

St. David Haigh and Aspull C.E. School
Supporting Positive Behaviour, Care and Relationships Policy -
September 2017-18

A successful caring school at the heart of the community.

School Aim

St David CE Primary School aims to provide a warm, caring and happy environment based on Christian faith, where each child is respected as an individual with personal, intellectual, physical and emotional needs and talents. Within this environment each child is given equal value and opportunities and is positively encouraged to reach their full potential, grow in confidence and develop high self esteem so as to respond positively to opportunities, experiences and responsibilities of life in an ever changing world.

Values and Philosophy

St David's school values are firmly based on the Christian Faith. Everyone in the school therefore works to provide an emotionally warm, caring and happy environment, in which all people in the school know they are valued, welcome and helped to realise their capabilities.

Since lifelong success depends in part on learning to make responsible choices, we have developed classroom plans, which guide every person to make good decisions about his or her behaviour.

Aims of Policy

The overriding aim, which reflects these values, is the development of the self-esteem of all members of the school community.

We aim to do this by:

- Assisting everyone to achieve their best possible personal relationships and work capabilities.
- Using positive strategies to help people achieve their capabilities via constantly noticing and publicly celebrating their achievements.
- Helping everyone develop the ability to make responsible choices about their own learning and social behaviour.

Behaviour and Work Expectations

For adults:

We expect their own work and behaviour to other adults and children to always be in accord with the values and aims of the school's policy, so that they serve as a role model to which all the children will aspire. Central to this is their use of positive behaviour management principles. The principles of positive behaviour management are set out in our document held by the Headteacher and each member of staff has a copy of these.

For pupils:

The children agreed the 'St David's Way' 10 Qualities for school through a process of discussion, initially with staff then approved by the School Council.

The St David's Way

1. We show kind, caring, Christian values
2. We use good manners and politeness
3. We line up promptly and walk sensibly
4. We use quiet voices inside school
5. We are organised with correct equipment
6. We come to and leave school sensibly
7. We wear the correct uniform
8. Smart Hairstyles and appropriate accessories
9. In lessons:
6 feet on floor
2 hands for writing
bbc position
10. In the Dinner Hall- Good manners, sensible behaviour

These rules are displayed around school

In addition to the whole school behaviour expectations, all class teachers will have at least one specific rule for their class, which will clearly reflect the school's values. These will be taught to the class, clearly understood by all the pupils and clearly displayed along with the whole school behaviour expectations. Ideally these rules will be based on discussion by the class and their teacher, regarding what collectively is felt most appropriate for targeting e.g. 'We always look after our possessions in Year 2'.

A. Responses to Desired Behaviour

Positive recognition is the cornerstone of the school's behaviour and care policy. It is given at three levels:

1. Individual Level

The positive recognition system we use for behaviour is the same as that used for academic work. Positive recognition is given for:

- Achievement of desired behaviour
- Efforts towards trying to achieve these
- Improvements in behaviour.

- a) All classes use a positive behaviour chart upon which individual pupils move up during the week according to the points they are awarded (with the

exception of Reception who are introduced to this system in the Summer Term). This is in five stages:

Stage 1: Verbal praise

Stage 2: Sticker

Stage 3: Certificate signed by the class teacher

Stage 4: Certificate signed by the Head/ Deputy/ Key Stage Manager

Stage 5: Letter sent to parents

At the end of the week children are presented with highest achieved Stage Reward based on points scored over the week.

2 - 5	Sticker
6 - 10	Good Behaviour Certificate
11 - 20	Head-teacher's Certificate
21+	Letter from Head-teacher

This is seen as a celebration and reinforcement of positive behaviour.

This is monitored across the term and individual children who consistently display good behaviour or improved behaviour may be given a letter from their teacher or the Head-teacher, to take home to their parents/carers to celebrate this achievement.

b) Additionally class teachers use individual reward systems to reinforce positive behaviour. Examples are:

- Rewards may be verbal and written.
- House points/stickers for continued desired achievements, or improvement.
- Individual or Group Positive Behaviour Charts
- Recognition in Kind and Caring Assemblies
- Star of the week
- Learning Mentor issued 'Golden tickets' for desirable behaviour.

c) A system of Golden Time is also to be introduced in Autumn Term 2016 for classes 2 - 5. Children who have adhered to the St David's Way throughout the week will be rewarded with half an hour's fun activities on Friday afternoons.

2. Small Group/Class Based

a) Staff will give whole class rewards as appropriate in relation to the behaviour rules. The emphasis will always be on the positive achievements of small groups and class. The use of positive behaviour management strategies will equally apply.

b) Class rewards are given at the class teacher's discretion and could include:

- A class quiz
- An extra playtime
- An extra story time
- A games session
- PE lesson

3. Whole School

Assertive Mentoring

As from September 2014 the School is introducing a programme of Assertive Mentoring. As part of this whole school programme targets for behaviour will be set. Each pupil will be awarded a green, amber or red rating for behaviour and overall attitude to school by their class teacher during termly one to one mentoring sessions. Other aspects to come under this strand of the assertive mentoring programme include the wearing of correct uniform, bringing in to school PE kit, attendance and punctuality etc.

House System - All the children have been put into houses - red, blue, green and yellow. Siblings will be put in the same house where possible. All classes are given individual house points, which will be awarded for good behaviour and/or work. Teachers award house points at their discretion and add the points together at the end of the week. House points will lead to trophies and other rewards, including additional playtimes. A nominated child will collect points from each class on a Friday afternoon. Points will be announced on Thursday morning and a chart updated by a Year six child on Thursday. The 'house system' will be used to celebrate other whole school events, including sporting events. A trophy will be displayed for the winning house of each week/half term and for Sports Day. House Captains will be chosen from Year 6 on the basis of good attitude.

Responses to Misbehaviour

Particular attention is given to ensuring that **no sanction or caution is given in a psychologically harmful way that may criticise the pupil as a person.**

Misbehaviour is recorded daily using a Sanctions sheet, which has 5 clear stages:

Stage 1 (Amber) - A verbal warning (recorded on the sanctions sheets)

Stage 2 (Amber) - On the second occasion that a formal warning has been issued the children will be sent to a 'time out' area in the classroom.

Stage 3 (Red) - Third warning - Child is sent to a designated classroom with work/ reading book as appropriate and a Behaviour Note is sent home. This has to be signed by the parent and returned to school.

Stage 4 (Red) - Fourth Warning -Child sent to the Head/ Deputy/ Key Stage Manager/Learning Mentor.

Stage 5 (Red) - Fifth Warning - Head/ Deputy/ Key Stage Manager/Learning Mentor informed and parents contacted to discuss the child's behaviour

The Sanctions sheets are used to monitor children's behaviour and the following will apply:

Stage 6 - When Stage 4 occurs three times in half a term (or 6 week period) the school will contact the parents to discuss the situation and agree ways to resolve concerns (see appendix). An individualised programme of intervention (Behavioural IEP) may be put into place at this point. At this meeting parents will be invited to partake in a home/school behaviour book or ABC log with behaviour and work closely monitored by school and home.

Stage 7 - If behaviour/quality of work does not improve following Stage 6, a further letter will be sent to parents requesting a meeting with Head teacher, class teacher and parent. At this point the school may decide to involve outside agencies (Pastoral Support Programme).

In rare circumstances it may be necessary to use:

- Isolation (for a set number of days)
- Implementation of Exclusion Policy.
- Governors' involvement in rare circumstances.

In exceptional circumstances, if behaviour is severe it may be necessary to move to the exclusion policy at an accelerated rate.

At all times children's behaviour will be monitored and children who do try hard to improve behaviour/quality of work will be acknowledged. At all times positive behaviour management principles will apply.

Golden time

Golden Time acts as a supplement to the existing system of sanctions. Pupils lose 5 minutes of Golden Time per warning and 10 minutes per behaviour note. Minutes lost are recorded on the sanctions sheets and pupils are expected to wait out their lost minutes before joining in the fun activities provided during the once weekly half an hour of Golden Time.

Dinner Time

Children and Welfare Staff have developed an agreed set of Playground rules these are:

- Respect other children.
- Respect all adults.
- Respect the school, the playground and school property.
- Have fun!

Positive Rewards

Lunchtime Supervisors will use the following rewards:

- Praise;
- Stickers;
- Spot certificates in the playground*
- Lunchtime Stars; *(certificate awardees to be announced and entered into a weekly draw in assembly with one winner being awarded a golden ticket).
- Inform class teachers about good behaviour;

Consequences

Lunchtime Supervisors will use the following sanctions:

- Warning;
- Time out with an adult in the playground;
- Time out with an adult in school; (length of time dependant on age and severity of incident) *
- Learning Mentor informed;
- Class teacher informed- Behaviour note home;
- Deputy/Learning Mentor to contact parents.
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*Lines to be given to pupils in year 3 and above involved in more serious incidents. A warning to be issued and/or behaviour note given in incidents of physical violence. Lunch-time supervisors to consult the Learning Mentor/Deputy for further guidance if necessary.

Whole School Policy Review Procedures

All staff will make sure that they give more praise statements to individual/class than reminders/reprimands. This will particularly apply to those pupils who reach Stage 3 of the responses to misbehaviour procedures.

R Time

The School has access to 'R Time', sessions are provided in classes, on a needs basis. R time is a Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of Random Pair work. R time has been shown to improve behaviour, reduce bullying, raise self-esteem and accelerate learning.

Anti-bullying Policy

At St David Haigh & Aspull CE School we strongly believe that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

The purpose of this document is to set out a definition for bullying and to explain the procedure to be followed for dealing with bullying.

Aims and Objectives

- To give a clear definition of bullying.
- To raise awareness of bullying by ensuring that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- To bring about conditions in which bullying is less likely to happen in the future by ensuring that all governors, teaching and non-teaching staff know what the school policy is on bullying, and to follow it when bullying is reported.
- To ensure a whole school approach to bullying by ensuring that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.

What is bullying?

There are a number of definitions of bullying, but all definitions include the following characteristics:

- That it tends to be repetitive or prolonged.
- That it involves an imbalance of power.
- That it may be verbal, physical, psychological, racist, sexual or homophobic.

Definition

At St David's School, the children and parents have agreed that their definition of bullying is:

Bullying is when a person, or group of people, say or do horrible and nasty things that make you feel upset or petrified. It happens more than once and it is done on purpose.

Bullying can be:

<ul style="list-style-type: none">• Emotional	Being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).
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• Physical	Pushing, kicking, hitting, or any kind of violence.
• Racists	Racial taunts, graffiti, gestures.
• Sexual	Unwanted physical contact or sexually abusive comments.
• Homophobic, biphobic or transphobic	Being of, or focusing on the issue of sexuality or gender identity (including name-calling of a homophobic, bi-phobic or transphobic nature, belittling, graffiti, gestures, spreading rumours).
• Verbal	Name calling, sarcasm, spreading rumours, teasing.
• Cyber	Using technology to taunt, name call, belittle, share photographs via Texting, websites, chat rooms, social network sites, email etc

Any instances of any of the above should be reported to the School's Learning mentor or member of SLT in the first instance.

Why is it important to respond to bullying?

- Bullying hurts.
- No-one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.

At St David's we understand that we have a responsibility to respond promptly and effectively to issues of bullying.

Strategies for the prevention of bullying

In order to encourage co-operative, non-aggressive play we have introduced and implemented preventative strategies, which we hope will reduce incidents of bullying behaviour. These are:

- Citizens Against Bullying - a project offered by Wigan's Behaviour Support Team.
- The 'St David's Way' 10 Qualities for positive attitudes in school
- Personal, Social and Health Education along with Sex and Relationships education delivered throughout the school, according to our scheme of work which covers topics such as peer pressure, choices and bullying explicitly.
- Individual anti-bullying class lessons as required to address problems as they arise.
- 'R time' a personal and social education programme aimed at creating effective, respectful peer relationships is delivered weekly in all classes.

- Strategies such as circle time and role play are used as a means to explore different issues as they arise in school.
- Posters, books and display boards are used to promote a positive attitude towards behaviour, friendships and the range of family make-ups and relationships which reflects our current society.
- Through assemblies and the Religious Education Scheme of work we constantly talk about the importance of friendship and being a good citizen.
- We seek to promote a happy school.
- We seek children's opinions through questionnaires and key issues are dealt with through circle time and at School Council meetings.
- High profile activities for anti-bullying week such as anti-bullying assemblies, posters, resources etc.
- A confidential bullying report box placed in a prominent, accessible location in school.

Alongside these strategies, we encourage co-operative behaviour through:

- Play leaders
- Play equipment
- Buddies
- Designated non-teaching staff to co-ordinate games sessions at playtimes.
- A series of 'Friends of St. David' events which encourage partnership with parents.
- An annual residential visit for Year 6 focusing on teamwork, co-operation and self-worth.

Procedures for dealing with bullying

When bullying has been observed or reported (i.e. instances have been reported as occurring several time on purpose) then the following steps should be taken:

The 'Seven Step Approach' should be used. This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome for the victim.

Monitoring and Evaluating the Policy

The Senior Management Team will review the incident book regularly to look for recurring incidents and see if these can be related to particular school routines.

If, on review it is deemed that the 'Seven Steps Approach' had not worked for a particular child or a group of children and the bullying continues, then the following will happen:

- The parents/guardians of the victim and the bully(ies) will be informed

- A referral to the Wigan TESS team will be made which may lead to an initiation of a Pastoral Support Programme if a child is in danger of exclusion or a fixed term exclusion has already taken place.
- A fixed term exclusion may be necessary.
- The child will be placed on a special needs code of practice at School Action Plus.
- The Governing Body will be made aware of the disciplinary action taken.

Physical Restraint Policy

1. The Legal Framework

Physical Restraint should be limited to emergency situations and used only in the last resort. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing an offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil.)
- Causing personal injury to, or damage to the property of, any person (including the pupil himself.)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(Examples of possible situations are given in Appendix 1)

1:2 Staff to which this applies

The staff to which this power applies are defined in section 95 of the Act. They are:

- Any teacher who works at the school.
- Any other person whom the head has authorised to have control or charge of pupils. This includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
- It can also include people to whom the head has given temporary authorisation to have control or charge of pupils, such as paid members of staff whose job does not normally involve supervising pupils.

1:3 When this applies

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit.)

2:1 Definition of restraint at St David's

Physical restraint is the positive application of force with the intention of protecting the child from harming her/himself or others or seriously damaging property. The force used is in proportion to the consequences it is intended to prevent and that the degree of force should be the minimum needed to achieve the desired result.

2:2 General policy aims

Staff at St David Haigh & Aspull CE Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Supporting Positive Behaviour, Care and Relationships Policy.

2:3 Specific aims of the restraint policy

To protect every person in the school community from harm.

To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

3. Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they have a duty of care and should, therefore, take reasonable action to ensure pupils' safety and well being. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At

the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3.1 Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the *broken record* in which an instruction is repeated until the pupil complies;
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective;
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened;
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high);
- the employment of other sanctions consistent with the School's policy on behaviour and discipline.

3.3 Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why.
- Use the minimum force necessary.
- Involve another member of staff if possible.
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition.)
- Use simple and clear language.
- Hold limbs above a major joint if possible e.g. above the elbow.
- Relax your restraint in response to the pupil's compliance.

DON'T

- Act in temper (involve another staff member if you fear loss of control.)
- Involve yourself in a prolonged verbal exchange with the pupil.
- Attempt to reason with the pupil.
- Involve other pupils in the restraint.
- Touch or hold the pupil in sexual areas.
- Twist or force limbs back against a joint.
- Bend fingers or pull hair.
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck.
- Slap, punch, kick or trip up the pupil.

3.4 Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the leadership team should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restrain Report Form (attached). All sections of this report should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

4 Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

5 Complaints

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

Appendix 1

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil

- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.

Appendix 2

<u>RECORD OF RESTRAINT</u>	
Date of incident:	Time of incident:
Pupil Name:	D.o.B:
Member(s) of staff involved:	
Adult witnesses to restraint:	
Pupil witnesses to restraint:	
Outline of event leading to restraint:	
Outline of incident of restraint (including restraint method used):	

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Outcome of restraint:

Description of any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident: By whom informed: Outline of parent/carer response:

Signatures of staff completing report:
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<u>Brief description of any subsequent inquiry/complaint or action:</u>

Agreed: September 2017
Review Annually