

BIRMINGHAM CITY COUNCIL EDUCATION DEPARTMENT

ST EDMUND'S CATHOLIC PRIMARY & NURSERY SCHOOL

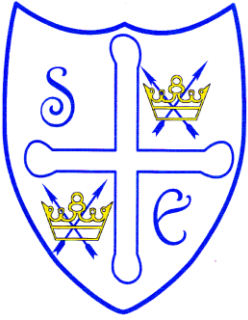
ROSEBERY ST, SPRINGHILL, BIRMINGHAM B18 7PA

Email: enquiry@stedmund.bham.sch.uk

TEL: 0121 523 7274 FAX: 0121 523 7237

EXECUTIVE HEADTEACHER: Mrs M O'Friel

Live Together, Pray Together, Learn Together and Grow Together in Christ



POSITIVE BEHAVIOUR POLICY



ST. EDMUND'S CATHOLIC PRIMARY SCHOOL
ROSEBERY ST, SPRINGHILL, BIRMINGHAM B18 7PA

REVISED 2017

POSITIVE BEHAVIOUR POLICY

Our Positive Behaviour Policy is firmly rooted in the teachings of Jesus Christ and is, therefore, wholly influenced by the Gospels.

St. Edmund's School has a total commitment to encourage, promote, model and maintain a collegiate approach to behaviour management. We believe that it is the responsibility of the whole school community to uphold our Positive Behaviour Policy.

At St. Edmund's School all pupils are entitled to be treated equally regardless of their race, gender, language, faith, mental or physical ability and social background.

Our whole school approach is not to tackle the behaviour problems but to tackle the problem of behaviour following the code of practice set in the Framework For Intervention.

AIMS

1. To develop Christian values throughout the school in line with our Mission Statement.
2. To celebrate good behaviour and reward success.
3. To help children understand the difference between right and wrong so that they grow in self-discipline and responsibility, and are enabled to reach their full potential in all areas.
4. To promote the well being, safety and security of our children, and to be supportive of, and sympathetic to the needs of all our children.
5. To encourage pupil's ownership of their behaviour, both individual and in groups.
6. To support working relationships between the members of the school community.

OBJECTIVES

To fulfil these aims, the following objectives are implemented throughout the school:

1. That all staff are familiar with the policy and take responsibility for ensuring that it is put into place.
2. That the pupils understand the policy and its implications.
3. That everyone is valued and respected for their contribution to the school.
4. That the use of positive encouragement and rewards for good work and behaviour are promoted, and that difficulties are dealt with sensitively and in a Christian manner.
5. That the importance of caring for and respecting the school environment is emphasised.

6. That parents are kept informed of their child's social and personal development, and they are asked to work with the school in upholding the school positive discipline.
7. That the parents and governors are included in and informed of all pastoral arrangements that are implemented

RIGHTS

All pupils and staff at St.Edmund's school have 3 basic rights:

- The right to feel and be safe
- The right to be treated with respect and dignity
- The right to teach and learn

RESPONSIBILITIES

So that these rights can be upheld at all times, everyone has these basic responsibilities:

- To care for others as well as themselves
- To know that their behaviour affects others

RULES

To help protect our basic rights and to encourage responsibility we have the following rules:

- We are kind, polite, helpful and aware of others feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard and learn from our mistakes
- We treat other people the way that we would like to be treated.
- We always tell the truth.

MONITORING

The head keeps an Incident Report book in the office, where all serious incidents and parental concerns, as well as school actions are recorded.

CODE OF CONDUCT

- Arrive in school by 8.50 am to be in time for the bell at 08.55 am
- Always walk in the school building
- Stay in single file on the stairs
- Wear the correct school uniform, including sensible shoes, not trainers, clearly marked with your name
- Jewellery, except for one plain gold coloured earstud in each earlobe, is not allowed.
- Speak only in a soft voice in school
- Be on your best behaviour on your way to and from school to protect its reputation in the area.

CLASSROOM RULES

- All members of a class are to agree a class code of conduct
- This is to be written up as a Class Charter
- All members of the class are to sign their names on the Charter as a mark of their agreement
- Class Charter to be displayed prominently in the classroom as a reminder
- A copy of each class charter to be displayed outside the Head Teacher's office.

REWARDS AND STRATEGIES TO SUPPORT THE POLICY

All classes will display the 'Good to be Green' Behaviour boards.

Pupils who keep the school rules will remain 'Green'.

To support and recognise this they will receive the following:

1. Praise from the class teacher
2. House points, stamps and stickers for good work and behaviour
3. House points are collected individually on Bronze, Silver, Gold, Platinum and Diamond Award Cards
4. Each pupil will have their own 'achievement booklet' to chart their progress through the above awards. As they progress through each award stepping stones will be marked by sending a 'praise pad' note home and initialling the achievement card.
5. It is expected that ALL pupils will have achieved a bronze award by Christmas, a silver award by Easter and a Gold award by Summer. Children who make an exceptional effort will then have the opportunity to achieve the more challenging Platinum and Diamond awards.
6. Once a child achieves Gold they become a golden child, win a golden pencil and have their name entered into the 'Golden Book'.
7. A Platinum award earns a WHSmiths achievement award
8. A Diamond award will win a special day out at the end of the year.
9. House points are added together on the House Team chart to support winning the House cup.
10. At the end of each day pupils who have remained 'Green' all day will receive a square sticker on their bookmark.
11. At the end of each week pupils who have been 'Green' all week will be mentioned in assembly in Friday, have a raffle ticket put into the draw and receive a round weekly sticker for the front of their cards.
12. Sonia Laidlaw will visit classes at the end of each day to note pupils who have been 'Green' all day
13. When bookmarks are full a note from the praise pad is to be sent home.
14. Any pupil remaining 'Green' for a complete half term will receive a pin badge or pencil as a mark of their achievement. The raffle will be drawn each half term 1 for FS/KS1 and 1 for KS2.
15. Two children from each class will be chosen as 'Pupils of the Week'. The children will be commended in assembly for their good efforts
16. Formal (written) and informal (verbal) commendations to parents for good work and behaviour.
17. Each classroom will display their own reward schemes clearly, This must include a class collective reward chart to encourage team work, FS – 30 tokens, KS1 40 tokens and KS2 75 tokens means that a class is awarded superclass status and can choose an activity of their choice as a reward. Other class awards may include initiatives such as Golden time and raffle tickets,

Stages of Consequences

Sanctions will depend on the seriousness of the offence. The following sanctions apply, but not necessarily in the following order.

1. Informal warning by class teacher
2. Formal warning by class teacher moved within class (yellow warning card is placed in the child's place holder and recorded by TA)
3. Time out in another class. (10mins) Time out sheet to be completed and returned to class teacher. These are to be kept in pupils personal records unless requested by DHT or HT
(Red consequence card is placed in the child's place holder and recorded by the TA.)
(Nursery/Year 2, Reception/Y 1, Year 3/Year 4, Year 5/ Year 6)

If through the course of 1 day a child has 3 entries onto the behaviour log they must be sent with behaviour report to HT or DHT and they will miss their break the next day. (S Laidlaw to monitor)

If through the course of 1 day a child has 4 or more entries onto the behaviour log they must be sent to see HT or DHT with their behaviour report and they will spend break time in 'Sanction Time' and receive a 'Sanction letter' to take home for their parent to sign along with a copy of the behaviour report. The child's name is recorded and they will miss their playtime the following day. (S Laidlaw to monitor)

4. To report to the Phase leader who will sanction loss of 10 mins break (including tuck) at next break time.
5. Loss of dinnertime play (Must attend Lunchtime club and complete work not done in the lesson) – Ensure midday supervisor is informed by class teacher
6. Time out with the Head or Deputy.
7. Parents contacted and invited to come to school.

When a pupil leaves the class due to misbehaviour they take a time out sheet to the receiving class they are told where to sit, given a timeout sheet to complete and then ignored.

Timeout sheet returns to the child's teacher on return to class.

This is then added to if this behaviour is repeated and the child goes to the Headteacher or Deputy Headteacher.

Parents will be contacted regarding unacceptable behaviour.

Behaviour reports are seen by a member of the SLT which are then dealt with as a chain of consequences which become increasingly more serious.

1st sanction letter = Yellow warning card from DHT – 15mins sanction time

2nd sanction (internal exclusion) = ½ day internal exclusion, referral to HT, letter home to parents requesting a meeting – start on target card and support from S Laidlaw
3rd behaviour report = whole day internal exclusion in St Edmund's, IBP started
4th behaviour report = whole day internal exclusion in St Patrick's
5th behaviour report = 1 day exclusion
6th behaviour report = 2 day exclusion
7th behaviour report = 3 day exclusion
8th behaviour report = 5 day exclusion
9th behaviour report = exclusion from school (number of days at the discretion of the Headteacher)
10th behaviour report = referral to Head and Governors for consideration of behaviour reports and IBP's. Possible permanent exclusion from school may be considered.

*Children failing to return their 'Sanction Time' letter will be issued with a second copy. However failure to return this issue will result in continual loss of break times until the letter is returned.

In certain circumstances, where the misbehaviour is 'serious' the above hierarchy may be superseded and the pupil will be referred directly to the Head or Deputy and, at the discretion of the Head to the Governing Body.

Parents will be informed and requested to come into school, and the result could be temporary, or in extreme cases permanent exclusion.

This will be in accordance with the guidelines on exclusion of the Birmingham Diocese and LEA.

Serious misbehaviours include:

- persistent disruptiveness or disobedience
- serious defiance or insolence to staff
- physical violence/bullying
- foul language
- offensive remarks, including racist/homophobic remarks
- wilful damage to property
- theft

Persistent behaviour issues:

An Individual Behaviour Plan is started –

L1 - meeting with parents, targets reviewed by teacher

L2 - Head Teacher target card

L3 – External agencies

PREFERRED PRACTICE (Strategies for behaviour management)

- a) A pupil-led classroom behaviour plan. Set guidelines for pupil behaviour at entry and exit
Times and time targets. Pupil behaviour agreements (signed by pupil and teacher)
- b) When dealing with unacceptable behaviour, both minor and major, always state the obvious by describing the situation.
E.g. "You are flicking a rubber, while I am teaching the class"
"You're not writing."
Do not ask obvious questions;
E.g. Why are you doing?
- c) Give clear, precise instructions.
"Get a pencil from my desk?"
Not "Go and get a pencil ?"
- d) Ask pupil "What does the school rule say about this?"
- e) Be "relaxed, Vigilant"
 - minimise unnecessary confrontation
 - concentrate on primary behaviour – the original, usually a small issue
 - Don't allow the original issue to lead to involvement in secondary behaviour commenting about sulks, backchat, etc
 - Tactically ignore as much of the secondary behaviour as you can allow.
 - Also ignore low level residual behaviour e.g. muttering
- f) De-scaling – let other person run out of steam.
- g) Don't use sarcasm to control behaviour
- h) Be assertive, not aggressive
- i) Focus on pupil's behaviour, not pupil
- j) Use positive corrective language
To "I don't care."
You say " you might not care, but I do, and I want you to care"
- k) Give conditional direction
"You can go when I've finished speaking"
- l) Give choices.
"You can put your toy in your bag or on my desk"
- m) Actively encourage, teach, model and support positive behaviour.

n) Being least intrusive

Restraint of Pupils

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Appendix 1 of this policy is an explanation of the reasonable force we are allowed to use, in which circumstances and the named members of staff who have been delegated to do this by the Head Teacher. In all instances of a restraint being made by a member of staff, a Serious Incident/Restraint Proforma must be completed and given to the Head, Inclusion Manager and a copy kept by all staff involved.

Appendix 1

The Use of Force to Control or Restrain Pupils

Authorisation

The 1996 Act allows teachers to use reasonable force to control or restrain pupils. At St Edmund's school the Head Teacher has given this authorisation to staff that have attended the full 1 day DfES approved Team Teach Restraint Training and received a certificate of completion.

We have been instructed in restraint techniques involving 1 or 2 members of staff and will in all possible circumstances only restrain as a last resort and with a second member of authorised staff in attendance. We will only use the safe techniques taught to us.

When are staff authorised to restrain?

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain pupils. They fall into 3 broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall into category 1 and 2 include:

- pupils attacking members of staff
- pupils fighting
- pupils engaged in or on the verge of committing deliberate damage or vandalism to property
- pupils causing or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials/objects
- pupils running in a corridor or stairway in a way in which they might cause or have an accident likely to injure themselves or others
- pupils absconding from class or from the school (only if they would be at risk if not kept in the classroom)

Examples of situations that fall into category 3 include:

- pupils persistently refusing to obey an instruction to leave the classroom
- pupils behaving in a way that is seriously disrupting a lesson

Reasonable Force

There is no legal definition of reasonable force, so it is not possible to set out comprehensively what degree of force may be deemed reasonable. Each situation will create a set of circumstances that will determine the amount of force, if any, to be used.

- The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. If the situation can be solved without force it must be and force must not be used to prevent a trivial misdemeanour.

- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used must always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force and the degree used will also be affected by the gender, age and comprehension of the child involved.

Practical Considerations

Before intervention all low level alternatives to de-escalate the incident must be attempted. The teacher should tell the child to stop and what the consequences will be if they do not comply. There should be continuous communication from the teacher throughout any incident to calm the child and to bring an end to the restraint at the earliest opportunity.

At St Edmund's we will wherever possible restrain children in pairs for safety and staff protection, only in an emergency will a solo restraint be attempted and a reliable child will be sent for assistance as quickly as possible, preferably a member of the SMT but any member of staff on the authorised list. Before a restraint is made all other pupils should be cleared out of the way to prevent injury and if the child is larger than the teacher no attempt will be made at physical contact until other staff arrive to support the situation. Teachers alone with a larger or unstable child should talk to them and continue to de-escalate while keeping a barrier between the child and other pupils.

Application of Force

Staff will only employ the techniques demonstrated to them by the Team Teach professionals. This physical intervention can take a variety of forms, including:

- physically blocking a pupils path
- moving in between two pupils
- holding
- leading a pupil away by the hand or arm
- placing a hand in the centre of the back to shepherd them away from an incident
- Restrictive holds (Team Teach techniques)

In exceptional circumstances where there is an immediate danger or risk of injury the staff member may need to take any reasonable steps, consistent with 'reasonable force' to prevent an incident escalating or occurring (eg. Stopping a child running into a busy road or preventing a child assaulting another pupil).

Staff should not employ the following forces, which could be expected to cause injury:

- holding pupils around the neck, by the collar or in any way that may restrict breathing
- 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 ears
- holding a pupil in a hold face down on the floor

Staff should always avoid all touching or holding a child in a way that might be considered indecent.

Recording Incidents

The school records all incidents that are serious in nature and/or those where a restraint has been used. Immediately after the incident, the "Serious incident/Restraint Record" must be completed by all staff involved in the incident. The blank Proforma is in the staff room for photocopying. A member of the SMT must be made aware of the incident straight away and union representatives should be informed that you have restrained a child and the nature of the incident. Copies of the serious incident

proforma must be given to the Inclusion Manager, Head Teacher and a copy for all staff involved. Unions may require an additional copy for their records. A member of the behaviour support team will telephone and/or write to parents of children who have been restrained and they will be invited in to discuss the incident.