

# St Vincent De Paul R.C. Primary School, Knutsford

## Mission Statement:

*“It is the mission of this Catholic School to enable our children to become aware of the world that God has given them and to recognise their vocation and responsibilities within it.”*



## BEHAVIOUR POLICY

Policy Date: 6<sup>th</sup> November 2017

Review Date: May 2019



## **General Philosophy:**

As a Catholic School we believe wholeheartedly in the development of the whole child and in teaching our children to recognise right and wrong and apply this to all areas of their lives. Ultimately we want all our children to have a well- developed sense of self-discipline.

## **Our Aims:**

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment.
- To recognise the importance of home/school partnership in all matters of discipline.

## **Aims into practice:**

Our school has adopted the Assertive Discipline Model as advocated by L and M Canter. We also use badges to reward good conduct, courtesy and hard work and to identify pupils who are designated Leaders or House Captains/Vice Captains.

## **Our School Rules:**

- Love and care for each other
- Be polite and respectful to others
- Move around school quietly
- Listen and learn
- Always try your best and be proud of your achievements

## **House Points:**

The School operates a House Points' system. We have four Houses: St. George, St. David, St Patrick and St. Andrew.

Points are awarded throughout the week for all kinds of achievement or for good behaviour and House Points totals are revealed at a whole School Assembly each week. Badges are also presented at this assembly.

The Houses compete against each other at Sports Day and at Intra-House Competitions.

## **Positive Behaviour Strategies:**

In order to promote and reinforce good behaviour individual teachers operate various strategies to reward pupils and to highlight the importance of good behaviour. The following examples are taken from Teachers' current practice.

- Free time awarded or free choice activities granted to reward good behaviour
- Lunchtime gold slips
- Sing Ups for praise
- Secret student
- Student shout outs
- Golden Box
- Certificates for Spelling and Maths scores

- Parents contacted and informed of good behaviour
- Marble jar used as a whole class reward
- Star of the day sticker awarded
- Table of the day awarded
- Children behaving well publicly recognised and applauded
- Reward stickers
- Stamps of encouragement or congratulation put on books
- Special jobs or duties allocated to children to promote good behaviour
- The Head Teacher awards special stickers to those children who earn them
- Children sent to the Head Teacher to have special work seen and rewarded
- Happy balloons
- Personalised behaviour chart if appropriate

## **Sanctions:**

### **In the Classroom:**

Breaches of discipline are dealt with as follows:

#### **FS/KS1**

- Verbal response by Teacher
- Pupil's name moved to Amber on traffic lights
- Pupil's name moved to Red on traffic lights
- Pupil is given 'time out', this could be in another classroom or time with the teacher during break
- Head Teacher is informed

Positive behaviour will allow child to move back in traffic lights. Each day is a fresh start.

#### **KS2**

- Verbal response by Teacher
- Pupil's name is then put on board and they miss 5 minutes of break
- Pupil is moved to a different place in Classroom
- Pupil is warned of imminent removal from Classroom
- Pupil is removed from Classroom and Head Teacher is informed

Violent or aggressive behaviour will result in the child being removed from the classroom.

Following such action the Head Teacher may decide to inform Parents. A meeting may be convened and pupil may be put on report until behaviour is satisfactory.

Exclusion from School is the ultimate form of punishment and is applied according to the most recent guidelines issued by both the Local Authority and the DfE.

The school will always try to find ways of supporting pupils who are difficult to manage rather than excluding them.

Should pupils need to be physically restrained or controlled, the following guidelines are to be followed.

## **Guidelines on:**

### **The use of force or restraint:**

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight, or restraining a pupil to prevent violence or injury.

### **Who can use reasonable force?**

The DfE says the power to use reasonable force applies to any member of staff at the school.

It can also apply to people whom the Head Teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

## **When can schools use reasonable force?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of situations where members of staff may use reasonable force include:

- Removing disruptive children from the classroom where they have refused to follow an instruction to do so
- Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit
- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

### **DfE guidance emphasises that:**

**... it is always unlawful to use force as a punishment.**

## **Should schools tell parents when force has been used?**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

## **Should staff have other physical contact with pupils?**

The DfE emphasises that there are occasions when physical contact with a pupil is 'proper and necessary'.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- Comforting a distressed pupil
- Congratulating or praising a pupil
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons or sports coaching
- Giving first aid
- In line with Intimate Care policy

## **Guidance on the use of force: pupils with specific SEN**

In this school the specific guidance published by the DfE on the use of restrictive physical interventions for staff working with children who display extreme behaviour in association with a learning disability and/or autistic spectrum disorder will always be followed.

Its underpinning principles are that:

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate

- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned

### **The Screening and Searching of Pupils:**

The DfE makes it clear that screening and searching of pupils is permissible should it be necessary. In the rare event that such a need arises – permission does not need to be sought before this takes place but parents will be informed if it has occurred.

### **Dealing with Incidents of Behaviour classed as Discrimination or Bullying**

See the Anti-Bullying policy. Any racist incidents are dealt with seriously and advice from the LA is followed in accordance with the 'Recording of Racist Incidents'. A Racist Incident Monitoring Form will be completed and filed. A Racist Incident Annual Return Form will be completed and submitted at the end of the academic year.

### **The Power to Discipline outside the School Gate:**

The Head Teacher has authority to propose lawful measures and sanctions to be used when bad behaviour occurs off the school site and pupils are informed of this fact. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Lunchtime Guidelines:**

Gold slips are awarded to those children who observe the 'golden rules' – red slips are given to pupils who persist in breaking the rules. These slips are given to the class Teacher at the end of lunchtime. Children who have received red slips will be reported to the Class Teacher who will deal with the behaviour and speak to parents. At the end of the week the class awarded the most gold slips are presented with 'Goldie Bear'. Midday Assistants have had the opportunity to receive some training in the use of Assertive Discipline and a number of other training courses organised by the Local Authority, in order to keep them up to date with best practice. Year 6 pupils train as Play Leaders to support play time activities.

#### **Advice:**

- Try to prevent incidents occurring by being vigilant.
- Give distressed pupils the opportunity to cool down before taking further action;
- Always give the pupil advance notice that you will issue a red slip should their behaviour continue.
- Further advice is contained in Guidelines for Midday Assistants which is regularly updated at regular meetings between Midday Assistants and the Head Teacher.

## Related Documents:

Anti-Bullying Policy

Guidelines for Midday Assistants

Assertive Discipline Handbook: L and M Canter

DfE Guidance on the use of force

DFE guidance: "Behaviour and discipline in schools. Advice for Head Teachers and school staff  
January 2016."

Updated: 6<sup>th</sup> November 2017

To be reviewed: May 2019