

Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us

Behaviour for Learning Policy

Legislative context

Sections 89 - 90,94 of the Education and Inspections Act 2006 Equality Act 2010

Schools (Specification and disposal of Articles) Regulations 2012

Guidance

Behaviour and Discipline in schools. Advice for Head teachers and school staff. January 2016.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Rationale

Our Lady of Perpetual Succour Catholic Primary School fosters a truly Christian community which works together to facilitate the growth of the whole person, and empowers each individual to experience how

We learn...

We learn to love...

We learn to love everyone ...

We learn to love everyone as Jesus loves us.

We believe that children strive to reach high standards of behaviour. Low expectations elicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive Behaviour for Learning Policy.

Parents/carers play the most important role in teaching about ways of behaving. The attitudes, courtesies and disciplined behaviour that children begin at home are reinforced in school. Positive behaviour is rewarded: inappropriate behaviour is dealt with firmly and fairly. Every opportunity is taken to support self-discipline.

School discipline is regarded as a system of relationships, expectations (practices and procedures), rewards and sanctions designed to promote respect, self-control and co-operation, and develop individuals who are responsible and actively living our chosen values in all aspects of everyday life.

Principles

- The school community promotes values including honesty, fairness, tolerance and respect for truth and justice, within a caring and nurturing environment;
- All members of the school community have a right to feel safe (physically and emotionally);
- All members of the school community have a right to respect and dignity;
- All members of the school community have a right to learn.

“The knowledge and skills of staff are the single most important factor in promoting good behaviour.” Steer Report, 2005:19, ‘Learning Behaviour’.

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants. **Section 89 of the Education and Inspections Act 2006**

Purposes

Our Lady of Perpetual Succour Catholic Primary School expects pupils and staff:

- to behave in a manner that reflects the principles of the Policy in ways that support everyone’s right to teach and learn, be safe and be treated with respect in school;
- to confirm that a well ordered community, which combines an atmosphere of care, security and respect within defined boundaries of behaviour, lies at the heart of an effective school;
- to establish that the management of behaviour is the responsibility of everyone in the school and there is a consistency of approach;
- to acknowledge that the behaviour of each individual has an effect on the behaviour of others;
- to assist children to take personal responsibility for their actions and to exhibit self-control and self-awareness;
- to appreciate that every child is entitled to a classroom where he/she can work unimpeded by the behaviour of others;
- to ensure that children complete assigned work to the best of their ability;
- to promote good (acceptable, pleasant, polite, sociable, reasonable) behaviour;
- to ensure that standards are consistent and that rewards and repercussions or consequences are fairly applied;
- to recognise that parents/carers (those with parental responsibility) are central in the school community, being natural and irreplaceable agents in the education of their children;
- to accept that the context of some children’s lives is not settled nor secure, and that the school may be a sanctuary;
- to work in positive partnership with parents/carers, governors, support agencies and the wider community.

Guidelines

Everyone involved in the life of the school is responsible for the management of behaviour. Self-belief is central; in the pupils, parents/carers and teachers. Belief that we can all behave in a manner that reflects the mission of the school and supports everyone's right to teach and learn, be safe and be treated with respect in school is paramount.

A broad, balanced and differentiated curriculum is prerequisite as is the quality of teaching and learning. Staff strive to engage children's interest and promote positive attitudes to learning, thus avoiding disruptive behaviour.

School systems for promoting positive behaviour

Preventative work is considered preferable to remedial action.

Other school contributions towards the successful management of pupil behaviour are evident in the delivery of a well-managed pastoral support system, constructive partnerships with parents/carers and the involvement of pupils in a varied programme of extra curricular activities.

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. Through the PSHE Education curriculum, the fundamental rights for those in school are reinforced.

Play Leaders support positive behaviour on the playground at lunchtime. 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.

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 make reparation, where appropriate. The way that they are applied must emphasise and foster forgiveness, reconciliation and healing.

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. Headteachers, and staff acting under the direction of the Headteacher, 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 Headteacher 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 School Support Plan (SSP) and consider a Common Assessment Form (CAF) if necessary.

Our Lady of Perpetual Succour 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.

Process

Everyone in the school community is aware of the:

Behaviour for Learning Policy

Expectations (Rules)

Rewards

Sanctions

The classroom expectations are displayed in every class and around the school. They are clear and precise so that the children will understand the meaning and be able to achieve them. Ability is not the only area which affects progress and achievement. Research has

evidenced that a pupil's attitude to learning can have a significant effect on their attainment. A positive attitude is the key to high achievement. School staff encourage pupils to adopt a determined approach to learning so they develop strong study skills and achieve their personal best.

In school it is our aim to promote an environment in which pupils work purposefully and feel secure, safe, happy and confident.

Parents/ carers have a legal duty to ensure that their child receives a full-time education. They must ensure that their child attends punctually and regularly and they have a clear role in making sure that their child is well-behaved in school.

Staff endeavour to display behaviour which reflects the values of the school and there is mutual support and co-operation.

Staff take into account the range of individual pupil needs when developing and implementing the Behaviour for Learning Policy. Whilst maintaining a level of consistency, they focus on the needs of the pupils experiencing Special Educational Needs (SEND) or disabilities and other groups defined as being vulnerable, e.g. travellers, asylum seekers and refugees and children looked after by the Local Authority. Pupils' personal circumstances are taken into consideration in the day to day implementation of the Behaviour for Learning Policy.

De-escalation strategies

It is preferable to manage the behaviour before it requires the implementation of de-escalation strategies.

Staff need to be aware of the six stages of crisis, the behaviours associated with stages one to three and calming strategies. (anxiety/trigger, defensive/escalation, crisis, recovery, depression, follow up)

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 Head Teachers, 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.

The skills and techniques taught to staff on the Team-Teach course are as a result of an on-going risk assessment in an effort to safeguard everyone involved in an incident where physical interventions are necessary. In school it is the intention of the staff and governors to assess (identify hazards and hazardous behaviours), reduce (control the environment, issue clear guidance and facilitate training) and communicate (alert all stakeholders to risk and strategies deployed including Positive Handling Plans (PHP) Risk Assessments

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:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming him/herself 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 defence 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 2011: 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.

Additional support

The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and as such, additional support is available, through the school's SEND system for pupils who have social, emotional and behavioural needs. The school also recognises that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

Some pupils will help formulate an Individual Behaviour Plan (IBP) with the class teacher and, if necessary the SENCO. IBPs will be reviewed every half term, which supports the achievement of short, realistic targets. Parents/carers are consulted and kept informed at every stage of the SEND process.

For pupils with more significant difficulties, the school will work in partnership with outside agencies such as the Educational Psychology Service, usually after two School Action IBPs have been implemented. The school may also consider the involvement of Social Care and Health Services.

Action in the event of a malicious allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Staff development

The school uses LA professionals and private providers to deliver whole school INSET as required and staff are informed of relevant courses. Staff are encouraged to work together and to disseminate information to staff through in-house training. Support staff and Midday Assistants are made aware of the Behaviour for Learning Policy and receive any additional training they may require.

Monitoring and review

The Behaviour for Learning Policy is regarded as a matter which lies at the heart of the school, with the assistance of the Governing Body, it is therefore reviewed regularly and its effectiveness monitored.

This policy is brought to the attention of staff, pupils and parents/carers annually. It is formally reviewed annually, along with the principles that underpin it, in the light of training and changes in legislation or at the request of a member of the school community. The policy is monitored less formally via staff meetings.

A copy of this policy is available in school and on the school's website.

Supporting documentation

- Anti-Bullying policy
- Complaints procedures and policy
- Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016)
- Education & Inspections Act (2006)
- Use of Reasonable Force, DfE (July 2013)
- Human Rights Act 1998
- Rights of the Child 1989
- Working Together to Keep Children Safe (2019)
- Keeping Children Safe in Education; Statutory guidance for schools and colleges (2019)
- What to do if you're worried a child is being abused (2015)
- Whistleblowing Policy
- Safeguarding & Child Protection Policy
- Inclusion & SEND Policy

Updated: Autumn 2019

To be reviewed: Autumn 2020