

Behaviour Policy

including statement of behaviour principles



St Martin's Catholic Primary School

Approved by: Gill Walton Chair of Governors

Date: March 2021

Last reviewed on: February 2021

Next review due by: 2023

Contents

1. Aims	3
2. Legislation and statutory requirements	4
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	5
6. Pupil code of conduct	8
7. Rewards and consequences.....	10
8. Behaviour management	17
9. Pupil transition.....	19
10. Training	19
11. Monitoring arrangements.....	19
12. Links with other policies	20
Appendix 1: written statement of behaviour principles	
Appendix 2: behaviour log	
Appendix 3: Policy on physical intervention	
Appendix 4: De-escalation techniques	
Appendix 5: Behaviour Prompt Sheet	
Appendix 6: Consistent routines	
Appendix 7: Addendum due to COVID-19	

.....

1. Aims

St Martin's school has simple behaviour expectations which can be applied to all situations

We are Kind, Respectful and Responsible.

A key area of our school mission statement is that every member of the school community feels valued and that each person is treated fairly. We follow the Gospel values which instil mutual trust, respect for all and forgiveness. These rules reflect our mission statement and gospel values and apply to all members of a school family including teachers, staff and parents.

It aims to promote a positive environment in which everyone feels happy, safe and secure. Outstanding behaviour for learning will be celebrated and promoted at all times. St Martin's school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour, rather than merely deter poor behaviour. St Martin's behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and become good citizens. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

At St Martin's school we recognise behaviour as a form of communication and run an emotional intelligence curriculum for all our children. This curriculum is based on developing key areas: managing feelings, self-esteem, self-awareness and consequences, resilience, communication and empathy. This is delivered through assemblies and follow up class based activities. All children are taught specific strategies to help manage our emotions and communicate how we are feeling. In addition to we have an Emotional Literacy Support Assistant (ELSA) who delivers focused emotional intelligence intervention groups and we have a sensory area called 'Martin's Den'. We also have staff trained in Mental First Aid (Youth). All staff fully support and participate in this aspect of our curriculum; supporting our children's mental health and developing emotional intelligence is something that St Martin's school invest much time and energy in as it is a crucial part of our ethos, vision and values as a school family. We aim to educate our children to be emotionally literate and morally responsible.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

There may be sometimes when a child may display more challenging behaviour which is not kind, respectful or responsible.

This term challenging describes behaviours which have the following impact.

- preventing the pupil or their peers from participating in school activities and learning opportunities
- isolating a pupil from both adults and peers
- preventing a pupil from forming relationships
- adversely affecting the learning of other pupils
- making excessive demands on staff time and other resources
- places the pupil or others in danger of physical harm
- 'low-level' verbal aggression (and other anxiety linked behaviours)

Some challenging behaviour may be more serious such as:

- Other attention seeking behaviours (e.g. vandalism or theft) – this will be investigated as to what is causing this behaviour
- Any form of bullying or discriminatory behaviour e.g. Racist, sexist, or homophobic
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Physical / verbal aggression towards others which is more threatening than anxiety linked behaviours
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

As a school we continually recognise that we are challenged by the behaviour and not the individual.

4. Bullying

Bullying is defined as the **repetitive, intentional** harming of one person or group by another person or group, where the relationship **involves an imbalance of power**.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

5. Roles and responsibilities

Everyone involved in the life of the school is responsible for the management of behaviour and everyone needs to ensure that the behaviour policy is applied consistently.

Everyone in the school community is aware of the:

- Behaviour Policy
- Expectations (Rules)
- Rewards
- Consequences

The classroom expectations are shared within every class. They are clear and precise so that the children will understand the meaning and be able to achieve them.

5.1 The governing body

The Governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues e.g. exclusions.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will report to governors on the effectiveness of the policy. The headteacher will approve this policy.

The headteacher will monitor how staff deal with behaviour and support staff when implementing this policy to ensure rewards and consequences are applied consistently. They will also ensure that the school promotes positive behaviours.

It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher keeps records of all reported serious incidents of challenging behaviour including incidents that must be reported to the LA and record that involve physical handling and will monitor class records (CPOMS)

The headteacher has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5.3 Staff

Staff in St Martin's have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Outstanding behaviour for learning is actively promoted.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Communicating why positive behaviour is important
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS (see appendix 2 for details to included)

The senior leadership team will support staff in responding to behaviour incidents.

Staff treat each child fairly, and enforce the classroom stepped consequences consistently. Staff treat all children with respect and understanding.

Staff remain calm, consistent and fair at all times (and be in control of themselves and their emotions before they address challenging behaviour); a "loud" voice can be used on rare occasions and in emergency situations.

Staff are relentlessly positive (and regularly remind our pupils of the high expectations we expect of all of them); they give their first attention to those pupils who exhibit the best behaviour and conduct and routinely recognise pupils who go 'Above & Beyond'.

They take into account the range of individual pupil needs when developing and implementing the Behaviour Policy. Whilst maintaining a level of consistency, they do focus on the needs of the pupils experiencing Special Educational Needs (SEND) or disabilities and other groups defined as being vulnerable, e.g. children looked after by the Local Authority, Children on Child Protection plans, children who have A.C.E.S. etc

Pupils' personal circumstances are taken into consideration in the day to day implementation of the Behaviour Policy.

5.4 Parents

St Martin's recognises that parents are central in the school family, as natural and irreplaceable agents in the education of their children. They play a vital role in the promotion of acceptable behaviour in school and there is a huge importance placed on regular, positive home/school liaison. We want to work with our families and we recognise that we are able to have a more positive impact on the behaviour of our pupils when communication with parents is effective. We expect parents to be supportive of this policy (especially in front of their child). In line with this, parents are expected to sign the Home School Agreement annually which stipulates that they will support this policy whilst at home and in school.

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

Parents are expected to:

- Support their child in adhering to the schools rules and expectations
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Inform the school of behavioural problems they might be experiencing at home
- Inform the school of any health issues or medication that may affect a pupil’s behaviour. This includes any changes or withdrawal of medication.
- Inform the school of any change of routine which may affect a pupil’s performance or behaviour.
- Inform the school if seeking external advice or support for behavioural difficulties
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them. All parents receive a termly report regarding their child’s attitude and behaviour.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences because of a child’s behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, should concerns still remain they should contact a school governor. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Pupil code of conduct

We are Kind, Responsible and Respectful.

We show this by

Kind	<ul style="list-style-type: none"> • Using kind words, actions and thoughts • Helping each other • Being considerate of others’ feelings
Responsible	<ul style="list-style-type: none"> • Taking responsibility when we have done something wrong • Being honest • Being motivated with our work • Keeping ourselves and each other safe • Communicating how we are feeling • Arriving to school on time with the right equipment, ready to learn • Sitting properly at our desks (chair legs on the floor)
Respectful	<ul style="list-style-type: none"> • Using our manners and being polite • Not damaging property • Keeping our school tidy • Being quiet when moving around the school so as not to disturb learning • Listening carefully when someone else is talking

This is not an exhaustive list but examples of ways we can demonstrate these behaviours.

Rights and Responsibilities

Rights of Children <ul style="list-style-type: none">• To be respected and valued for their uniqueness• To be educated in a safe learning environment• To feel safe in school	Child Responsibilities <ul style="list-style-type: none">• To respect other pupil's right to a safe learning environment• To adhere to all school rules in the classroom, dining hall and at playtimes• To alert a staff member to any incidents towards other pupils
Rights of Staff <ul style="list-style-type: none">• To work in a safe environment• To feel safe• To feel respected and valued• To receive professional development• To have the right to teach	Staff Responsibilities <ul style="list-style-type: none">• To be fair• To be consistent• To know and work within the school policy and practice• To provide support for children and adults in the school• To be a positive role model for the children• To work in partnership with parents and carers to benefit the child's education
Rights of Parents/Carers <ul style="list-style-type: none">• To be informed• To be listened to• To be respected as the child's first educator• To be involved in the solving of the challenging behaviour	Parents'/Carers' Responsibilities <ul style="list-style-type: none">• To work in partnership with the school to benefit their child's welfare and education• To accept and work within the school rules• To know and work within the school policy and practice
Governing Body Responsibilities <ul style="list-style-type: none">• To ensure that the policy to promote good behaviour is in place and followed• To make and review written statements of general principles to promote good behaviour in school (with due regard to Headteacher)• To receive comprehensive information about standards of behaviour in the school in order that they have a full understanding of the school's current position & context.	

7. Rewards and consequences

Rewards, consequences and lost playtime will be recorded on the shared drive and will be used to report to parents each half term.

7.1 List of rewards and consequences

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children and give lots of oral praise
- All classes have a 'super' star; children are placed on the star for displaying good behaviour for learning and going above and beyond in their learning.
- Teachers give children individual rewards either for consistent good work, good behaviour, or to acknowledge outstanding acts of kindness in school. (ticks, stamps, dojos, raffle tickets)
- Text messages home to parents
- Extra playtimes or choice of activity
- Each week, we nominate two children from each class to be 'St Martin's Star'. Each receives a certificate in the school celebration assembly.
- Each week, the children in each class nominate one member of the class to receive a 'Silver tie certificate' for being a great role model and demonstrating our behaviour expectations.
- Teacher recognition cards are given when teachers 'spot' children for demonstrating St Martin's behaviour expectations.
- Headteacher stickers are given to individual children who model examples of outstanding behaviour for learning.
- Outstanding behaviour certificates are awarded (yearly) to those children who keep the school rules consistently.
- In KS2, the children are organised in to four houses and will complete a variety of group activities throughout the year working in their houses, for example sports day.
- In Y6 children are rewarded for consistent good behaviour during their time in school by being given roles and responsibilities such as house captains, class captains and school councillors.

Collectively:

- As a class, pupils may be awarded in many ways for good listening skills, attitudes towards learning, working successfully in groups, showing responsibility to school resources and property and being respectful to each other and to adults in our school family.
- Behaviour book – spotted by the Midday Assistants children showing good behaviour and those who have needed reminders on the playground.
- At the end of the year 2 'star of the years' will be chosen from each class
- The Chris Rose award is given to a Y6 boy and girl who have demonstrated the St Martin's expectations well and this is decided by a vote from children and teachers.

The majority of our children are well behaved but we must address any challenging behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences.

Consequences

Each child knows the behaviour expectations in St Martin's school. When these expectations are not being met the school employs a variety of consequences to enable children to understand that their actions are not acceptable.

Emotional Intelligence is used as a teaching tool for discussing and developing the school's code of conduct. The school promotes the gospel values at all times and all challenging behaviour matters are dealt with in line with Jesus' teaching on forgiveness.

Staff will use de-escalation techniques in order to deal with a child who causes disruption to their learning or that of others. The school will follow the policy of removing the rest of the class to another area if a child becomes unmanageable or poses a danger to others. Trained members of staff will be asked to assist and will intervene physically to restrain a child in order to prevent an injury to another child/adult or if the child is in danger of hurting him/herself. The whole school team are trained in the Safer Handling technique. A record of all physical intervention will be kept.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in [Use of reasonable force in schools](#) (See appendix 3 below **Policy on Physical Intervention**) Teachers in our school do not hit, push or slap children.

Stepped consequences

1

- Reminder of the three school rules child's name moved onto the first step
- Reflection time in needed – child will move to the safe place to reflect for a couple of minutes if prior behaviour has continued

2

- On the second occasion a verbal warning is given privately and the child's name is moved to the second step

3

- Continued challenging behaviour will result in moving their name to the third step
- They will lose 5 minutes of their break or lunch time to discuss this behaviour with the class teacher and reflect on what to do differently.
- Recorded in behaviour log kept by teacher that is checked weekly by SLT *

4

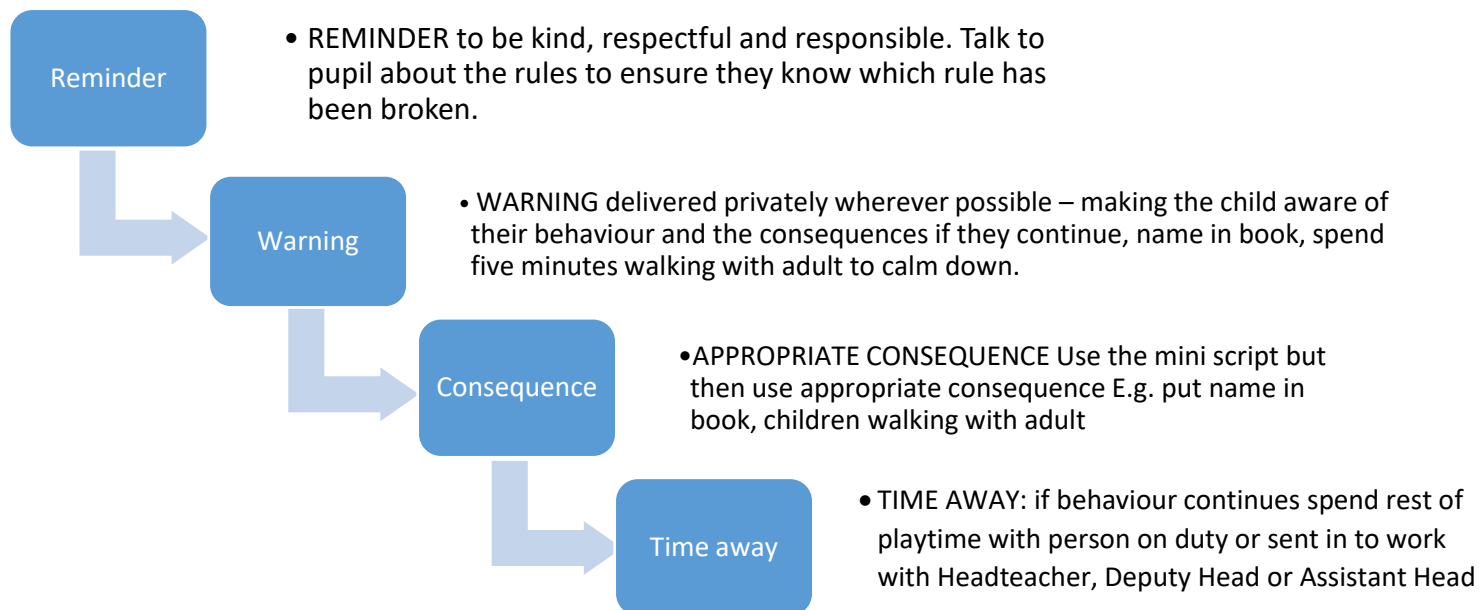
- If the child still does not follow the three expectations a member of SLT is informed
- The child is removed from the classroom for the remainder of the lesson to work with an allocated TA.
- This is recorded on CPOMS under the heading Behaviour – all previous steps are noted and reason for removal is stated.

5

- The Headteacher will be called for situations beyond step 4.
- This is recorded on CPOMS and action taken by member of HT is recorded.
- Parents are informed at the end of the school day either by telephone or in a private meeting.

After stage 5 the child is supported to repair and restore, through reflection and restorative actions that relates to the incident, eg, tidy up, mend, apologise.

Lunchtime consequences

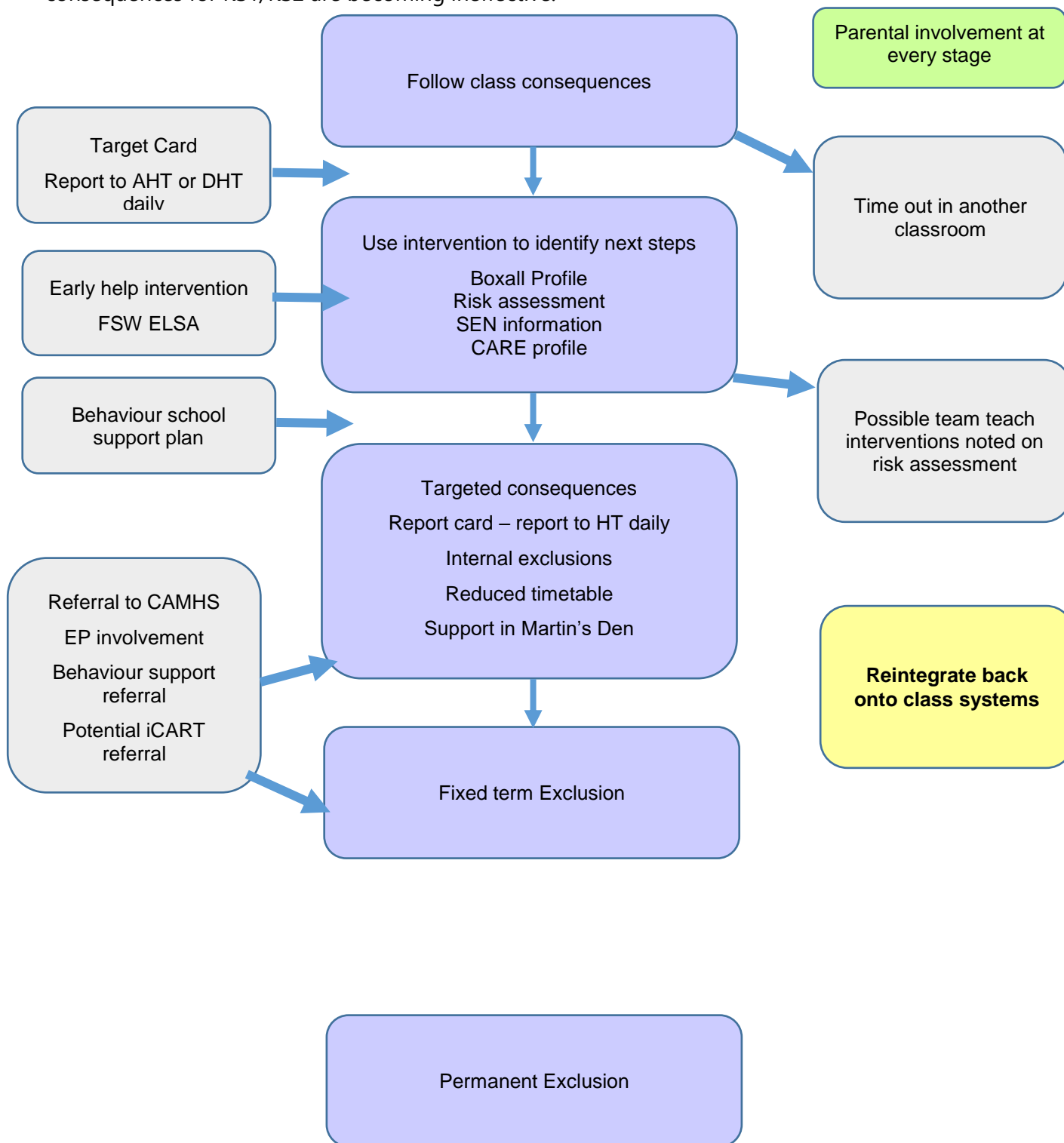


At the end of lunchtime the Lunchtime book will be given to the classteacher and the class teacher will issue any rewards and consequences that are necessary. For repetitive challenging behaviours on the playground or in response to physically or verbally aggressive behaviour the teacher will decide that the child will miss some or all of their lunchtime plays to reflect upon what they have done and the effect it had on others.

If we identify that a child cannot manage their behaviour during less structured times such as lunch breaks, we will pre-emptively encourage them to take part in alternatives such as 'nurture lunch'.

When a child's behaviour does not improve at lunch time despite all of the interventions then they may be issued with a lunchtime exclusion.

We follow the flow chart below to direct us with our consequences, if we feel that the consequences for KS1/KS2 are becoming ineffective.



At any point where behaviour is improved the child can move back towards class systems.

A child might move to fixed term exclusion or permanent exclusion before following the other steps due to the severity or their actions.

Serious breaches of the school's Behaviour Policy

We do not wish to exclude any child from school, but sometimes this may be necessary. The following are all recorded on CPOMS and SIMS and a letter will be given to parents explaining the decision and shared in a conversation either by telephone or in a meeting.

Internal exclusion – the Headteacher (or SLT in the Headteacher's absence will consult with the HT) may internally exclude a pupil in exceptional circumstances where previous consequences have failed to bring about an appropriate change to the child's behaviour, such as the use of aggressive language, the threat of violence and swearing. This will be used to ensure the safety of all members of our school family. Internal exclusion includes all break-times and lunchtimes for the length of the exclusion.

Only the headteacher (or the acting headteacher) has the power to exclude a child **from** school.

Fixed term exclusion – the Head teacher (or acting headteacher in her absence) may exclude a pupil from school in very exceptional circumstances. Fixed term exclusion is used for very serious incidents or where previous consequences have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Head teacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

This will include:

- The age and level of maturity of the pupil
- The conduct record of the pupil
- The response of the pupil to the investigation of the incident
- Whether others have been hurt as a result of the pupil's actions
- Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Child Protection, Anti-Bullying.

Statutory guidance is followed and a formal letter recording the exclusion is shared with parents where all legal rights are stated. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion as long as the parent is informed at the time of implementing the FTE that an investigation is taking place and if the evidence demonstrates a permanent exclusion is necessary it will be converted.

Fixed term exclusions can also include lunchtime exclusions. If a child's behaviour falls below an expected standard during the lunch break, we reserve the right to issue them with a lunchtime exclusion. In this instance, the parent is expected to collect them at the start of the lunch break and return them to school at the end of lunch break. In this instance, if a parent does not return the child to school after lunch, it would count as an unauthorised absence.

During fixed term exclusions, parents are expected to ensure that their child is not out in the local community during the school day and should treat a fixed term exclusion as an opportunity to support their child in modifying their behaviour. These periods away from school should not be treated as a holiday and in order to support the school, parents should not allow their child to be involved in recreational activities (such as gaming or on the internet for leisure purposes) during the time that they are excluded. There is an expectation (but not a requirement) that the school will provide and mark work during the FTE.

After each fixed term exclusion, a reintegration meeting will be held. Parents are expected to attend these meetings and to discuss how both they and school can support their child in meeting the school's behaviour expectations moving forward. These meetings are a vital part of the exclusion process.

Permanent Exclusion – the Head teacher may decide to permanently exclude a pupil following investigation.

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of other pupils or others in the school (DfE Guidance)

If the headteacher excludes a child, the parents or carers will be informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Behavioural Risk Assessment and Positive Support

A behavioural assessment must be completed when there is any element of risk to pupil or staff member. This will be completed in conjunction with the Headteacher as behaviour lead and SENCo.

- The assessment will ask about the specific behaviours and who is at risk and how.
- The completion of the form involves determining the actual level of the risk with a numerical ranking
- This ranking will help determine the level of action taken
- The assessment is shared with others involved with the pupil as well as parents
- The assessment and ensuing plan will have monitoring dates attached and this will be determined on an individual basis
- Positive Support Strategies are then outlined to promote desired behaviours and to reduce risk causing behaviours identified on the Behavioural Risk Assessments.

Additional Support

- There may be situations where additional support is needed by the school. A referral may be made to another agency such as an Educational Psychologist
- All such referrals will be made with the SENCo and the Headteacher.
- All staff should be aware of their own levels of coping at any one time and be comfortable to ask any other member of staff to support them in a difficult or stressful situation. They may need to withdraw from a situation for a short period of time.

7.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Teachers may discipline pupils for misbehaviour using the school's consequences if:

- the pupil is taking part in any school-organised or school-related activity;
- the pupil is travelling to or from school;
- the pupil is wearing school uniform;
- the pupil is in some other way identifiable as a pupil at the school;
- The pupils' behaviour could have repercussions for the orderly running of the school, or possess a threat to another pupil or member of the public or could adversely affect the reputation of the school. This includes the issues involving social media and electronic devices.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

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 fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Pupils that are found to have made malicious allegations will have breached the aims and expectations of the behaviour policy. Pupils will move straight to stage 3 of the ladder of consequences.

Any pupil who makes malicious allegations against a member of staff will face age-appropriate consequences.

All allegations will be dealt with in line with allegations against adults appendix found in the Child Protection and Safeguarding Policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectations in their class
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment – this is illegal
- Be recorded in CPOMS where our behaviour log is kept and reported to parents
- Guidance on the use of reasonable force can be found [here](#)
- Physical intervention policy is included as appendix 3

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. See appendix 4

8.3 Confiscation

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline
- 2) Power to search without consent for "prohibited items" including:
 - Knives and weapons;
 - Alcohol;
 - Illegal drugs;
 - Any item believed to be stolen;
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic images;
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should such items be seized, the following action will be taken:

Weapons and knives and extreme or child pornography will always be handed over to the police. Otherwise, it is for the Headteacher/Senior Leadership Team to decide if and when to return a confiscated item.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. St Martin's also recognises the importance of early identification and intervention for children suffering with SEMH (mental health), and understand that these individuals will need more support than others to develop their skills. We have a MHFA in school to support staff with any concerns around Mental Health, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. School may also consider the involvement of Social Care and Health Services.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

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. Our staff are provided with training on managing behaviour, as part of their induction process. (Appendix 4, 5 and 6) Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of not following our school expectations. The class teacher records minor classroom incidents on the shared drive and will inform the headteacher of such incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class teacher who will record it if deemed necessary. More serious behaviour incidents or repetitive breaches will be recorded on CPOMS.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

12. Links with other policies and documents

This behaviour policy is linked to the following policies:

- Exclusions policy
- Acceptable Use Policy and E-Safety Policy
- Safeguarding and Child protection policy
- Anti-Bullying policy
- Positive handling policy
- Staff Code of Conduct
- Equality policy

Staff training log

Please see separate staff training log available in the School Office and updated in line with staff CPD and also the Single Central Register.

Behaviour log

Please refer to CPOMS where behaviour incidents are recorded in the Incident log with actions and resolutions for each incident. This is where incidents are tracked and reported to the Governing Body or any other bodies such as the Local Authority.

Governing body written statement of behaviour principles

St Martin's school promotes a calm, positive and purposeful environment.

- All children, staff and visitors have the right to feel safe at all times in school
- Every pupil understands they have the right to feel valued and respected, and learn free from the disruption of others
- St Martin's is an inclusive school. All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times through modelling the behaviours of being Kind, Responsible and Respectful.
- All members of the school should be given to opportunity to be listened to and express their views and opinions.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff and parents and is consistently applied.
- Rewards and consequences must sometimes have regard to the individual situation and pupil and the headteacher will use her discretion in their use, Consequences should be applied fairly, consistently, proportionately and reasonably, taking into account SEND and needs of vulnerable pupils and offering support where necessary
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances either verbally, physically or online through social media. If a parent does not follow the expectations of being kind, responsible or respectful then the school may prohibit them from attending the school premises.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Behaviour record on CPOMS

A robust system called CPOMS, is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.



The teacher who is reporting, the child's name, date and time are automatically recorded

Include details on the following information

Name of staff members involved in dealing with the incident

Where did the incident take place?

When did the incident take place? (Before school, after school, lunchtime, break time)

What happened?

Who was involved?

What actions were taken, including any consequences?

If the child completed a reflection sheet upload to CPOMS

Is any follow-up action needed? If so, give details

People informed of the incident (staff, governors, parents, police)

Physical Intervention Policy

At St Martin's School we believe that pupils need to be safe, know how to behave, and to know that the adults around them are able to manage them safely and confidently. Whilst the emphasis in managing positive behaviour 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: 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.

- The United Nations Convention on the Rights of the Child, states that all children 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.
- 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, however they may be in a breach of their duty of care if they do not physically intervene when it is proportionate, reasonable and necessary to do so.
- 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 without written permission from the parent or carer.
 - Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions and will only be used in circumstances when one or more of the legal criteria for its use are met
 - The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
 - only the minimum force necessary will be used and as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
 - every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
 - a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
 - procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

“Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child’s behaviour. It refers to any instance in which a teacher or other adult has to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)
- To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

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;

The definition of physical force also includes the use of mechanical devices (eg splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

The intention of the staff and governors of St Martin’s school is 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. Whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally. Staff will use the minimum force needed to restore safety and appropriate behaviour.

There is no legal requirement for staff to have had any level of physical handling training in order to intervene. It is 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.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons and we recognise the benefits of positive touch for our pupils for example:

- ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
- ❑ to gently direct a pupil;
- ❑ for curricular reasons (for example in PE, Drama etc);
- ❑ in an emergency to avert danger to the pupil or pupils;
- ❑ in rare circumstances, when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- ❑ the pupil's age and level of understanding;
- ❑ the pupil's individual characteristics and history;
- ❑ the location where the contact takes place (it should not take place in private without others present)

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 and a Positive Handling Plan (PHP) may be 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 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 and are monitored to help develop policy and practice, inform risk assessment and management and identify training needs.

Restrictive Physical Interventions will be ONLY used when all other strategies have failed, and therefore only as a last resort or when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Although school staff are appropriately trained in restrictive physical intervention, it is our intention to de-escalate, defuse and divert first and foremost.


Appendix 4

	Stage description	Need for...	Behaviours	Positive handling responses
1	Anxiety/Trigger	Diversion, support and reassurance.	<p>Low Level</p> <p>Shows signs of anxiety, hiding face in hands, bent over/under table, pulling at collar or hat, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, adopting defensive postures.</p>	<p>Low Level</p> <p>Read the body language and the behaviour, intervene early, communicate; 'talk, I'll listen', Use appropriate humour, display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic.</p>
2	Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	<p>Medium Level</p> <p>Displays higher tension, belligerent and abusive, making personal and offensive remarks, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'I will not...' 'you cannot make me.'</p>	<p>Medium Level</p> <p>Continue to use level one strategies + state desired behaviours clearly, set clear, enforceable limits, offer alternatives and options, offer clear choices, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide the elbows towards safety.</p>
3	Crisis	Possibly for restrictive intervention appropriate for the service user.	<p>High Level</p> <p>Shouting and screaming, crying, damaging property, moving towards danger, fiddling with electrics, climbing trees, roofs, or out of windows, tapping or threatening to break glass, moving towards weapons, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.</p>	<p>High Level</p> <p>Continue to use level 1 and 2 de-escalation responses + make the environment safer, moving furniture and removing weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use help protocol and save face by changing face.</p>

	Stage description	Need for...	Behaviours	Positive handling responses
4	Recovery	Co-ordinated letting go and reassurance.	Recovery behaviours Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	Recovery positive handling responses Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5	Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	Depression positive handling responses Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6	Follow up	Listening and learning.	Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	<ul style="list-style-type: none"> • Listen to views of child • What can be learned from this? • Keep appropriate record of incident and responses • Share reports as appropriate – child's file • Appropriate professionals meet to discuss plan/risk assessment/care and control plan.

St Martin's Catholic Primary School

Behaviour Prompt Sheet

<h3>Expectations</h3> <p>We are Kind, Respectful and Responsible.</p>		
<p><u>Routines</u></p> <p>Use embellished countdowns (positive encouragement to get pupils ready)</p> <p>Non verbal cues</p> <p>Praise in public, reprimand in private (PIP RIP)</p> <p>Build respectful relationships</p> <p>Value children</p>		
<p><u>Adult consistencies</u></p> <ol style="list-style-type: none"> 1. Calm and consistent 2. First attention to best conduct 3. Be relentlessly positive 		<p><u>Over and above behaviour</u></p> <ol style="list-style-type: none"> 1. Super Star in class 2. House Points 3. Teacher recognition cards / certificates
<p><u>Stepped Consequences</u></p> <ol style="list-style-type: none"> 1. 1st Verbal warning 2. 2nd Verbal warning 3. 3rd Verbal warning 4. Miss 5 minutes play to discuss and reflect 5. Martin's Den – rest of lesson –SLT involved 6. Headteacher involved 7. Repair restoration 8. Move onto target card if behaviours persist. 	<p><u>Microscript</u></p> <p>"I noticed you are..."</p> <p>"It was the rule about (being kind, respectful, responsible) you didn't follow when..."</p> <p>You have chosen to ..."</p> <p>"Are you being (kind, respectful, responsible) when you are..."</p> <p>"Thank you for listening....."</p>	<p><u>Restorative questions</u></p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. What have you thought since? 4. Who has been affected by what you have done? 5. What do you think you need to do now to put things right?

Consistent routines for behaviour

Non verbal cues

Clapping signals to indicate attention is needed

Give me 5

Twinkle fingers – age appropriate

Eyes on me

Job done

Using hand signals such as different number of fingers to signal transitions

Embellished countdowns

5, that's lovely..., you've sat on the carpet already

4, brilliant...

3, well done ... you are sitting beautifully

2, super sitting...

1, fantastic job all of table...

First attention to best conduct

Wow you are doing an excellent job at.....

You are working so well.....

Lovely quiet work table 3.....

Be relentlessly positive

Use the positive version of commands i.e. say what they should be doing not what they shouldn't

e.g. Remember to use our classroom voices/ Working quietly today instead of stop talking

Appendix 7

Please note that the information below reflects the DFE Guidance of May 2020 – and is in response to an unprecedented set of circumstances and continues to reflect the school's mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims - *We will expect that pupils develop social and personal responsibility, care and consideration for others and to develop an understanding of how their actions affect other people.*

In light of the need for our children to behave differently in school due to the Pandemic, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the new requirements expected of all members of the school communities.

Pupils will be expected to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may play
- follow instructions regarding the use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and consequence system as appropriate.

Parents/carers will be expected to:

- Set a clear example by following the guidance regarding arrival and collection of children
- Ensure they follow the school's instructions for maintaining social distancing and the wearing of face coverings on school premises
- Follow the school's instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above

School staff will be expected to:

- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school's rewards and consequence procedures
- Report any serious infraction which may put others at risk.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing --- this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) The overriding aim is to ensure the safety and wellbeing of all members of our school community and we will utilise the full range of consequences listed in this policy to ensure adherence to these additional expectations.