



Part of Bishop Wilkinson Catholic
Education Trust

St Mary's Catholic Primary School: Assertive Discipline and Positive Behaviour Management Policy



Excellence, inspired by Gospel values

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Chair of Governors: Dr Joanna Marshall

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Assertive Discipline and Positive Behaviour Management Policy

Our whole school approach to behaviour management is firmly embedded in our Rights Respecting School ethos

Rationale:

At St Mary's Catholic Primary School, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure.

We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils. Keeping pupils in control is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

Our charters are agreed by all children and staff and are based on ensuring every child in school is happy and safe through mutually respectful behaviour. We want our school to be a successful place where everyone is treated with respect, kindness and understanding.

This policy is based on the following beliefs:

- Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, will enable them to make the right choices.
- Encouraging good behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development of the child.
- Praise and positive reinforcement is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff, and overtly and consistently rewarded, and promoted, at all times.
- Good behaviour for learning allows children to work and participate to their full potential, completing assigned work in connection with their education.
- Children should have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. A Rights Respecting ethos is embedded and built upon. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so they can achieve their full potential.

***'Right to an education that develops talents and abilities.'* Article 29**

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

***'Right to respect other people and be respected.'* Article 29**

The school expects every member of the school community, adults and children, to behave in a considerate way towards others and uses rights respecting language to promote positive personal and social relationships.

We treat all children fairly and apply this behaviour policy in a consistent way.

***'Every child has rights.'* Article 2**

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community and empowered active global citizens.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote behaviour that is accordance with British values and global attributes, rather than merely deter anti-social behaviour.

This policy complies with section 89 of the Education and Inspections Act 2006.

St Mary's RC Primary School Charter:

Pupils respect each other's rights by:	Rights from the UNCRC:	Adults can respect our rights by:
	Article 3: <i>Adults should do what is best and fair for children.</i>	<ul style="list-style-type: none"> Thinking about children first in everything they do at school.
<ul style="list-style-type: none"> Respecting the feelings of others. Sharing suggestions which are sensible. 	Article 12: <i>Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i>	<ul style="list-style-type: none"> Listening to what children want to say. Encouraging children to share their opinions.
<ul style="list-style-type: none"> Respecting the beliefs of others. 	Article 14: <i>Every child has the right of freedom of thought, belief and religion.</i>	<ul style="list-style-type: none"> Dedicating time to learn about other cultures.
<ul style="list-style-type: none"> Caring for others. Never engaging in physical conflict. Being kind to children and adults. <ul style="list-style-type: none"> Asking for help. 	Article 19: <i>Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment.</i>	<ul style="list-style-type: none"> Having a Positive Behaviour Management Policy. Having a range of adults children can talk to if they need to.
<ul style="list-style-type: none"> Accepting that we all have differences. <ul style="list-style-type: none"> Offering help. Accepting help. Treating others as we want to be treated. 	Article 23: <i>Every child with a disability has a right to care and support allowing for a full and decent life with dignity and independence.</i>	<ul style="list-style-type: none"> Providing special resources to help us with our work. To help us with SMART targets. To think about us when planning our work.
<ul style="list-style-type: none"> Always trying their best within all areas of classroom life. 	Article 28: <i>Every child has the right to education.</i>	<ul style="list-style-type: none"> Providing children with valuable opportunities to experience and learn from.
<ul style="list-style-type: none"> Trying their best to develop their talents. Respecting others in every situation. 	Article 29: <i>All children have the right to be themselves, allowing their personality and talents to develop to the full.</i>	<ul style="list-style-type: none"> Providing opportunities and encouraging children to develop personality and talent. Being a good role model showing respect for other cultures.
<ul style="list-style-type: none"> Being kind to each other. Making the most of their opportunities to join school clubs. 	Article 31: <i>Every child has the right to relax, play and take part in a wide range of activities.</i>	<ul style="list-style-type: none"> Ensuring children are given time to relax and play. Providing opportunities to experience a wide range of activities.

We want our pupils to be able to:

- Take risks and learn from their mistakes.
- Have informed opinions and respect for others.
- Develop a curious outlook on life.

In Key Stage 1:

- We want children to develop in confidence and believe in themselves.
- We want them to learn to be independent.
- To respect themselves and others.

In Key Stage 2:

- We want to develop critical thought.
- We want to develop ambition.
- We want children to learn to persevere.
- We want children to be tolerant and understanding.

To encourage this growth, we will use an explicit reward system through the giving of house points and rewards for good behaviour and achievement in both academic and non-academic activities.

Behaviour

As a Rights Respecting school, we currently have our recognition of commitment, our behaviour policy is linked to school charters. There is an expectation of excellent behaviour and an ethos rooted in our Christian belief, that we treat everyone we meet with courtesy and respect.

Good behaviour is that which conforms to the reasonable requirements and expectations of our school. It requires respect for one's self, mutual respect for others and care for our environment, both inside and outside of school.

Our school charters and classroom charters are developed by children and staff and we all signed up to these. Each class may have a different charter but each charter is founded upon safe, sensible behaviour where good manners, consideration, courtesy and respect for others are expected from adults and pupils alike. The pupils develop charters within their own classrooms, for the playground, dining hall, corridors and toilets. They state what is expected of children and adults and both our rewards and consequences systems relate back to these charters.

Our pupils are aware of the acceptable behaviours within our environment and the possible consequences should they choose to ignore them. Staff encourage good behaviour and high standards through the use of frequent praise and high expectations. Children receive consequences consistently following inappropriate behaviour with the child fully understanding why they have received the consequence. We treat all children fairly and with compassion.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged.

- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership of routines.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching the language of feelings.

More specifically children must be taught:

- To move appropriately in and out of school building.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.

Children who use appropriate behaviours must be encouraged and rewarded.

Staff keep the balance more to praise than criticism by:

- Smiles and gestures.
- Engaging in enjoyable activities.
- Verbal comments, special responsibilities etc.
- Body language is important.

Rewarding good behaviour must be the 'norm' and is the responsibility of all adults in the school. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day.

Rewards

These rewards are given to a child or a class when children follow the rules. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement.

- Verbal praise
- Stickers
- Individual class chart/reward systems
- Sharing good work with others - Phase Leader, DHT, HT and parents
- Individual achievement points
- Golden Card Award
- Half termly class incentives
- Golden tickets

Class teachers may operate individual reward systems within the scope of the policy.

To encourage children who are slow to follow directions and rules, staff must be skilful in building a good relationship with the pupils and must employ a range of strategies in conjunction with effective teaching (see above). When dealing with instances of poor behaviour the following strategies should be used:

- Praise of children nearby.
- A disapproving look.
- Stand close and encourage back to work.
- Visit the child and ensure that the work/activity is understood and at an appropriate level. If a child is misbehaving in a lesson, always look to your own practice first and the content of the work. Ask: Is it engaging? Is it at the right level for the child? Do I need to re-teach or re-engage?

When children continue to ignore directions and/or are disruptive teachers will give a clear rule reminder using the class charters and/or general school rules display and give a reminder of the consequence so the child has a clear choice about following direction.

Sanctions and Consequences

These sanctions are given to a child or a class when children do not follow the rules, demonstrating yellow and/ or red behaviour. Sanctions need to be consistent and sure to happen in order to be effective. Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgement - we are all human - children like honesty and fairness. Never give a consequence without following it up. There must be a fresh start every day.

Yellow behaviour examples:

- Talking during listening time.
- Swinging on a chair.
- Shouting out.
- Distracting other children. Avoiding work - sharpening pencils, going for milk. Being careless with belongings.
- Not listening.
- Silly noises.
- Being rude/disrespectful.
- Teasing other children.
- Poor attitude to work/refusal to complete the task.
- Disruption of the lesson/learning for others.
- Inappropriate language.

Red behaviour examples:

- Continuation of yellow behaviours.
- Racist, homophobic comments.
- Bullying.
- Total refusal to work.
- Refusal to do as asked by a member of staff.

- Exiting the classroom without permission.
- Throwing equipment.
- Hurting another child or adult.
- Destroying the environment.
- Swearing.
- Stealing.
- Defiant behaviour.

Sanction levels within class/school:

Levels 1 - 4 are classed as 'yellow behaviours'. Level 5 is deemed 'red behaviour'.

Verbal warning. The Duty bearer explains the behaviour is not appropriate and use Rights Respecting language in the explanation.

- 1) **First Warning:** The child will be placed onto the tracking sheet.
- 2) **Second Warning:** The child will spend five minutes in 'time-out' in their own classroom - removed from distraction.
- 3) **Third Warning:** Loss of next available break time.
- 4) **Fourth Warning:** Child is sent to the Behaviour Manager followed by seclusion time in the Headteacher's office. A yellow warning letter is sent home at this point.
- 5) **Fifth Warning:** Red card is issued; a letter is sent home and an appointment is made with parents, behaviour lead and Headteacher if deemed necessary.

All red cards must be followed up with a de-brief completed by the member of staff issuing Red Card.

- The conversation will take place between the Headteacher, parents/guardian and Behaviour Lead about the most suitable way to recognise the behaviour/ incident which may include: home/school report; isolation and if serious the child will be placed in seclusion from their class.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. High expectations are paramount, however, the children also know they have a **'right to an education that develops talents and abilities.'** **Article 29**
- The safety of the children is paramount in all situations. If a child demonstrates behaviour which endangers the safety of others, the class teacher stops the activity and prevents the child from taking part. The reasons for stopping the activity is explained to the child using Rights Respecting language. **'Every child has the right to be protected.'** **Article 19**
- If there is a serious verbal or physical incident which occurs the Behaviour Lead is involved immediately. The incident is looked into and recorded by the Behaviour Lead. If it is appropriate the children write a letter to the parents explaining what has happened. The parents must sign and return the letter.

- Depending on the severity of the aggression the Headteacher may wish to see both parents and children. The children will then be given a suitable consequence of either isolation for a number of days at playtimes or a fixed term seclusion in the Prayer Room.
- The use of foul and abusive language is not acceptable in school. Children are encouraged to use rights respecting language. Adults in school are duty bearers and are expected to model using rights respecting language.
- If a serious incident occurs or in the case of repeated incidents more than a one-day Fixed Term Exclusion may be issued.
- If a child continuously displays inappropriate behaviour they may not be chosen to represent the school in events outside of school for up to a term. They also may not be able to take part in events where they may be at risk to others or themselves.
- In extreme cases it may be necessary to permanently exclude a pupil.

Class teachers work collaboratively with their class to create class charters and are often referred to so that pupils take responsibility for them. The charters and rights chosen will be designed to support the learning environment and ethos within the classroom.

Bullying and racism are not tolerated in school and are dealt with very seriously. If a child is known to be bullying other children then they will receive a letter home warning that future incidents of bullying will result in a one-day exclusion.

Positive Handling

The term "Positive Handling" includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term "physical restraint" is used when force is used to overcome active resistance. All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence behaviour and taking steps to divert behaviours leading towards foreseeable risk. However if problems arise staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Some staff have been trained in team teach and these adults would usually be the ones who would carry out any physical intervention or restraint. However

all staff have the authority to physically restrain a child if they are placing others in danger. (See positive handling policy)

Isolation

Isolation can be used to exclude pupils from the yard at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the Key Stage Leader and DHT/HT whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day.

Longer-term isolation

This will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours. The Key Stage Leader must ensure where and when this will take place and ensure the provision for the pupil during the day.

Behaviour Monitoring Diaries

Behaviour monitoring diaries (traffic light system or similar) are available for pupils with specific behavioural needs. They are used to monitor behaviour and effectively communicate between school and home.

Exclusion for serious incidents

For behaviours where there may have been or is likely to be significant harm or risk to pupils or staff. The school reserves the right to fixed term exclusion for any pupil without using the above consequence process. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered (in consultation with the school's Governing Body).

Procedures following a Fixed Term Exclusion

- (i) Exclusions up to 5 consecutive days - work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.
- (ii) Exclusions for 6 consecutive days or longer - the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion. (Schools need to explain their agreed arrangements to Governors.)

Procedures following a Permanent Exclusion

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

The Role of the Behaviour Lead

- ✓ The Behaviour Lead supports the class teacher, teaching assistants, non-teaching adults, children and parents. They work closely with the Headteacher to offer pastoral care and improve attendance. The behaviour manager offers one to one sessions with children who need to speak privately about matters that concern them. ***'Every child has the right to privacy.'* Article 16**
- ✓ If a child continues to demonstrate behaviour that is not respectful of the class charter then they may have to spend time out of class and work in the Behaviour room (Prayer Room). The Behaviour lead supports children in resolving any conflicts. They encourage children to be respectful of each other and listen to both points of view. ***'Every child has the right to an opinion.'* Article 12**

The Role of the Class Teacher

- ✓ It is the responsibility of the class teacher as the duty bearer to ensure that the class charters are used in their class, and that their class behaves in a responsible manner during lesson time.
- ✓ The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. ***'Every child has the right to an education that develops talents and abilities.'* Article 29**
- ✓ The class teacher treats each child fairly and refers to the classroom charter consistently. The teacher treats all children in their class with respect and understanding. ***'Every child has rights.'* Article 2**
- ✓ If a child does not follow the class charter, the class teacher speaks to the child and deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher and Behaviour Lead. Parents may be consulted and a Pastoral Support Programme will be set up for the child.
- ✓ The Headteacher and class teacher liaise with parents and external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the child's social worker, Educational Psychologist or LA Behaviour Support Service.
- ✓ The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child or if a child has been particularly well behaved.
- ✓ It is the responsibility of all staff to ensure that school charters are used in and around school at all times.

The Role of the Headteacher

- ✓ It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement and monitor the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. **'Every child has the right to be protected' Article 19**
- ✓ The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- ✓ The Headteacher keeps records of all reported serious incidents of misbehaviour. All violent incidents (verbal or physical) by a pupil or parent/guardian will be reported to County Hall using the appropriate recording sheet and it may be necessary to inform the police.
- ✓ The Headteacher has the option to issue a fixed term exclusion for repeated refusal to follow instructions.
- ✓ The Headteacher has the responsibility for giving fixed-term exclusions 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.
- ✓ The school does not accept racial prejudice in any form and all such incidences of racial bullying will be reported to the LA.
- ✓ The Headteacher has a responsibility to support parents/families, particularly with those children who find following the policy challenging. The Headteacher will work closely with parents for the benefit of all children's emotional health and wellbeing.

The Role of Parents

- ✓ The school works collaboratively with parents, so children receive consistent messages about acceptable behaviour both at school and at home.
- ✓ Parents are given a copy of the Behaviour and Discipline Policy (Parents Summary) leaflet. They are expected to promote the school policy at home and support the school when asked.
- ✓ If a serious incident occurs parents are contacted by the Behaviour Manager. If parents have any concern about the way that their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- ✓ We expect parents to conduct themselves in an appropriate manner and acts of aggression towards staff, whether verbal or physical, will not be tolerated. All such acts will be referred to the Governing Body, reported to County Hall and reported to the police.

The Role of Governors

- ✓ The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

- ✓ The Headteacher has the day-to-day authority to implement the school agreed behaviour policy, but governors may give advice to the Headteacher and are fully involved in the process of reviewing policy and guidelines.

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Headteacher and chair of governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Headteacher will decide upon the sanction for the pupil who made the false allegation. The Headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input, or an Individual Behaviour Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).

School Welfare Officer and Outside Agency Support

The school's Welfare Officer may support behaviour where referred by the Headteacher or Deputy Headteacher. A Team Around the Family meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the school's CPOMS system and impact reports produced termly.

Bullying

- Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.
- We firmly believe bullying is wrong and can damage individual children. We endeavour to prevent it, by having a school ethos in which bullying is regarded as unacceptable.
- We aim to produce a safe and secure environment where all can learn without anxiety.
- We aim, through our Anti-Bullying Policy, to have a consistent school response to any bullying incidents that may occur.
- We aim, through our Peer-to-peer Abuse Policy, to have a consistent school response to any peer pressure or abuse incidents that may occur.

- We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.
- All issues are fully investigated and appropriate action taken. Pro-active measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies including circle time, and PSHE activities - in class, with individuals, in groups, and in assemblies. For further information on the role of the Headteacher, class teachers, Governors and parents please see our Anti-bullying policy.

Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging:

- Pupils will be advised on cyber bullying through curricular activities and external consultants.
- Pupils and staff are required to comply with the school's Acceptable Use policy and agreement.
- Parents/Carers are required to sign the school's Acceptable Use Agreement.
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child to supplement learning.
- Parents/Carers are provided with information and advice on cyber bullying.

Routines

It is important that children are consistently taught a range of school routines that enshrine the golden rules and all agreed charters.

- Good attendance and arriving on time to school for the start of the day and individual lessons.
- Walking around school in an appropriate manner at all times.
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. Break and lunchtime. Knowing where friendship stops are and how to speak to a adults if they want to.
- Ensuring pupils have a clear understanding of timetable and arrive at school with the appropriate equipment/clothing to take part in all activities.

Supervision during school and at break times is key to preventing incidences of poor behaviour. Close supervision/monitoring of identified pupils will take place in collaboration with the class teacher, key stage leader and break time cover staff. Close monitoring details will be visible in the staff room and recorded by the class teacher on CPOMS.

Guidelines

Teachers will spend time teaching children the rules and routines they need to follow and will review the school rules and consequences on a needs basis but at least at the start of every half term.

Every opportunity is to be taken to reinforce the positive behaviour policy through the use of PSHE resources, planning, teaching, visits and trips.

All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour. You are not just responsible for your own class. At any time take the opportunity to praise children around school, in assembly, dining hall etc. Similarly, if you see misbehaviour in any setting you must challenge it, walking by, ignoring it or leaving it for someone else to deal with is tantamount to condoning the behaviour - consistency and clarity from everyone is the key to the policy working.

Absolute consistency is the key to any good behaviour strategy. Never overlook or fail to reward or impose sanction no matter how busy or time pressured you are. Lack of consistency will lead to pupils deliberately stretching boundaries because they will have been taught they are elastic. This must be consistent across all staff at all times; each time we fail to act either through reward or sanction, we let each other down.

Recording and Reporting Behaviour

All achievements and behaviours are recorded centrally as part of the SIMS system. The school produces half termly reports for achievement and behaviour for the Senior Leadership Team to analyse and target intervention where necessary. This will track the behaviours of all pupils and pupil groups, which include: boys and girls, those entitled to the Pupil Premium, those with Special Educational Needs and the least and most able pupils. These are reported formally to the full governing body three times per year as part of the Headteacher report.

How to debrief incidents - A restorative practice approach

The school is following the best practice outlined in the Restorative Practice approach to behaviour management. The principles of which ensure fairness of approach and allowing all sides to have their say. The aim is always friendly resolution to the problem.

Again, consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids children from being able to say 'I was not listened to' or 'I tell a teacher and they do nothing'.

When de-briefing an incident ensure you are talking to the correct children. Move them away from others to avoid unnecessary complication from others. Allow both parties to answer without interruption the following questions (staff have laminated copies available at all times).

Restorative Questions:

What happened?

Has this happened before?

When did this happen?

How are you feeling?

How have you been affected?
Who else has been affected by this?
What needs to happen to make things right?

The children should come up with the idea of how to move on. A successful resolution would be the children realising what needs to happen and a strategy is developed for the rest of the break/day.

Follow up:

This is an essential element of all behaviour. It is important that a follow up is made between both parties later in the break/day to check that harmony is being maintained. If not, then the approach is repeated.

Recording Red Card Consequences

The class teacher must inform parents each time a child receives a red card both orally and in writing. Staff should, whenever possible, speak directly to a parent after school or make a phone call on the same day.

The red card incident must be entered as a behaviour incident onto the CPOMs system by the member of staff dealing with the incident. The child's name, date and a full explanation of the incident must be recorded.

Behaviour reports will be monitored by phase leaders every half term and by the Behaviour Lead, Deputy Headteacher and Headteacher when appropriate.

ON NO ACCOUNT MUST A RED CARD BE WRITTEN IN A HOME-SCHOOL READING RECORD.

Red Cards and Severe Clause

We will use the Severe Clause Criteria when a child:

- Wilfully hurts another child.
- Wilfully destroys property.
- Wilfully and overtly refuses to do what he/she is told to thereby jeopardising the health and safety of the class.
- Engages in any behaviour that stops the class from functioning and prevents learning from taking place for an unacceptable length of time.

Severe Clause Consequences

When the child receives his or her third red card, the child will have a debrief with the class teacher, phase leader, behaviour lead, and parents.

Support given from Behaviour Lead, School Welfare Officer and any appropriate outside agencies will be sought at this point.

This will be formally held on the child's record and used in discussion with the parent(s). Detention may be used but this will be organised in special cases by the Headteacher/ Deputy Headteacher with the parent and will require a minimum of 24 hours notice.

Exceptions

In exceptional circumstances when a pupil is following a behaviour plan, an Educational Health and Care Plan or is following a programme devised by the Behaviour Support Service, the policy may not be followed as outlined above. This decision would be taken by the professional team surrounding the child and would be detailed in the child's additional provision plans.

If the child still does not conform to the policy of the school, then the child will be considered for exclusion for a fixed period appropriate to the severe clause or the exclusion policy.

In the event of a very serious incident the Headteacher will contact the parent(s) immediately and the immediate exclusion policy may come into force.

Non-teaching and Support Staff

Non-teaching and support staff will implement the policy as outline above under the direction of the class teacher or Key Stage Leader. Support staff should record and report these behaviours as appropriate, on the school's CPOMs system.

Break times

Level 1: Positive reinforcement in the playground.

Level 2: Reminder of the playground charters.

Level 3: Told to stand next to a named adult for 2 minutes.

Level 4: Pupil will be brought in from the yard to sit in isolation. Phase Leaders must be informed and will debrief the incident with the pupil.

Level 5: Red cards must be given only when the incident has been discussed with the class teacher or Phase Leader.

The member of staff on duty for each break must ensure that details of inappropriate behaviour are recorded. It is the responsibility of the Headteacher, Deputy Headteacher and phase leaders to monitor the behaviour records on CPOMs in order to analyse trends and provide targeted support.

Behaviour Outside of School

Our pupils have a tradition of representing their school outside of the school gates in a mature and noteworthy fashion. Exemplary behaviour is frequently noticed and commented upon by members of the community and all pupils are keen to uphold this,

representing their school with pride. If required we will remind our pupils of the schools expectations.

The Education and Inspections Act 2006 gives Headteachers the power regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school agreed behaviour policy which may result in an exclusion. If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the Headteacher has the right to investigate these issues in school and put in place appropriate sanctions.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police. ***'Every child has the right to be protected.'* Article 19**

Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

The policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Exclusion Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- Physical Intervention Policy
- Attendance Policy
- Complaints Procedure
- Home-School Agreement
- Positive Handling Policy
- Peer-To-Peer Abuse Policy

Review

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Racial incidents are logged on the report form (Report of Racial Incident) and sent off to the Equal Opportunities Officer at County Hall.

- The Headteacher keeps a record of any pupil 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 reviews this policy every two years. The governors may however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

The Assertive Discipline and Positive Behaviour Management Policy will be reviewed on a biennial basis.

This policy was reviewed by Governors on: November 25th 2020.

Signed:

Name: (Headteacher) Date:

Name: (Chair of Governors) Date:

Appendix 1:

St Mary's Catholic Primary School:
Red Card Follow-up



Name:	
Date:	
Staff Member:	
Outline of incident:	
Reasons for incident	
Reflection - what would you change?	
Moving forward	

Staff Signature:

Pupil Signature:

Appendix 2:

St Mary's Catholic Primary School:
Behaviour Monitoring Record



Name:

Year:

Monitoring Period:

After each session a member of staff will complete the monitoring record with *Pupil Name*, discussing his/her behaviours.

If the behaviour has been positive in the session overall, a star (*) will be recorded. The staff member will sign each recorded session.

At the end of the day, *Pupil Name* will review his/her behaviour with the behaviour lead/ phase leader. Both will sign and/ comment in the review section.

Date	Breakfast Club	Session 1	Break	Session 2	Lunch	Session 3	Review of the day
Mon							
Tues							
Wed							
Thurs							
Fri							

Review and Evaluation of Monitoring Period

Phase leader comment:

Signed:

Pupil Comment:

Signed: