

# **St John Baptist (Southend) CE Primary School**



# **PUPIL DISCIPLINE AND BEHAVIOUR POLICY**

**Agreed: December 2016 (Spring term)**

**Review Date: December 2018 (Biennial)**

**By: Curriculum and Pupil Welfare Committee**

# St John Baptist (Southend) CE Primary School

## Pupil Discipline and Behaviour Policy

### Introduction

The Governing Body at St John Baptist CE Primary School believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based in Christian values. In our Christian community relationships are based on these core values: loving, caring, attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy.

At St John's we believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they evolve their own internal understanding. We also want children to appreciate the consequences of their actions and that this will involve the use of sanctions if appropriate. We acknowledge that learning about acceptable behaviour is not confined just to timetabled activities in the classroom but permeates the whole of the time in which children spend on the premises or engaged in school related activities. Dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed.

### Aims

- To encourage a calm, purposeful and happy atmosphere within the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To make the boundaries of acceptable behaviour clear and ensure safety
- To raise awareness about appropriate behaviour
- To foster positive, caring attitudes
- To provide an environment in which all pupils and staff feel safe and secure *in which pupils are affirmed, develop resilience and a sense of belonging so that they can talk openly with adults at the school about any problems.*

### Implementation

- We will make clear our expectations of good behaviour
- We will encourage children to take responsibility for their own actions and behaviour

- We will discourage unsociable behaviour
- We will praise good behaviour both privately and publicly
- We will take firm action against pupils or parents who harass members of staff on or off school premises

*We expect our children to:*

- work to the best of their abilities and to allow others to do the same
- treat others with respect
- co-operate with adults and other children
- take care of property and the environment in and out of school

*As a staff we will:*

- apply a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
- sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;
- praise, supports and reward good behaviour and improvements in behaviour, as appropriate, and provide a range of opportunities in which pupils can excel and be rewarded;
- ensure that all staff are given access to appropriate training, opportunities to share and to develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- ensure that all new staff are made aware of the behaviour policy *and these principles*;
- ensure commonly agreed teaching, classroom management, *intervention* and behaviour strategies are used;
- ensure that there is an effective pastoral system in place which can address root causes of disruptive behaviour and enables early signs of mental health problems to be referred or addressed appropriately;
- ensure that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;
- provide a challenging, interesting and relevant curriculum
- create a safe and pleasant environment, physically and emotionally
- teach the children about the agreed set of values which underpin our mission
- ensure that senior management are highly visible at particular times of day to support staff and maintain a sense of calm and order
- ensure that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

We will not:

- tolerate violence, threatening behaviour, abuse or any form of bullying: all in the school community have a right to respect and an atmosphere which is conducive to learning

- discriminate against anyone on the grounds of religion, ethnicity, gender, disability or sexual orientation
- *tolerate the misuse of the internet, social media, messaging apps and mobile phones;*

In addition, the school:

has a zero tolerance of offensive weapons, alcohol and drugs in school and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent

takes firm action against pupils, parents, or others who harass members of staff on, or off, school premises and ensures that pastoral care is available to staff accused of misconduct

## School Ethos

The adults at St John's have a responsibility to model high standards of behaviour in their dealings with each other, parents, governors, the Church, the children and other members of the school community. At St John's we have a shared mission to nurture a Christian ethos of tolerance and care in our school community. We aim to celebrate and respect the diversity of cultures and beliefs in society; to create a safe and challenging environment; to encourage each individual to reach his or her maximum potential. With the help of prayer and reflection we aim to provide equality of opportunity for all to gain the skills and knowledge necessary to lead happy and successful lives. We *will not discriminate against any pupil on the grounds of: religion, belief, or lack of religion, or belief; race; gender; disability; sexual orientation; gender reassignment; marriage or civil partnership; or pregnancy or maternity.*

In addition to the above, the Governing Body expects the headteacher to:

- draw on the following DFE guidance when drawing up or reviewing the behaviour policy
  - screening, searching and confiscation;
  - use of reasonable force;
  - dealing with allegations of abuse against teachers and other staff;
  - behaviour and discipline in schools advice for headteachers and school staff;
  - *preventing bullying; and*
  - *mental health and behaviour in schools.*
- comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure pupils complete assigned work; and
  - regulate the conduct of pupils.

## **Emphasising good behaviour**

### *General*

Good behaviour can always be acknowledged by a smile, a positive comment or a sticker. We will give attention to success not just misbehaviour. We need to ensure that all children experience success. We will praise, support and reward good behaviour and improvements in behaviour, as appropriate, and provide a range of opportunities in which pupils can excel and be rewarded. If necessary, we will apply a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children.

### *Circle Time*

Circle time can be used to enhance self-esteem and positive behaviour. The weekly session will enable pupils to be reflective and self-aware. It would also encourage the children to listen to others and appreciate their needs. It will also give opportunities to reinforce good behaviour and to help teach children the rules of discussion and social interaction.

### *Values Education*

In January 2003, a two-year cycle of values was introduced. Each month, one of the value words is explored in assemblies, in the classroom, in displays and in a newsletter to parents encouraging families to explore the value at home.

### *'Family' Assembly*

Family assemblies give the opportunity for each class to share their work with the rest of the school and with parents. Children are encouraged to appreciate the work of others. During this assembly the 'In Praise Of' book is read. A few children from each class are recognised for something that they have achieved at school that week. Target buster certificates are also handed out to children who have achieved their targets.

### *Lunchtimes*

It is essential that standards of behaviour are consistent throughout the day and therefore the same expectations of behaviour apply at lunchtimes. Any serious incident involving a child is logged in the Incident book and may be followed up by a senior member of Staff. The playground supervisors operate a playground code for behaviour at lunchtime.

### *Playground Code*

1. Do be gentle, don't hurt anybody.
2. Do be kind and helpful, don't hurt people's feelings.

3. Do be honest, don't cover up the truth.
4. Do move around safely, don't run inside.
5. Do look after and share equipment, don't waste or damage things.
6. Do listen to people, don't interrupt.

## **Rules**

Each teacher at the start of the Autumn term devises appropriate classroom rules after discussion with their class. These are called the Golden Rules. In principle all rules seek to encourage children:

- to respect the needs of others
- to work to the best of their ability
- to be caring and courteous
- to be quiet, calm and safe

Staff will refer to the rules regularly and use them as a starting point for discussion and circle time.

## **Responses to undesirable behaviour**

Staff will be fair and consistent in their reactions to children who may exhibit undesirable behaviour. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but because the child has broken an agreed rule. Response to undesirable behaviour should be as economical as possible. A disappointed look is often sufficient. Sanctions will be applied appropriate to the age and development of the child. Pupils may be denied part of their break or lunchtimes for a reasonable period of time. They will spend this time supervised. Pupils will not be placed outside the classroom in an unsupervised situation or left in the library area. On those rare occasions when all strategies fail and a child refuses to co-operate, they will be referred to a member of the management team. The child should bring with them a completed "Class Incident Sheet." Parents will be kept informed of their child's behaviour (good and bad) and common ways of working together will be explored to assist pupils in making improvements in their behaviour.

## **Special Educational Needs**

Children who have repeated problems with behaviour are referred to the Special Educational Needs Co-ordinator. An individual programme may be developed in consultation with the class teacher and parents/carers.

## **Equal Opportunities**

Equal Opportunities are at the heart of this policy. All children will be regarded with the same consideration whatever their sex, ability, social and cultural background or race. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

This is only a guide as so much depends on the child, the context and the number of occasions and warnings.

	<b>Behaviour</b>	<b>Possible Actions</b>
1	Wandering about Calling out Interrupting teacher when talking to the whole class Interrupting other pupils Ignoring minor instructions Talking with other pupils at wrong time Silly noises Pushing in line	Minimal eye contact Looks of disappointment Proximity Reminders Change of seating Apologising Praising another child
2	Being disruptive Deliberately creating a disturbance Accidental damage through carelessness Rudeness / Answering back Minor challenge to authority Annoying or spitting at other children Harmful / offensive name calling	Separation from rest of group Writing a letter of apology Completing unfinished work at playtime Loss of time at break or lunch time Member of Senior Management informed (when strategies fail)
3	Striking another child Damaging pupil / school property Repeated refusal to do set tasks Continued or more serious rudeness Challenge to authority Abusive Language	Parents informed by class teacher Extended loss of time at break or lunchtimes SENCO involvement Head of School /Member of SLT involvement
4	Fighting and intentional physical harm to other children Serious challenge to authority Verbal abuse to any member of staff Vandalism Stealing Bullying	Head of School /Member of SLT involvement Plan of action agreed with parents.
5	Dangerous / violent behaviour of a serious nature Very serious challenge to authority Verbal / physical abuse to any member of staff Poor behaviour continuing in spite of considerable interventions	Possible fixed term exclusion

Any persistent problems should be discussed with the Key Stage Co-ordinator initially.

For policy on Physical Intervention in the Management of Pupils see attached. (Appendix A)



## **St John Baptist School Policy on the Use of Physical Intervention and Physical Contact with Pupils**

### **Mission Statement**

St John Baptist School does not advocate the use of physical restraint to control pupils.

In line with our School's Mission Statement, we are committed to ensuring that all our pupils and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place in order to maximise pupils' potential and achievement.

In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined below. Staff are required, while taking any of the action detailed in this policy, to ensure that the pupil understands that this is a last resort and the security of the pupil her/himself is continually maintained.

### **Circumstances when physical intervention might be appropriate**

- where action is necessary in self-defence or because there is an imminent risk of injury to persons or of significant damage to property
- where a pupil attacks another pupil or a member of staff
- where a pupil absconds from class or tries to leave the school, in circumstances where that pupil could be at risk if not kept in the classroom or school.

It may be necessary to forcibly move a child in the following situations, but only when all other practicable strategies outlined in our behaviour policy have been tried:

- when a pupil persistently refuses to obey instructions to leave a classroom
- when a pupil is behaving in a way that is seriously disrupting a lesson.

A member of our staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation or standing back and thereby allowing a pupil or colleague to face a potential hazard. Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident.

## **What staff will do before and during any physical intervention**

Before physically intervening, staff will:

- remain calm and attempt to engender calm
- tell the pupil to stop and explain to them what will happen if they do not co-operate
- use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation. These might include:
  - continuing to speak and listen to the pupil(s)
  - employing an appropriate level of eye contact during any dialogue
  - diverting, distracting, cajoling or humouring, where appropriate
  - reasoning with and offering appropriate choices to the pupil(s).

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large pupils or with groups of pupils, or if the teacher believes he or she may be at risk of injury, the teacher should remove other pupils who may be at risk and summon assistance from a colleague or colleagues, or where necessary telephone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Whilst physically intervening, staff will:

- use the minimum amount of force required to achieve the desired outcome
- tell the pupil that physical restraint will stop as soon as it ceases to be necessary
- continue to use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation, as above.

## **Ways in which staff may use reasonable force**

A potentially dangerous situation may involve staff in:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing

- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in more extreme circumstances) using more restrictive holds.

Staff are not permitted to act in a way that might cause injury, for example by:

- holding a pupil round the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground.

The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

Physical force cannot be justified in a situation that could clearly be resolved without force, for example to prevent a pupil from committing a trivial misdemeanour.

### **Staff who are permitted to use reasonable force to control or restrain pupils**

- teachers
- learning mentors
- teaching assistants
- midday supervisors
- other employees who may be working with pupils either on school premises or accompanying them on out of school activities e.g. during field trips or on school journeys.

### **Training**

Our school will ensure that a copy of this policy will be given to all permanent and long-term supply staff and fully explained to them. A shortened form of this policy (see Appendix B) will be given to all short-term supply and casual staff, as well as to any other person authorised by the Head teacher to have care of pupils e.g. parents accompanying a school trip.

Our school aims to identify, address and review the training needs of school staff, with a view to developing a shared awareness of:

- how and when to intervene
- how to prevent, defuse and/or resolve disputes, including the appropriate use of anger management, de-escalation and conflict resolution skills and techniques.

Appropriate training will be made available to all school-based staff, in line with the LEA's policy and guidelines.

### **Planning for the needs of individual pupils**

Our school aims to identify, in consultation with parents/carers, any pupils whose behaviour is considered potentially to require a physical or restraining intervention or response, and to consider the needs of those pupils in relation to:

- any individual medical, social, behavioural, learning or cultural factors
- any Individual Education Plans, Pastoral Support Programmes or Personal Education Plans which support the pupil.

If a member of staff considers that a particular pupil may at some time need such intervention, the circumstances and needs will be presented for discussion to an appropriate meeting of relevant staff.

### **Other physical contact with pupils**

Our school believes that some use of appropriate, positive physical contact with pupils can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding
- pupils with special educational needs who may need physical prompts or help
- pupils requiring first aid
- pupils receiving coaching in sport or as part of another curriculum activity
- pupils in distress.

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils. We will have particular regard for cultural sensitivities and gender differences, for the needs of adolescent pupils and of those who may be particularly vulnerable following previous trauma or abuse.

## **Record-keeping**

Our school keeps a record of all incidents where physical intervention has been necessary. The Head of School/SLT member will be informed at the earliest possible time after an incident. They will also decide how and when to report the incident to the pupil's parent/carer; this should not be left beyond the end of the day of the incident. The written record will be completed within one working day and discussed with the Head of school. A copy of the school's Incident Recording Form is attached as an appendix to this policy. If the incident included a physical or verbal assault on a teacher/adult or another pupil the LEA's accident/incident form CS2 should also be completed. The teacher/adult involved may seek guidance from a senior colleague and/or their Trade Union representative before filling in their report.

We will discuss the incident with any pupils or staff who were present and, where appropriate, collect a written account from them. **We will also seek to obtain the thoughts and feelings of the child who was restrained and record this.** In line with our commitment to working with parents, we aim to maintain an open dialogue for the duration of any relevant process which may follow an incident. The written accounts relating to an incident will be put together in a folder and numbered to match the record page on which the school's form is completed.

We will review regularly the number and type of incidents in which force has been deemed necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the school.

## **Sharing of information**

All members of the school community should know of the existence of this policy. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. In part this is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge.

## **Complaints**

Complaints following a dispute about the use of force by an adult should, in the first instance, be referred to the Head Teacher or the school's nominated person (see below). This will generally result in an investigation, which will take account of the written or verbal reports which have been collected. Where disputes cannot be resolved informally within school, complaints should be pursued in accordance with the school's complaints procedures.

## **Implementation, monitoring and review**

The Exec Head teacher or Head of School is responsible for:

1. ensuring that all staff are familiar with the school policy
2. ensuring that all relevant staff have received training in non-physical interventions in order to reduce the need for physical restraint
3. ensuring that named personnel have received training in physical intervention techniques
4. monitoring and reviewing the implementation of the school's policy.

## **Physical intervention and restraint of pupils**

### **Guidelines for short-term supply and casual staff and other adults authorised by the Head teacher to work with children in St John Baptist CE Primary School.**

(The Key Stage Co-ordinator is to ensure that the information is passed on.)

- Physical intervention must never be used as a punishment.
- It should only be used if there is an immediate danger to pupils, staff or school property.
- It must only be used if all other strategies have failed.
- Force used must be of minimum strength and duration.
- Send for help as soon as you can, probably using another pupil to do so.
- Be careful how you handle a pupil. *Never* hold them by the neck, collar, ear or hair. Do not slap, punch, kick or trip them. Do not twist limbs, force limbs against the joint or hold a pupil face down on the ground. Avoid contact with breasts, bottoms and genital areas.
- Talk to the pupil; explain that restraint will cease as soon as they calm down.
- Keep yourself and other pupils safe – it might be better to remove other pupils than to try to restrain the aggressor.
- Do not put yourself at risk by confronting pupils who are bigger/stronger than you, who are armed or who otherwise pose a threat to your safety.

All incidents of physical intervention must be reported to the Head of School before the end of the day, and should be written up immediately if possible. Seek advice following an incident from a senior colleague and/or your Trade Union representative.

If a physical or verbal assault has occurred the LEA form CS2 should also be completed. This is available from the school office.

**Significant Incident Recording Form**

This form will be completed following an incident involving Physical Restraint and kept by the Head for future reference.



**St John Baptist Significant Incident Record      Date:**



**Name of Pupil:**

**Class:**

**SEN status:**

**Name of Staff member involved:**

**Name of any pupils involved:**

**Description of the Incident (include any attempts to de-escalate and warnings given):**

**Any injury suffered by pupils or staff:**

**Follow-up (including post-incident support/disciplinary action):**

**When and How those with PR were informed and any views they expressed:**

**Name and signature of person complying this report:**

### **Positive Handling Plan**

If a child is likely to need physical restraint then a positive handling plan should be drawn up in conjunction with the child's parents. This plan should be kept with the child's records. See example below.

**Positive Handling Plan**    **Name of Pupil:** \_\_\_\_\_    **Date:** \_\_\_\_\_



**Environments/Triggers**

**Risk Assessment**

**Prevention**

**Diversions and Distractions**

**De-escalation**

**Physical Intervention**

**Post Incident Support**

**Recording and Notifications**

