

St Michael & All Angels Roman Catholic Primary School



Behaviour Management Policy

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Position:	Chair of Govs
Signature:	on behalf of St. Michael & All Angels Primary School

St Michael & All Angels Roman Catholic Primary School Behaviour Management Policy

Philosophy

At St Michael & All Angels our mission statement sets out our aims to ensure that relationships within the school are positive and that we provide a happy caring secure school environment. In 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 all behaviour is learnt and all children need guidance on how to behave. A clear code of conduct is established which is understood and supported by children, parents and staff.

Aims

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

- ❖ 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 positive role models in a happy and secure environment.
- ❖ To give the children opportunities to take responsibility for themselves and for others.

The School Rules

At all times:

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

In the playground we will also:

- ❖ Play games that cannot hurt others or damage school property.
- ❖ We take care of our belongings and never borrow something unless the owner allows us to.
- ❖ Behave sensibly in the toilet area.

- ❖ Go into school only if we have permission.
- ❖ We always speak politely to everyone.

In the Dining Room we will:

- ❖ Listen to and respect all staff
- ❖ Always talk quietly.
- ❖ Remain in our seat when eating and put our hand up for help.
- ❖ Eat our food sensibly.
- ❖ Clear our dishes and put our litter in the bins.

Class Rules:

These will be drawn up individually at the beginning of each academic year.

Rewards

Every adult will help to raise children's self esteem by rewarding good behaviour and hard work through:

- ❖ Individual praise and encouragement
- ❖ Appropriate written comments on work
- ❖ Awarding of DOJOS, stickers, and certificates.
- ❖ Public commendations for good behaviour and work in class and assembly
- ❖ Rewards will never be taken away from a child.
- ❖ Rewards will be given in every lesson in a consistent manner.
- ❖ Good work and behaviour will be celebrated in collective worship time through the use of the Gold Award.
- ❖ Parents will enter a contract for the awarding of rewards and consequences.

Consequences

Consequences may involve measures that ensure the child makes some form of reparation for his/her behaviour. An effective sanction is one that most often stops or discourages careless, poor work or behaviour. It also enables a child to reflect on and modify their inappropriate behaviour/poor work.

We recognise the importance of discussing the child's behaviour with the child and setting future targets for the child

The consequences are graded in terms of the initial and further action if poor standards of behaviour continue:

- ❖ Tactically ignore, and praise closest good behaviour.
- ❖ Give the child a non-verbal sign to stop e.g. eye contact
- ❖ Make reference to the rules-remind pupils of agreed rules
- ❖ Give the pupil a warning- remind them that they will be choosing a consequence
- ❖ Write the pupil's name on the board.

- ❖ Make the child work in isolation.
- ❖ Remove from classroom to another teacher
- ❖ A pupil behaviour toolkit profile maybe completed by the class teacher.
- ❖ The child is referred to the Head Teacher.
- ❖ With the assistance of the SENCO an Individual Behaviour Plan is drawn up for the child and the parents are informed.
- ❖ A home school diary is introduced.
- ❖ The child is suspended for a fixed period.
- ❖ The child will be subject to fixed-term exclusion and the LEA informed.
- ❖ A negotiated transfer will be arranged to another school if there is no improvement.

The level at which a teacher should sanction the pupil depends on the seriousness of the child's actions. In cases of serious misdemeanours the parents will be informed immediately. Cases of bullying will be immediately referred to the Senior Leadership Team). (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 supervisory assistants over lunchtime will refer a child to the child's Class teacher or a senior teacher as appropriate.

Corporal punishment is illegal and will not be given.

The Use of Exclusion

A decision to exclude a child for a fixed period or permanently should be taken:

- ❖ In response to serious breaches of a school's discipline policy
- ❖ If a range of alternative strategies has been tried and failed
- ❖ If allowing the pupil to remain in class would seriously harm the education and welfare of the pupils or others in the school.

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.

Following DFE 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 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 Head Teacher 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.

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

In line with the school's mission statement and Equal Opportunities Policy, at St Michael & All Angels we are working 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 inline with the degree of the misdemeanours. As we believe that racism is a learnt behaviour, our programme for personal and social education will also confront racist attitudes; any racism will be reported to the SENCO & Head Teacher. A report will be made and filed with the SENCO.

Control and Restraint

Teachers in England and Wales have a statutory power to use reasonable force to restrain pupils in a number of circumstances as set out in Section 93 of the Education and Inspections Act 2006. All the staff at St Michael & All Angels are designated with the authority to control and restrain children where necessary.

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.

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 clam/ 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 kept in the school files.
- ❖ The report should be handed into the Headteacher within 12 hours.

Action in Self Defence

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

Home School Contracts

It is vital that the school works in partnership with the parents. All parents on admitting their child to the school are asked to fill out a home school contract declaring their intention to support the school in the management of their child's behaviour. A refusal to sign will not debar the child from admission.

Preventative strategies employed by the school:

- ❖ Class covenants - each class to decide their own class rules agreed in consultation with the class teacher at the start of each new school year. A copy of these will be sent to the Head Teacher and the SENCO.
- ❖ Discussion of everyone's rights
- ❖ A whole school programme of personal and social education lessons which can include focussing on relationships and caring for others. These will run throughout the school. These lessons will be differentiated according to age and need.

Classroom Management Strategies to Promote Good Behaviour:

Arrangement of Lesson:

- ❖ When and how the children enter the classroom?
- ❖ Where are you?
- ❖ What are you doing?

Organisation of Classroom:

- ❖ Seating arrangements
- ❖ Access to materials
- ❖ Visibility
- ❖ Ease of movement
- ❖ Work demands -e.g. Does it match the ability of the child?

Other Points To Note:

- ❖ All staff should be role models and demonstrate the standards of courtesy expected from the children.
- ❖ Staff should be consistent with the use of positive reinforcement - I am pleased to see John 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 Merit Assembly.

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.

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.

Monitoring Children with Emotional and Behavioural Difficulties:

It may be necessary to monitor a child with EBD. An IBP 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 will be transferred to Secondary Schools where a child has any of the following:

- ❖ a poor discipline record that has lead to temporary exclusion
- ❖ regular and unauthorised absence
- ❖ emotional problems that cause disruptive behaviour

Review and Monitoring of Policy

- ❖ This policy will be reviewed using a consultative process that identifies teacher and pupil feedback.

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