



Ursuline
Catholic Primary School

**Following in Jesus's footsteps, we love,
learn and grow together.**

BEHAVIOUR POLICY

	Name of School	Ursuline Catholic Primary
	Policy Review Date	November 2023
	Date of Next Review	November 2026

	Who reviewed this policy?	Headteacher and Governors
--	---------------------------	---------------------------

URSULINE CATHOLIC PRIMARY SCHOOL

SCHOOL BEHAVIOUR POLICY

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

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. 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 Ursuline 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 through a restorative conversation with a member of staff.

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 needs of the child will be taken into consideration when implanting sanctions. The way that they are applied must emphasise and foster forgiveness, reconciliation and healing. (Appendix 2)

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 Pastoral Support Plan (PSP) and consider a Common Assessment Form (CAF) if necessary.

Ursuline 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: 2011'* 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: p7) 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 coordinated approach.

The Headteacher has overall responsibility for the children at all times though this may be delegated to the Deputy Headteacher 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 dinnertime the responsibility lies with the Welfare staff under the direction of the 'assistant in charge', which is generally the Headteacher or Deputy Headteacher.

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 Headteacher 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.

CHILD ON CHILD ABUSE

We recognise that our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm and trauma. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and that this may happen in school, or outside of it. Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required. Our school understands that even though child on child abuse may not be reported, it is likely that it is occurring and we are clear there is a zero-tolerance approach to inappropriate or abusive behaviour. We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence/sexual harassment, 'up-skirting', 'sexting' or initiation/hazing type violence and rituals. We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur – we do not normalise abuse, nor allow a culture where it is tolerated. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so.

THE SCHOOL CODE OF CONDUCT

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.

Appendix 1

REWARDS

As Ursuline we reward the children using Class Dojo.

Dojo's are given for reasons that are decided upon within each class and agreed by pupils and staff. Examples include:

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

The child that receives the most Dojo's at the end of each week will receive a certificate.

Alongside Dojo's children will also be rewarded using stickers, verbal celebrations, notes home, the Golden Book Award (weekly) and Bucket Filler.

Merits will be received for Dojo winner, Golden Book and Bucket Filler.

6 Merits = Bronze Award

12 Merits = Silver Award

18 Merits = Gold Award

24 Merits = Ursuline Blue

30 Merits = Ursuline Bronze Smile

36 Merits = Ursuline Silver Smile

42 Merits = Ursuline Gold Smile

Appendix 2

SANCTIONS

		Key Stage 1	Key Stage 2
1 st	Incident of rule breaking	Verbal reminder/ Warning	Verbal reminder/ Warning
2 nd		Verbal reminder/Loss of Dojo	Verbal reminder/Loss of Dojo
3 rd		Child to spend the following break time engaging in a restorative conversation.	Child to spend the following break time engaging in a restorative conversation

During the restorative conversation children will be required to think about what they have done. They will sit with a member of staff and fill out the restorative conversation form. (Appendix 4).

If a child has two restorative conversations for a repeated action or three restorative conversations for differing actions, then the parents will be informed.

Parents will be contacted immediately in the event of racist comments or intentional violent behaviour. Intentional violent behaviour will result in removal from the classroom or yard. The Headteacher, Deputy or Key Stage Lead will be informed and sanctions will be made according to the incident.

For serious offences, parents will be contacted immediately. 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. When dealing with any behaviour, the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Appendix 3

Code of Conduct

- Be a good learner
- Use time wisely
- Respect everyone and everything equally
- Use manners
- Be sensible

Appendix 4

Restorative Conversation 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:.....