



St Eanswythe's C of E Primary School

Whole School Policy for Good Behaviour in School

Learning holistically through God's unconditional love

Vision: We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experiences.

As a Christian school we aim to live out our vision and create a school in which each child is loved unconditionally. We strive to create a Christian environment where each pupil is valued and special and in which respect for the rights and needs of others is nurtured. As a church school we believe that good behaviour is underpinned by our Christian vision which is linked to the Bible and underpinned by our values; generosity, compassion, respect, honesty, forgiveness and perseverance.

This document is a statement of the aims, principles and strategies for St. Eanswythe's School. In the formulation of this policy, DFES guidelines have been taken into consideration, along with the views of the staff and the school council. It should be read in conjunction with the SEN policy, Bullying policy, PSHE policy, Child protection policy and the Worship policy to establish the general ethos of the school.

It provides a framework for the creation of a happy, secure and calm environment in which children can learn and develop as caring and confident members of the school family and global community. It is written for every member of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly.

To earn respect we must gain respect; therefore all staff, volunteers and visitors are to be seen as a positive role model.

Aims:

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by staff in the school, teaching and non-teaching
- To ensure that parents are informed and aware of our behaviour expectations
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using a range of professionals within school including giving children opportunities to discuss their problems.
- To ensure a safe, caring and happy school based on God's unconditional love.
- To promote good citizenship and British values (knowing right from wrong, mixing, sharing & valuing others, knowing and respecting the differences between cultures, challenging negative attitudes)
- To promote self-discipline
- To celebrate individual and group achievement
- To prevent bullying

Principles:

Every child has the right to learn but no child has the right to disrupt the learning of others. This principle is reflective of our vision.

Discipline is founded on understanding and tolerance. The school ethos is based on understanding and unconditional love reinforces good behaviour. Positive behaviour is promoted in the classroom, in the hall, corridors and at play, the children are reminded of our vision and our Bible verse about loving one another as Jesus has loved us is used to encourage children to think about the way they treat others. All staff including midday supervisors, teaching assistants, students and visiting teachers should be aware of the school policy and support one another in its enforcement – treating children with respect and love as is our vision. All staff should adopt a uniform approach, common standards and set the example for pupils to follow. They will do this by modelling good relationships with each other and the children.

We encourage children to become responsible for their own actions, for them to become aware of the possible results of what they do and say. They are encouraged to behave in a way that will not make others unhappy for whatever reason. In order to uphold this we have a full time Child Liaison Officer who works 1:1 with children who find it difficult to control their own actions.

In classrooms each teacher follows the school reward system appropriate to their age group. In Reception and KS1, it is an individual reward system based on stickers and class reward systems which lead to whole class treats. In KS1 and 2 we have the house point system with children assigned to four teams. St. Eanswythe, St. Augustine, St. Michael and St. Mary.

In line with our vision unconditional love is paramount and we will always strive to address the inappropriate behaviour without rejecting the child.

Responsibilities

All members of the school community- teaching and non-teaching staff, parents, pupils and directors, work towards the school vision and values by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognizing the importance of different cultures
- Encouraging praise and positively reinforcing good relationships behaviours and work
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently using techniques learnt in PSHE and collective worship.
- Caring for and taking pride in the physical environment of the school
- Working as a team, supporting and encouraging each other

Rules

The rules have been adopted after discussion with all members of the school community to ensure that they uphold our school vision. When these rules are given to the children there must be an opportunity to discuss them and ensure that they are fully understood and accepted. Some classes may wish to add a few extra rules of their own.

Golden Rules

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| ● Do be gentle | ● Do not hurt anybody |
| ● Do be kind and helpful | ● Do not hurt people's feelings |
| ● Do work hard | ● Do not waste your or other people's time |
| ● Do look after property | ● Do not waste or damage things |
| ● Do listen to people | ● Do not interrupt |
| ● Do be honest | ● Do not cover up the truth |

In the Classroom

- Do not speak when the teacher or your peers are speaking to the class.
- Work quietly when appropriate
- Listen to other people without interrupting.
- Walk quietly
- Value everyone's work and look after it
- Look after the classroom and keep it tidy
- Try to do your best at all times

Children are taught that the way we treat others matters and this is exemplified by both our vision and our Bible verse. Both rewards and sanctions are given with the clear understanding that for every action positive or negative there is a reaction, this really helps the children understand that the way they act has consequences.

Rewards

- Lots of verbal praise and encouragement
- A Visit to the Head teacher where they will receive a sticker or postcard
- Name in the Golden Book and a sticker given to child in worship in Celebration worship
- Certificates
- Stickers (KS1)
- House points (KS1/2) to be totalled on Fridays - house cup to be presented to house captains at Celebration worship
- Classes also have their own class rewards systems encouraging a community ethos within the classroom

Sanctions

- Verbal warning
- Class-based sanctions
- Lose some playtime or lunchtime or time out with another teacher
- If bad behaviour persists it will be discussed with the child and an apology will be requested and a standard letter will be sent to child's parents/carers
- Depending on the severity of the situation the child's parents may be asked to come into school to discuss the situation and child could be sent home
- Follow up support from FLO if necessary

This wrap-around care for children and families ensures that the root of underlying behaviours are dealt with and children are treated with God's unconditional love whilst also dealing with the negative behaviours and impact this may have on others.

Toilet Rules

- Respect other people's privacy in the toilets
- Use the toilets and sinks properly and keep them clean and tidy for everyone to use
- Wash hands and come out as soon as finished

Lunchtime

- Keep the tables and floors clean
- Speak in an appropriate tone
- Stay seated whilst eating
- Wait until a member of staff says go

Inappropriate Use of Language

The school takes a zero tolerance approach to swearing. This type of language is not allowed. Initially a child will have a warning. If there are repeat occurrences, a half day internal exclusion will be put in place.

Violence and Continuing Misbehaviour

If a child continually misbehaves, he/she should be referred to the Headteacher with details of the incidents and sanctions. All parties involved will work together in an attempt to modify behaviour

If a child is violent towards another child or a member of staff they will be sent to senior management. If deemed appropriate children will be given a fixed term exclusion. In these incidents the CLO, FLO and parents will be involved with the aim of trying to find a long-term solution.

Strategies for providing children with opportunities to discuss appropriate behaviour

- Behaviour and attitudes to others are regularly discussed in worship through big questions and discussion of the school's vision and values.
- Conferencing with a member of staff
- Circle time – an opportunity for open discussion held in class groups
- A programme of personal, social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility (see PSHE)
- A clear focus for work on relationships and feelings as part of the PSHE work throughout the school
- Religious education, which includes ethical issues (see RE policy)
- The agreement of a set of rules by each class at the beginning of the Autumn term
- Vision and values
- 1:1 sessions and groups with CLO to meet the needs of the child/children e.g. anger management, teamwork, self-awareness

Daily Routines

Before the start of the school day

- Children should go straight to the playground with their bags
- They should play gentle games (no ball games/ going on the equipment)
- Be in school by 8.30 (but not before 8.15 unless attending breakfast club)
- Stop when the teachers raise their hands
- Walk to own line on teacher's say-so
- Children should report to the school secretary if they are late/parents need to sign the late book

- Caps and berets should be on children's heads as they enter the school gate

Playtime

- All children should go out to play unless they are unwell or have written permission
- Any children staying in the classroom or any other part of the building, must be supervised by an adult
- During wet playtimes children will remain in their classes and use wet play games and equipment
- Fruit and water or milk may be consumed and rubbish placed in the outside bin
- Children should at all times be polite to adults

Lunchtime

Midday Supervisors and class teachers need to, in line with the school's vision and values, support one another and know that once an incident has been dealt with it will not be re-opened unless specifically referred to by a lunchtime assistant. All injuries are entered in the accident book. Notes home to parents using the school proforma will be sent when appropriate. The class teacher will be notified of more serious injuries when parents need to be contacted. The Headteacher's permission is to be sought before sending a child home. Children should use the toilet and wash their hands before they go to eat their lunch.

- In the Hall, the aim is to ensure the children eat their food and behave in an appropriate way. We encourage good manners.
- Children may go down onto the playground when a member of staff gives permission.

After School

- Children will leave school by the playground entrance. They will be escorted by their teacher and need to inform their teacher or an appropriate member of staff when their adult has arrived to collect them.
- Children who have not been collected as expected should inform their teacher or another member of staff. They should wait in the reception area for their parents. When in the reception area, children should sit quietly and replace books they have used whilst waiting.
- Children from Years 5 and 6 only may go home alone - they require written permission for this
- If another person, other than the parent, collects the child a note is required from the parents
- Caps and berets should be worn when leaving school
- Parents should wait outside

Worship

This is a special part of the school day and the children are expected to enter calmly and quietly. It is a quiet and thoughtful time. The chosen music will be played as children enter and leave the hall. It is important for staff to model good behaviour (not talking etc).

- Children should enter and leave in silence or singing
- They should sit quietly keeping hands to themselves
- Children should not disturb others

Routine Rules

- Children should teach each other with respect as exemplified in our vision.
- When indoors children should walk at all times
- When on the stairs children should walk on the left hand side
- Children will be taught to respect and obey all teachers and other adults in positions of authority, in turn staff will treat children with respect.
- Children should not bring sweets to school
- Children should only bring money for specific purposes, e.g. Lunch payments, school trips etc. Any money should be handed to staff for safe keeping
- Anti-social behaviour-stealing, fighting, swearing, hitting, bullying and general disobedience **is not acceptable**
- All children should wear school uniform and the notified PE items
- Jewellery should not be worn-it could be a safety hazard to the wearer and others. If ears are pierced a stud or sleeper should be worn. No earrings are permitted during PE as it is a health and safety risk.
- Watches are worn at the owner's risk and these must be removed for PE and swimming
- All children must keep the cloakroom areas neat and tidy. Big bags are unnecessary and should not be brought to school

- When out of school, children are expected to be good ambassadors for the school and promote or vision and values at all times.

Appendix 1

First Aid Procedures

- The nominated first aider or supervisor will deal with minor injuries- cuts, bruises, and abrasions. When appropriate the injury is entered in the accident record book
- Serious injuries will be dealt with appropriately and reported on accident form FD158 for children and CT157 for adults. Copies of these forms are kept in the school office
- Any injury to the head, however apparently minor must be reported to the class teacher. Parents will be informed using the school pro forma
- If there is concern about the wellbeing of a child, parents will be notified immediately unless there are CP concerns about that child.
- Occasionally other injuries merit concern and the same system of care should be applied
- A responsible member of staff will accompany children requiring emergency hospital treatment. Parents will be informed immediately
- If there is a serious problem and a member of staff needs assistance. They should send a child with the red card, which is provided in every room. The child should go to the nearest member of staff, who will then provide assistance
- Allergies will be colour coded in registers with a list/explanation in each register. This information can then follow the child through the school. Supply teachers should be made aware of this by either the Headteacher
- Treatment of allergies or potentially life threatening conditions will be covered by a care-plan formulated jointly by parents and school with appropriate advice from the School Health Service. All school staff will be made familiar with such a plan.

Appendix 2

Positive Handling Appendix

Types of Incident which may require safe handling

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Minimising the Need to Use Force

At St. Eanswythe's School we constantly strive to live out our vision and create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are supported by bespoke behaviour plans and or risk assessments. Pupils may have issues/conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers

- Avoiding situations and triggers known to provoke challenging behaviour
- Creating opportunities for choice and achievement
- Exploring pupils' preferences relating to the way/s in which they are managed

De-escalation Techniques

Before using physical controls risk can possibly be reduced by:

Acknowledging unacceptable behaviour and suggesting alternatives. Negotiating and reasoning with a calm, controlled voice.

Possible techniques include:

- Give pupil clear directions to stop and remind them 'I am doing this to keep you safe'.
- Remind of rules and likely outcomes
- Remove any audience. Take vulnerable pupils somewhere safe.
- Make the environment safe-remove anything that might be used as a weapon
- Use positive guidance to escort pupils somewhere safe.
- Ensure colleagues know what is happening - call for help to ensure the situation is witnessed.
- Talk aloud and calmly to the pupil about what is happening and will happen so they understand nothing unexpected will happen as this unexpectedness may escalate the situation

Use of Physical Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in St. Eanswythe's School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour plan/Risk Assessment in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other strategies. Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

3. Physical Control / Restraint / Restrictive Physical Intervention

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the Positive Handling Form. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the safeguarding lead as soon as possible.

After the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Appendix 3

Exclusions

We will only use fixed term exclusions where other sanctions and supports have proven unsuccessful or where a 'one off' incident warrants such actions. Where a child's behaviour or conduct indicates that s/he is in danger of exclusion the parents/carers will be informed and an informal support programme put in place involving the school and home in trying to prevent such a severe outcome.

The length of an exclusion will usually be between half a day and two days on the first occasion although for repeated or the most serious incidents such as premeditated violence the exclusion may be for a longer period.

To meet government requirements, if a child is excluded for more than 5 days, a meeting of the Governors Disciplinary Committee will be held to discuss the matter with an LEA representative and the child's parents/carers. The outcome of this meeting will be a Pastoral Support Plan to assist the child. This will be shared with all staff working with the child to ensure they can meet their targets successfully.

Types of incidents which may lead to a fixed term exclusion:

- Serious violence towards others
- Frequent incidents of less serious violence towards others
- Frequent and serious disruption of lessons and other school events
- Frequent and serious acts of rudeness to others
- Frequent and serious acts likely to endanger themselves or others
- Bullying
- Theft
- Use of bad language
- Use of illegal substances

The School may take the action to permanently exclude a child where their conduct continues to pose a serious and continuous threat to the safety of themselves and others and where all strategies available to the school have been exhausted or become ineffective. In such an event the Headteacher will advise the parent/carer on how to appeal the decision and of the role of the Directors and LEA in drawing up the most suitable future provision for the child. During this time however the school will continue to support the parent/carer and child while the child is at home.

The decision to fix term or permanently exclude children in care or under the supervision of social services is not taken lightly as the school recognises the vulnerable circumstances of these children and the level of impact this may have on their future should they leave the school.