


St John Fisher Catholic Primary School

BEHAVIOUR POLICY



“Growing through God we Learn, Laugh and Love”

	Name of School	St John Fisher Catholic Primary
	Policy Review Date	November 2022
	Date of Next Review	November 2023
	Who reviewed this policy?	Head Teacher and Governors

ST JOHN FISHER CATHOLIC PRIMARY SCHOOL

SCHOOL BEHAVIOUR POLICY

Introduction

At St John Fisher we aim to create a safe and happy environment with the co-operation of parents, pupils, staff and Governors. The school has a direct approach to good behaviour. 'Treat others as you would like them to treat you'.

Rational

We achieve good behaviour by setting clearly defined and well understood high standards and by applying these in the form of rules and models of behaviour. We believe that good behaviour depends upon 'respect', both for oneself and for others and their property. A positive, supportive and secure environment is a condition of good order.

Our school aims to provide a happy and secure environment for all those who work in, or visit it. We maintain a happy, stable atmosphere by showing co-operation, tolerance and loyalty. All members of our community are shown the same respect and we believe children who are involved, interested and successful in their work and who feel that they are valued, are likely to be well behaved and not lacking in confidence and self-esteem.

School systems for promoting positive behaviour

Preventative work is considered preferable to remedial action.

School discipline is based on the notion that children respond more readily to positive recognition of their good social behaviour rather than bad behaviour being penalised.

It is the consistency of approach within the classroom and throughout the school that enables children to learn appropriate social behaviour and self-discipline.

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. This is developed through a range of media, all of which have a common aim, to form meaningful relationships; pupil to pupil and teacher to pupil. School Buddies support positive behaviour on the playground at breaktime. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other.

Rewards

It is appreciated that most children respond to being rewarded for their achievements. Most children want to recreate the behaviour that resulted in the reward. Rewards can be given to individuals, groups or classes; this encourages children to work together in creating a positive classroom atmosphere. At St John Fisher each class uses Class Dojo as a reward system as an instant reward. (Appendix 1).

Sanctions

It is acknowledged that a hierarchy of planned sanctions provides consistency in dealing with children whose behaviour needs modification. It is the consistency and inevitability of the consequence that helps the pupil to choose appropriate behaviour. The intention is to give the children the opportunity to think about the choices that they have in improving their behaviour. Sanctions are applied, above all, to solicit co-operation. They must be in proportion to the offences and enable pupils to reflect on the incident, where appropriate. The way that they are applied must emphasise and foster forgiveness, reconciliation and healing. (Appendix 2)

Confiscation

The confiscation of pupil's property as a disciplinary sanction/consequence provides the staff with the opportunity to create a learning environment which recognises the rights of the other pupils to learn and the responsibility of some not to hinder this. As with other sanctions, the sanction of confiscation must be applied in a reasonable way and usually with time limits (for example; until the end of the school day). The teacher is responsible for the confiscated items until they are returned.

Searching Pupils

School staff can search pupils with their consent for any item. Head Teachers, and staff acting under the direction of the Head Teacher, have the power to search pupils, or their possessions, WITHOUT CONSENT, where they suspect the pupil has a 'prohibited item'. These include: knives, weapons, alcohol, tobacco and cigarette papers, stolen items, illegal drugs, fireworks, pornographic material or any item banned by the school.

Exclusion

In exceptional circumstances the Head Teacher considers the use of a fixed term exclusion from school as a consequence. Where this occurs the Local Authority (LA) is notified. School holds a reintegration meeting with the pupil and his/her parents/carers as the pupil returns to school. The purpose of the reintegration meeting is to support the pupil in order that further exclusions are not necessary. The school provides work for pupils from the sixth day of fixed term exclusion.

Should any pupils have a fixed term exclusion or be at risk of exclusion, the school will initiate a Pastoral Support Plan (PSP) and consider a Common Assessment Form (CAF) if necessary.

St John Fisher Catholic Primary School considers a permanent exclusion as a very last resort. Permanent exclusions are only considered for serious breaches of the school's Behaviour for Learning Policy when all other options have been exhausted.

Restrictive Physical Intervention

Whilst the emphasis in managing positive behaviour for learning is on de-escalation, occasionally there may be a need for physical intervention using reasonable force. The document '*Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies: 2013*' has been consulted in writing this section of the Policy.

The school Policy for using restrictive physical intervention is based upon a number of principles.

- In line with the United Nations Convention on the Rights of the Child, all children and young people have a right to be treated with dignity and respect, and to be protected from their own dangerous behaviour and that of others.
- The use of approved physical force to address challenging behaviour should, wherever possible, be avoided and only be used after all other strategies have been exhausted.
- Staff should not intervene where they feel that an intervention might place them at risk, either professionally or physically.
- It is strongly advised that staff should not use physical restraint techniques unless they have undergone specialist training, particularly with respect to pupils with Special Educational Needs and/or a disability.
- When the use of physical force is necessary to address challenging behaviour, it should be reasonable, proportional in the circumstances and maintain the safety and dignity of all concerned. It should be used in a manner which is consistent with the statutory duty upon schools to safeguard and promote the welfare of pupils and their staff.

School staff have a legal power to use restrictive physical intervention and have been trained to do so using the Team-Teach model. Team-Teach techniques seek to avoid injury to the pupil, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to

be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

It is also recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Physical intervention is only used if leaving the pupil would risk their safety or lead to behaviour that poses a risk to others, including the disruption of learning. This intervention could be either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restrictive physical intervention or restraint could involve holding a pupil back physically to bring them under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention and risk harm to themselves or others.

Schools can use physical intervention (reasonable force) to:

- restrain a pupil at risk of harming themselves or others through physical outbursts

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

A proactive approach is most beneficial to the pupil, staff and other children in the school if a pupil is at risk of needing physical intervention. Whenever it is reasonably foreseeable that a pupil might require the use of a physical intervention; a risk assessment should be carried out, which identifies the benefits and risks associated with different intervention strategies and ways of supporting the pupil. A Positive Handling Plan (PHP) is devised in conjunction with the staff involved, pupil and parent/carer(s). A PHP includes strategies to prevent and deal with reoccurrence in addition to planned restrictive physical intervention. In order to meet our responsibilities in respect of the education of pupils with behavioural difficulties, the school is already required, under Section 527A of the Education Act 1996, to develop and publish behaviour support plans, which may incorporate a PHP.

The school does not have a 'no contact' policy. There is a risk that such a policy may place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm to themselves or others. In order to maintain a positive relationship with the child, parent/carer and the member of staff, the Headteacher (or senior member of staff) will speak to the parent/carer regarding any serious incidents involving the use of physical intervention. A record of incidents is maintained.

In deciding what a serious incident is, staff use their professional judgement and consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age.

The use of physical interventions is monitored in order to help staff to learn from experience, promote the well-being of children in their care and provide a basis for appropriate support. In particular, this covers the frequency with which they are used in relation to the staff and pupils involved. Monitoring of records helps the school to develop its policy and practice, informs risk assessment and management and identifies training and development needs. All incidents where physical intervention has been used are thoroughly, speedily and appropriately investigated. However, should a complaint be made by either the pupils or parent/carer, where a member of staff has acted within the law – that is, he/she have used

reasonable force in order to prevent injury (to him/herself or others), damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true. It is not for the member of staff to show that he/she has acted reasonably (DfE: Use of Reasonable Force 11th July 2013: p4) and the school would follow the procedures in the Allegations of Abuse Against Adults Policy, ensuring there is pastoral support available for staff concerned. Although school staff are appropriately trained in restrictive physical intervention, it is our intention to de-escalate, defuse and divert first and foremost.

RESPONSIBILITIES

Responsibility for good behaviour rests with all of us, teachers, parents, children and can only be achieved with the co-operative efforts of all these people. Everyone is responsible for the children at all times and so good discipline will only be achieved by a concerted and co-ordinated approach.

The Head Teacher has overall responsibility for the children at all times though this may be delegated to the Deputy Head Teacher or other assigned individual as circumstances necessitate.

More specifically, the class teacher will have particular responsibility for the discipline of his/her assigned class of pupils and for their welfare and wellbeing.

At playtime the specific responsibility for discipline rests with the class teacher until the children are on the playground and then the responsibility rests with the 'teacher on duty'. At dinner time the responsibility lies with the Midday Assistants under the direction of the 'assistant in charge', which is generally the Head Teacher or Deputy Head Teacher.

At home time the class teacher is responsible until the children leave the classroom.

Parents also have a responsibility in working with the class teacher and the Head Teacher in ensuring that any incidents are dealt with in an even-handed manner and one which causes as little distress to the children as possible, especially remembering the fact that bad behaviour is often a symptom of something else and is also sometimes a retaliation for incidents which can happen from time to time in a child's relationship with others.

The child also has the responsibility for ensuring that his/her behaviour is in accordance with the codes as set out around the school and in the school rules.

THE SCHOOL RULES

The Headteacher and the staff strive to reinforce these through their own behaviour and in the way in which the school is managed and run. (Appendix 3)

CONCLUSION

Good behaviour is the foundation for a caring, well-motivated and effective community in which the individuals have a clear idea of their self-worth, the worth of others, their roles and responsibilities and the aims which they are striving to achieve. In our school it is underpinned by the Christian Gospel and this is reflected in our Mission Statement.

Appendix 1

REWARDS

As St John Fisher We reward the children using Class Dojo.

Dojo's are given for:

- helping others,
- remaining on task,
- tidying up,
- working hard,
- using manners,
- partner work,
- reading at home,
- using or responding to the stop sign.

The child that receives the most Dojo's at the end of each week will receive a weekly reward. In Key Stage 1 this is a dip in the treat box and certificate. In Key Stage 2 children will receive a chocolate bar or bag of sweets and a certificate. Each week the Dojo winners name will be placed in a raffle for an end of half term prize. At the end of each half term a raffle will be drawn for a sweetie hamper. There will also be a treat afternoon to reward the children for their good behaviour. Alongside Dojo's children will also be rewarded using stickers, Verbal celebrations and Golden time (every Friday afternoon).

Appendix 2

SANCTIONS

Key Stage 1 use a cloud system. All children will remain on the sun. There are 2 clouds, one that is white and one that has a thunder bolt. If a child reaches the thunder cloud they will lose their break time, spend the time in Reflection and parents will be informed.

Key Stage 2 use a traffic light system. One incident of rule breaking will result in a child being moved into the amber light as a warning. A second rule break will mean that a child's name will be moved to the red traffic light and the child will lose their break time and spend their time in Reflection, parents will be informed.

During reflection children will be required to think about what they have done and why they are on the red light or thunder cloud. They will sit with a member of staff and fill out the reflection form. (Appendix 4). If a child is in reflection more than 3 times in a half term they will complete reflection with SMT and attend Conflict Resolution where they will have to explain to the School Council what they have done and how that might have made people feel.

The clouds and traffic lights will reset daily and children will start with a clean sheet every day. However, Golden Time will be tracked and children will still lose the 5 minutes for every time they have been on the red light or thunder cloud.

		Key Stage 1	Key Stage 2
	Incident of rule breaking	All children start on the sun	All children start on the green light
1 st		Verbal reminder/ Warning	Verbal reminder/ Warning
2 nd		Name moved to the grey cloud	Name moved to the amber traffic light
3 rd		Name moved to the thunder cloud – child to spend the following break time in Reflection. Parents are informed. Child loses 5 minutes of Golden Time.	Name moved to the red traffic light - Child to spend the following break time in Reflection. Parents are informed. Child loses 5 minutes of Golden time.
4 th		Sent to member of SMT.	Sent to member of SMT.
5 th		Sent to Headteacher (Possible time out in another teaching area.)	Sent to Headteacher (Possible time out in another teaching area.)

For serious offences, parents will be contacted immediately and a Discipline Letter issued. Three Discipline Letters would result in a period of exclusion. Continued infringement of the rules could result in children receiving an in school suspension, followed by an out of school suspension and possible exclusion.

In the case of severe problems, the school follows the LEA's guidelines on exclusions.

Rewards and sanctions must always be applied equally by staff and never used to discriminate against an individual or group. The school acknowledges our legal duties under the Equality Act 2010.

Appendix 3

ST JOHN FISHER SCHOOL RULES

All rules at St John Fisher are based on Gods Golden rule. 'Treat others as you would like them to treat you'.

School Rules:

- 1. Always listen and follow instructions.**
- 2. Focus on your learning and allow others to learn.**
- 3. Keep your hands, feet, objects and unkind words to yourself.**
- 4. Look after our school environment.**
- 5. Give people a reason to be proud of you.**

Appendix 4

REFLECTION FEEDBACK FORM

Name:..... Class:..... Teacher:.....

What did I do and why?

What should I have done instead?

Who was hurt or upset when I did this and to whom do I need to say sorry?

Which school rule have I broken?

Signed:..... Date:.....