positive behaviour. Sanctions should also enable a child to reflect on their behaviour and help them to learn how to behave positively.

A firm, fair and consistent approach is required in applying sanctions. We always condemn the behaviour and not the child.

Staff use sanctions to discourage inappropriate behaviour but sanctions must not be overused or relied upon heavily. Our aim is to teach our pupils how to behave positively.

We operate a graduated response to inappropriate behaviour.

Possible sanctions used may be:-

- ❖ Ignore inappropriate behaviour and praise the closest good behaviour.
- ❖ Give the child a non-verbal sign to stop e.g. eye contact.
- ❖ Make reference to the class/school rules.
- ❖ Give the child a warning, if they continue with inappropriate behaviour, a sanction will be applied.
- ❖ Move the child to another area in the classroom.
- ❖ Move the child to another classroom to work.
- ❖ Refer child to a member of the Senior Leadership Team.
- ❖ Time out - Supervised by teacher on playground duty or member of the welfare team, (child walks around with the adult to reflect and is then given the opportunity to re-join the rest of the pupils).
- ❖ Loss of play time and/or lunchtime break.
- ❖ Staff complete an Incident Behaviour Form and Reflection Sheet.
(Completed forms should be shared and signed by parents/carers before being handed to the Head teacher).
- ❖ Child is referred to the Head teacher.
- ❖ Repeated use of Incident Forms may indicate that a pupil requires a Personal Behaviour Plan which is formulated with the SENCo, class teacher and parents. This should be reviewed and evaluated every half-term.
- ❖ A home school diary may be introduced.
- ❖ Isolation/Quiet rooms - there may be occasions when it is necessary for a child to spend a limited amount of time in a quiet room/area to allow them to calm themselves and/or as a sanction for inappropriate behaviour. The child will be

supervised at all times and will not be kept in isolation longer than is necessary. Time in isolation will be used constructively, either to reflect on behaviour and/or to complete work. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

- ❖ The child is suspended for a fixed period.
- ❖ The child will be subject to a fixed term exclusion and the LEA informed.
- ❖ A managed transfer will be arranged to another school if there is no improvement.

Incidents of behaviour will be recorded on an incident sheet.

The number of incidents per year group, and the nature of such incidents are reported to governors on a monthly basis.

The level of sanction applied is dependent upon the seriousness of the child's actions. In cases of serious incidents, parents/carers will be informed immediately. Incidents of bullying will immediately be referred to the Learning Mentor and Head teacher (or Deputy). (Definition: Bullying is the wilful conscious desire to hurt, threaten or frighten someone. It also includes thoughtlessness and unconscious hurt through action, comments or verbal abuse).

The welfare assistants supervising children at lunch time will refer a child to the child's class teacher or senior teacher as appropriate.

They will record the child's name in their own behaviour log, together with detail regarding the inappropriate behaviour witnessed.

The Head teacher will always be informed regarding serious incidents. Such incidents may include, swearing, spitting, wilful damage to property, causing physical injury with intent, or racist/homophobic remarks or behaviour.

Further action and exclusion

At St Michael and All Angels, exclusions will always be used as a last resort and viewed as an instrument of support. Fixed term exclusions will be followed by a reintegration meeting between parents/carers, child and Head teacher detailing agreed strategies to support the child in behaving positively.

At all times, maintaining the safety of pupils and staff, establishing a good teaching and learning environment, remains a priority.

The decision to exclude a child may be taken if:-

- ❖ There is a serious breach of the school's behaviour policy.
- ❖ If a range of strategies have been tried and have failed to improve behaviour.
- ❖ If allowing the child to remain in class would seriously harm the education and welfare of the pupils or others in the school.

Following LEA guidelines, only the Head teacher can exclude a child from the school. In the Head teacher's absence, authority is delegated to the Deputy Head.

Before the Head teacher makes a decision to exclude:-

- ❖ All relevant facts will be considered.
- ❖ The child will be given the opportunity to give his/her version of the facts.
- ❖ Parents/Carers will be consulted.

The Head teacher will in turn inform the Chair of Governors of the decision to exclude. The Head teacher will inform the parents/carers by phone of the decision to exclude and will confirm the exclusion in writing.

Parents/Carers 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. If the decision to exclude is upheld, the parents have the right to appeal to an independent appeal panel.

Safeguarding

Under the Equality Act 2010, the school has legal duties in respect of safeguarding and in respect of pupils with special educational needs (SEN).

There may be situations where the behaviour of a child gives cause to suspect that a child is suffering, or is likely to suffer significant harm. The school staff should follow the school's safeguarding policy. The school should also consider whether a pupil's continuing disruptive behaviour might be the result of an unmet educational or emotional need. The school may consider referring the child to an external agency for support or whether a multi-agency assessment is necessary.

Reasonable Force

Department for Education guidelines (January 2016), state that staff in schools have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Schools can use reasonable force to:-

- ❖ Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- ❖ Prevent a pupil from behaving in a way which disrupts a school event, trip or visit.
- ❖ Prevent a pupil leaving the classroom where allowing a pupil to leave would risk their safety or lead to behaviour which disrupts the behaviour of others.
- ❖ Prevent a pupil from attacking a member of staff or another pupil, or to stop physical conflict on the playground.
- ❖ Positively handle a pupil who is at risk of harming themselves or others through physical outbursts. Only a Team Teach trained member of staff can positively handle a pupil. Any situation where a child has been positively handled will be formally recorded and parents/carers informed.
(Please refer to Positive Handling Policy).

Positive handling should only be used as a last resort, after other approaches have been tried and all practical methods of de-escalation have been employed.

Staff should:-

- ❖ Remain calm and talk quietly
- ❖ Give time for the situation to de-escalate
- ❖ Give the child clear instructions
- ❖ Call for assistance from another colleague who knows the child
- ❖ If possible, remove the child from the situation/peers
- ❖ A clear verbal instruction to stop behaviour should be given and in the event of the behaviour continuing, the child should be informed that it is necessary to positively handle the child to prevent them from harming themselves and/or others.

- ❖ Staff will NOT attempt to discuss behaviour with the child until they have been given enough time to calm themselves and the child acknowledges that they feel calm and are ready to talk. Only then will reflection time begin. This will prevent rapid escalation of behaviour.

Conflict Resolution

All children from time to time will have conflicts over a range of issues. These issues will be dealt with in the same way whether deemed to be minor, serious or bullying related.

Members of staff will:-

- ❖ Decide upon an appropriate time to deal with the issue.
- ❖ Listen to all parties concerned individually and record in brief or report important details. Use open questions.
- ❖ Explain to the children that the situation will be dealt with until it is resolved.
- ❖ Make the children aware that if rules have been disregarded, sanctions will need to be applied.

Racism

In line with the school Mission Statement and the Equality Act 2010, staff, pupils and parents/carers work together to establish positive relationships in a happy and secure learning environment. Racial harassment of any kind will not be tolerated. Sanctions will be applied in line with the severity of the incident. At St Michael and All Angels, we believe that racism is a learnt behaviour. In relation to our programme for personal and social education and our British Values policy, racist attitudes will be confronted. Any incident of racism will be reported to the Head teacher or Deputy, and filed.

Transfer of Discipline Records to High Schools

Records will be transferred to High Schools (following data protection processes) where a child has any of the following:

- ❖ A discipline record that has led to temporary exclusion
- ❖ Regular and unauthorised absence
- ❖ Social, emotional and mental health difficulties which impact upon behaviour

Department of Education - Behaviour and Discipline in schools (January 2016).

"Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil." (paragraph 13).

To be lawful, the punishment must satisfy three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. (paragraph 14)

Section 90 of the Education and Inspections Act 2006, states that teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (paragraph 21)

This policy should be read in conjunction with the following school policies:-

Child Protection Policy

Whistle Blowing Policy

SEN Policy

Safeguarding Policy

Risk Assessment Policy

Exclusion Policy

Health and Safety Policy

Data Sharing Policy

Confidentiality Policy

Teacher Appraisal and Capability Policy

Allegations Management Policy

APPENDIX 1

Legislative links

Education Act 2002

Education and Inspections Act 2006

Equality Act 2010

Education Act 2011