



The Federation of St Elphege's and Regina Coeli Catholic Schools



Positive Behaviour Policy

Scope:	Federation	
Date Adopted:	January 2015	
This Review:	Spring 2018	
Next Review:	Spring 2021	Monitoring & Evaluation Committee
Approved:	Spring 2018	Annually, or when regulations change



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

POLICY FOR POSITIVE BEHAVIOUR

Rationale:

'With God everything is possible' & 'Where there is love there is God'

At The Federation of St Elphege's and Regina Coeli Catholic Schools it is part of our mission statement to:

- *Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others*

Our approach to behaviour is a positive one and has its basis and foundation in the teachings of Jesus Christ and will be guided by the influence and gifts of the Holy Spirit.

For the most part the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time however, children who live in a community will not always agree and difficulties arise. Our children will learn from experience to expect fair and consistently applied rewards and sanctions, and distinction will be made between serious and minor misdemeanours. Individual circumstances will be taken into account and consistent standards of praise and disapproval will be applied.

Our Aims are

- To make The Federation a happy, safe, purposeful and co-operative place where all enjoy learning, work hard and do their best.
- To foster caring attitudes where achievements at all levels are acknowledged and valued.
- To create a partnership of love, joy, respect and high expectations between children, their parents, the staff and the governors, the parish and the wider community.
- To encourage independence, confidence and an understanding that there needs to be agreed values and codes of behaviour for all groups of people, including adults and children to work together harmoniously.
- To have a consistent open approach to behaviour through our school.

How will we implement our policy?

At the heart of our behaviour policy is the relationship of trust established between the children, their teacher, the teaching support staff, the Executive Head Teacher and all ancillary staff. On entry to the school, each child and parent are made aware of the school's policy for positive behaviour and are asked to sign the home-school agreement; this is renewed each academic year. At the beginning of each academic year, the teachers and children discuss the Golden Rules which underpin the behaviour policy.

Assemblies throughout the year support the development of the rights and responsibilities of all children and of all who make up our community. Other assemblies and dedicated circle times help children understand the principles of the teachings of Christ.

The GOLDEN RULES are as follows:

Do be kind and helpful- Don't hurt people's feelings.

Do be gentle- Don't hurt anyone.

Do listen- Don't interrupt.

Do work hard- Don't waste your and other people's time.

Do be honest- Don't cover up the truth.

Do look after property- Don't waste or damage things.

Do SMILE each day and someone will smile in return.

These rules are displayed in every classroom and everyone in the school community reinforces these clear and unambiguous messages. The emphasis is on affirming positive behaviour, its aim being to catch children getting things right and praising them using the Golden Rules. The children are then rewarded with a period(s) of Golden Time within the school week. During this time the children are allowed to choose from a range of independent, fun learning activities. However those children who infringe any of the Golden Rules during the course of the week may lose time for each misdemeanour. Younger children are required to sit with a timer and wait in silence until the amount of his / her Golden Time which has been lost has elapsed. By watching the other children, it is hoped that this will act as an incentive for them to improve their behaviour in the following week. **No child loses all of his / her Golden Time as a result of a single incident except in serious circumstances.**

Older children are encouraged to develop a sense of their responsibility in adapting their behaviour. They are expected to know which rule they have broken and their name is usually written on the board as a warning so that the **children have the opportunity to win back time by adapting their behaviour.**

In some classes in the school, the behaviour support programme DOJO is used whereby children design their own avatar and are awarded points for good behaviour or lose points for negative behaviours. Once the children accumulate a set number of points a whole class or individual reward is accessed.

Other Rewards and Sanctions used in school.

Golden Time is a whole school policy which ensures consistency of reward and sanctions across The Federation. However it is not the only reward or sanction system that teachers may choose to use.

Rewards in class and around the school and at the discretion of each teacher or member of supervising staff include:

- Stickers for all aspects of the curriculum, including behaviour and consideration of others.
- Certificates for special achievements.
- Assemblies celebrating good work and or acts of kindness - STAR OF THE WEEK assemblies are held every other week and stars displayed in the school foyer. The children are able to win bronze for their first nomination, silver and then gold stars for their second and third nomination.

Every effort is made to ensure that our approach is based upon recognising and rewarding instances of positive behaviour.

Sanctions for minor misdemeanours may include:

- Firm reminders and reprimands.
- Time out, either sitting in the corner of a room or missing playtime.
- Withdrawal of privileges
- Helping with jobs around the school
- Writing letters or drawing pictures of apology
- Helping younger children
- Change of seating

Minor misdemeanours are recorded in class incident books or in a Class Teacher's 'Day Book'. More serious misdemeanours which are addressed by members of the SLT are recorded on a behaviour incident form. Serious misdemeanours are monitored by the leadership team.

Sanctions for persistent or more serious misdemeanour:

- As above
- Withdrawal of playtimes for specified periods.
- Children to hold teachers hand during playtimes (Infants)
- Possible internal exclusion from part of lesson or school day
- Referral to the Executive Head Teacher / Senior Leadership Team
- Individual Behaviour programme drawn up
- Group intervention groups
- ELSA support.
- Consultation with Parents and support measures established at home.
- Behaviour Book or Happy faces system.
- Professional Help from Behaviour Support Team / EHAT sought.
- Fixed-Term Exclusion
- Permanent Exclusion

Restorative Justice

Teachers are encouraged to consult the school's behaviour programme which offers help when children exhibit challenging negative behaviours. Most importantly, it specifies that each member of staff uses their professional judgement. This would involve adopting a conferencing procedure to:

- Stop and Calm the child
- Listen to all sides.
- Question 'What is the rule?'
- Reflect on the behaviour and what should be done. (Involve the children in the process).
- Agree upon a solution.
- Put the solution into effect.

Cases of serious misdemeanour:

By serious we mean instances of behaviour that extend beyond the range of normal misdemeanour and seriously compromise the safety and well being of all members of our school community. We also take them to be those incidents that persistently and wilfully undermine The Federation's endeavours to implement its policy in promoting positive behaviour.

- Consultation with Head immediately
- Letter sent to parents
- Further meeting with parents within 3 days.
- Involvement of outside agencies.
- Internal exclusion for fixed periods of time
- Short period of fixed term exclusion from school. The school may exclude a pupil for periods of up to 45 days in any given academic year.
- Further meetings with parents and support agencies.
- Official Final warning issued
- Permanent Exclusion procedures established.

Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required. Every effort will be made to ensure that all staff in The Federation of St Elphege's and Regina Coeli Catholic Schools:

- clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- are provided with appropriate training to deal with these difficult situations where they are recognised as having the potential to occur.

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling.

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions

(a) Physical Contact

Situations in which proper physical contact takes place between staff and pupils, e.g. in games/PE or to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded.

Training

Positive Handling training will be made available to designated staff and will be the responsibility of the Head of School. No member of staff will be expected to undertake positive handling without appropriate training. However, it is accepted that it may be necessary for staff members who have not had training to physically intervene in emergency situations; any physical intervention by a staff member trained or otherwise must be reasonable and proportionate to the incident occurring, safe for both the pupil and staff member and apportioned as a last resort where there is a risk to pupils, staff or property or if good order is being seriously prejudiced.

Strategies for Dealing with Challenging Behaviour

Staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches will be taken according to the circumstances of the incident:

- a) Verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain; this includes negotiation, care and concern.
 - Further verbal reprimand stating:
 - this is the second request for compliance
 - an explanation of why observed behaviour is unacceptable
 - an explanation of what will happen if the unacceptable behaviour continues.
- b) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible summon assistance.
- c) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property.

Where an individual pupil has a history requiring staff physical intervention, a risk assessment will be drawn up by the leadership team and shared with the child's parents or carers. This risk assessment will detail the Federation's response to when the pupil exhibits seriously challenging behaviour; parents are required to sign this risk assessment in agreement with the actions detailed therein.

Escalating Situations

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk
- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

Types of Incidents

Incidents described above fall into 3 broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or *significant damage to property
- Where a pupil is behaving in a way that is compromising good order or discipline

**Physical intervention to prevent significant damage to property will only be deemed appropriate in proportion to the risks presented to the child or others as a result of damage to property occurring. For example, there is a clear and distinct difference between a pupil snapping a pencil (little or no risk associated) and a pupil smashing a window which could have severe and life changing risks associated with it. The value of replacing property at risk of damage will also be considered in any decision as to whether physical intervention is necessary.*

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of materials or objects
- a pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure him or herself
- a pupil absconds from a class or tries to leave the school

Examples of behaviour which fall into the third category are:

- a pupil persistently refusing to do as requested.
- a pupil is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of Physical Intervention.

Positive handling can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding and the gender of the pupil are taken into account
- it is likely to achieve the desired result

Wherever possible, assistance will be sought from another member of staff before intervention.

The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

Any such measures will be most effective in the context of the overall ethos of the Federation, the way in which staff exercise their responsibilities and the behaviour management strategies used. Whenever positive handling is used, staff will keep talking to the pupil.

Recording

Where positive handling has been used a record of the incident always needs to be kept. All recording needs to be completed on the day of incident and needs to include the following:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of people who witnessed the situation
- any damage/harm to persons or property
- name of person informing parents
- after investigation a summary of action taken

Staff completing recording forms will keep a copy for themselves for future reference as well as passing a copy to the Senior Leadership for review and inclusion in the Federation's behaviour records.

Action after an Incident

Head of School will ensure that each incident is reviewed and investigated further as required. During each review, Head of School will conduct an appropriate debrief with staff members involved as it is recognised that staff may find incidents such as these distressing. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate policy and/or procedure:

- Safeguarding and Child Protection Policy and Procedures
- Managing Allegations Against School Staff Policy and Procedures
- Staff Disciplinary Policy & Procedures
- Positive Behaviour Policy
- Exclusions Procedures

Appropriate parties will be kept informed of any action taken. In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the Federation's Complaints Policy. The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

Monitoring of Incidents

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Senior Leadership Team to the needs of any pupil(s) whose behaviour can only be contained using positive handling. This process will address patterns of incidents and evaluate trends which may be emerging.

Allegations Against Staff

Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Lunch /Playtime

At lunchtimes and playtimes we also seek to promote positive behaviour and aim to create a happy and safe environment in which children can enjoy their periods of rest and relaxation.

All staff, which means all who work in The Federation, are regarded as team members and are to be treated with politeness and respect. Other than in an emergency situation, no child is to enter school buildings without the permission of a member of staff. All ball games are to take place on the ball court and designated areas of the playground. Children are encouraged to use playtime facilities and toys, when possible. No toys are to be brought to school unless specifically requested.

Trained Year 5 & 6 Sports Leaders will support younger children with games and also during wet play/lunchtimes. Senior members of the School Parliament will manage prefects who patrol the school ensuring good behaviour.

At Lunchtime children should follow the Golden Rules and supervisors are encouraged to inform teachers if the children have lost Golden Time. In cases of a persistent failure/refusal to follow instructions or deliberate damaging of pupils' / school property or persistent poor behaviour, the children may need to be withdrawn and a member of teaching staff to intervene and apportion the appropriate sanction.

Inclement Weather

Each class room has a set of wet weather play items and children are familiar with them. Children will be supervised at all times. The children are allowed to drink their milk or eat fruit at this time. During some lunchtimes, where inclement weather is an issue, the children will watch a video in the hall.

School Outings

On educational visits the children are expected to act in a way which brings credit to our school. They should:

- Sit quietly on coach / minibus or public transport.
- If possible, children should not occupy two front seats of minibuses.
- No eating and drinking in any vehicle, other than water or for medical reasons.
- No litter is to be left on coaches / minibuses / public transport.
- Children not to distract driver / disturb members of the public.
- Teachers and helpers to position themselves throughout the coach / minibus / public transport.
- Appropriate helpers nominated to assist certain children if they experience behaviour difficulties.
- Where a child's behaviour is deemed to be such that it jeopardises the health and safety of other pupils, the school, management or the member of staff in charge will decide upon the most appropriate course of action.

This policy should be read in conjunction with our Anti- Bullying Policy.