



OUR LADY OF LINCOLN SCHOOL.
BEHAVIOUR AND DISCIPLINE POLICY.

REVIEW DATE: SEPTEMBER 2022
DATE OF NEXT REVIEW SEPTEMBER 2023

Our Lady of Lincoln Catholic Primary School
Mission Statement

Our Lady of Lincoln Catholic Primary School is a living and caring community, an extension of our homes and an integral part of our wider Community.

Everyone is given the opportunity for a complete educational journey, embracing their spiritual, emotional, social, intellectual and physical needs.

Following Christ's teaching to love God and love our neighbour, our school aims to provide a living and learning experience, responsive to the individual's needs, preparing our children for further growth and development and helping them to realise their full potential.

We seek to inspire the children entrusted to us to value themselves and each other.

We do this through:

- The care and example set by all of our staff
- The delivery of a broad, rich and inspiring curriculum
- Recognising and affirming the achievements of each individual child
- Working in partnership with the home, the Parish and the wider Community
- Our policies of inclusion

Our ultimate aim is to enable our children to be good citizens here and in the kingdom of God, to sow seeds based on Christ's commandments 'to love God and love one another', providing an education that will help equip them for life, giving values which will shape their growth and development as human beings long after they leave Our Lady's School.

Our Lady of Lincoln Catholic Primary School

Behaviour Policy

This policy sets out the expectations of behaviour at Our Lady of Lincoln Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school. We believe that an understanding of self-discipline reflects Gospel Values. It should result in feeling good, feeling valued and feeling respected. Self-discipline is about caring for others enough to control our own emotions. It is about knowing how to behave and what is expected from each one of us.

This policy also links to: the school's Anti-bullying policy, the Safeguarding Policy, the Physical Contact Policy, the Complaints Policy, the Exclusion Policy

1.) Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help all pupils develop self-respect, self-control, respect for others and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourself and others
- To strengthen the partnership between home and school
- To ensure appropriate behaviour and language throughout the school
- To prevent bullying
- To acknowledge the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

2.) Positive Behaviour Management

Our behaviour policy focuses on positive behaviour management, influenced by the 'Nurtured Heart Approach' (Howard Glasser) where opportunities for positivity and encouragement are actively sought and are always the first strategy used. This is promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management
- Playtime and lunchtime provision
- Personalised programmes/ support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To role model showing respect for all
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure equality for all
- To show appreciation of the efforts and contributions of everyone
- To provide a consistent approach across the school

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

School Promises and Pupil Voice

The School Promises listed below are agreed at Class Council and School Council level. These are reviewed at the beginning of each new school year and are referred to regularly during the year. They are on display in every classroom and in public spaces throughout the school:

At Our Lady of Lincoln School we promise...

- To always do our best at whatever we do
- To treat other people as we would like to be treated
- To take care of our environment
- To move around the school sensibly, without disturbing other children's learning
- To show respect to everyone in school
- To play fairly and considerately in the playground

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

In all classes, pupils are encouraged to:

- Be gentle with your hands and feet
- Listen patiently to others, speak kindly and take turns
- Be helpful, kind and polite
- Have a positive attitude
- Show respect for each other and to all adults in school
- Enter and leave the classroom in the appropriate manner

On the playground, pupils are encouraged to make sure playtime is fun for everyone by:

- Respecting other people's games
- Being helpful, kind and polite
- Speaking kindly
- Keeping your hands and feet to yourself
- Being aware of the space they are playing in
- Playing fairly and considerately



talk quietly to friends



draw on scrap paper



play board games



play with construction kits



read books and comics



watch a DVD together (Reception and KS1) and

may not:

- 🚫 shout
- 🚫 rush around the classroom
- 🚫 spoil other children's games
- 🚫 use other people's or school equipment without permission
- 🚫 leave classrooms without permission

At Lunchtimes, pupils are encouraged to: (Refer to lunchtime rules)

- Sit on their chair properly at the table
- Be well mannered and polite
- Talk **quietly**
- Put their hand up if they want something
- Try to keep the tables clean and clear away after themselves when they have finished eating

At Assembly and Collective Worship / Mass times, pupils are encouraged to:

- Walk into the Hall in silence
- Listen to the music
- Sit up straight
- Be still
- Look at and listen to the person/s leading the Collective Worship/Assembly
- Leave the hall in silence

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and collective responsibility.

Rewards

A variety of rewards are used to praise positive behaviour choices, effort and attainment, appropriate to the age of the children in the different cohorts of the school.

- Stickers – either worn by child, or collected on a chart or card
- Certificates
- Being placed on the ‘Happy Side’ of the board (mainly in the Foundation Stage and Key Stage 1)
- Showing work to another adult/ class/ Headteacher
- Being recognized in the Achievement Book and shared at Achievement Assemblies
- Positive recognition to parents at the end of the session/ day
- Use of Class Dojo to reward with ‘positives’ in KS2 for whole class and individual achievement resulting in extra playtime for a whole class score of over 85%, or an individual reward for a score of over 95% by the end of the week
- Whole class rewards: classes may also collect rewards as a whole class which may contribute to rewards such as Golden Time, additional minutes of playtime, use of ipads etc as judged appropriate by the teacher
- End of term treats for all children who have achieved 95% over the term in the Class DoJo or in EYFS/KS1 for those children who have never been on the ‘Sad Side’

Rewards are awarded for:

- trying hard
- doing their best
- making choices that show Jesus’ love
- consistent effort
- special endeavour
- achieving social and academic targets set by the teacher
- being a good example to others

The ultimate goal for is for all children to have high self control and self esteem, even without the reward in place.

3.) Dealing with unacceptable behaviour around the school

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a variety of interventions and consequences, working from the least to most intrusive. Expectations are made explicit to the children as is the link between the behaviour and consequence:

Stage 1: De-escalation Strategies are always used initially to create a positive learning environment: non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. (See Appendix 1) If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Stage 2: Verbal Reminder of the expected behaviour/ school rule is presented to child, eg 'You can choose to or you can choose to... If you choose to then you will have your name on the sad side or whiteboard / negative on the class dojo.'

Stage 3: Visual Warning (on the 'sad side' of the board, class dojo). If the inappropriate behaviour continues, the consequence as explained above will be carried out (name on the sad side of the board at KS1) and the consequence of continuing the behaviour will be reminded to the child, ie time out (on the line for FS or KS1 children etc as deemed appropriate by the member of staff) A negative being given at KS2 in the Class Dojo system will result in a move to Stage 4 below:

Stage 4: Time Out at break time or lunch time If inappropriate behaviour persists despite a warning being given, time out will be given at break time or lunch time. At break time, this will involve the child standing on 'the line' for a given number of minutes which are deemed age and situation appropriate by the member of staff. Where appropriate, the child may be requested to stand outside the staffroom or the Head Teacher's office. Other 'time out' sanctions for older pupils may also be appropriate, at the member of staff's discretion – this may involve using the time out to write lines or loss of a particular privilege may also be issued at this stage instead of missing break time. Time out sanctions given for lunchtime should not be taken in class, but should be carried out in class under the supervision of the member of staff giving the sanction.

Reaching Stage 4 regularly may also result in this being reported to parents to request further support.

Any time out to be taken away from playtime or lunchtime should take place as soon after the incident as possible – ie from the following playtime or lunchtime. It should not normally be saved until later in the week. Where appropriate, especially if the incident may relate to or become bullying, the incident should be recorded in the class Incident Book.

Time out taken on Wet Playtimes should be taken outside the staff room at break times and at lunchtimes for KS2 pupils. FS and KS1 pupils can continue to be carried out in class under the supervision of the class teacher.

Swearing is not tolerated in school and will result in break time or 15 minutes missed from lunch time. This will be recorded in the class Incident Book and shared verbally with parents. If this behavior is repeated it will result in a Behaviour Report.

Stage 5: Time Out of Class Acts of inappropriate behaviour may also result in this 'time out' being given outside the classroom, in another part of the classroom or in another classroom. If a child has been given time out of the classroom, this should be for a brief period of time only to calm down and should last no longer than 5 minutes. This should always be managed in a safe environment. The priority will always be to re-integrate the child as soon as possible to their learning.

If it is deemed that more time out is appropriate, the child may be sent to another classroom to complete their work, or may be asked to go to another room with a Teaching Assistant to complete their work. If it is deemed safe and appropriate, the child may return to class. However, it may be more appropriate for the child to be isolated from the rest of the class and work out of class in another classroom or with Teaching Assistant support for the rest of the morning or afternoon session to help

ensure the behaviour does not continue. Work will be provided by the class teacher who remains responsible for the child's progress when working out of class. If a more lengthy period of time out has been needed, it may be appropriate to move to Stage 6 or 7. This should be reported to the Head Teacher, or in her absence another member of the Senior Leadership Team.

Loss of playtime or lunchtime following the incident may also be appropriate – this will depend on the nature of the particular incident, and staff will use their professional judgement and fairness, taking into account the nature of the incident, the age of the child and any further information that is available to them.

Reaching Stage 5 regularly would normally result in this being reported to parents at the end of the day or as soon as possible, either in person or phoned call to request their support. A Behaviour Target Card system may be implemented to encourage the child to make better behaviour choices. Progress towards this may be rewarded with stickers and feedback to parents on progress will be more regular. This would be dealt with at SEN Stage below.

Such incidents of inappropriate behaviour should be recorded in the class Incident Book. Support for the teacher from the Head Teacher or another member of the Senior Leadership Team will be available if needed.

Stage 6: Behaviour Report – this will be issued following either repeated incidents of disruptive behaviour during the day or one off incidents where a formal request for support from parents is needed. It might be appropriate for an incident to be dealt with immediately at this stage depending upon the seriousness of the incident.

The type of incidents that may result in a Behaviour Report are:

- offensive language: related to race, culture, gender, size, disability, appearance, orientation and swear words
- aggressive behaviour
- inappropriate gestures
- bullying (refer to Anti-Bullying Policy)
- unco-operative behaviour in class
- theft
- discriminatory comments (racial, personal, religious)
- rudeness to staff and persistent answering back
- any other disruptive and persistent disruptive behaviour

The Behaviour Report will be completed by the member of staff dealing with the incident and this will also be signed by the Head Teacher, who should be informed of the incident. This will not be placed on the child's permanent record but is a formal way of requesting parental support and informing them of the inappropriate behaviour.

As such these may be one off incidents where no further action may be needed; however, it might be appropriate to implement a Behaviour Target Card system, which would be dealt with at Stage 7. This would be discussed with parents prior to implementation. Progress towards this may be rewarded with stickers and feedback to parents on progress will be more regular.

Behaviour Reports should be shared verbally wherever possible with parents and an outcome established, which should also be recorded on the Behaviour Report. Where a child receives a Behaviour Report, this will result in both break time and lunchtime being lost.

Stage 7: Behaviour Support Plan/SEN Register If persistent disruptive behaviour continues, and/or behaviour reports or discussions have already been held, parents will be invited to meet formally with the teacher, the SENCO and where appropriate the Head Teacher. The nature of the behaviour will be discussed and an agreed support plan will be implemented to be reviewed within an agreed time frame. It may be agreed if appropriate to place the child on the Special Educational Needs register. If this is the case, more personalized provision may be needed in order to support the child in regulating their own behaviour; however, the stages and sanctions within this Behaviour Policy will still apply to them. The involvement of the support of external agencies may then follow. (Refer to the school's SEN policy)

In extreme circumstances, Positive Handling techniques may be used if the child concerned or others around him/her are in a situation where they are unsafe. In this instance, the child will be removed by staff to a safe location to give him/her a chance to calm down. (Refer to Physical Contact policy) If this is deemed appropriate, parental support will be sought and any incidents reported to parents where positive handling has been used. In accordance with our Safeguarding procedures, all staff have received appropriate and up to date training to allow them to carry this out if needed. This is always a last resort, and will normally involve parental permission prior to this being needed. Any such incidents will be logged and parents will be informed if this has taken place via the Physical Intervention Record.

Stage 8: Detention / Isolation / Exclusion

If steps taken already have no impact upon the child's behaviour, measures will be taken, in collaboration with parents to support the child via a Pastoral Support or De-escalation Plan to avoid exclusion. However, it may be appropriate to either exclude the child internally (where the child would be in isolation from the rest of the class for a number of sessions with a Teaching Assistant) or to exclude the child for a fixed term period, depending upon the severity of the behaviour.

At this point, re-integration will occur in stages. This may take the form of a reduced timetable if appropriate, in agreement with the appropriate agencies, until such a time where it is considered that the child's needs can be met on a full time basis and it is safe for the other children and staff for that child to return to school full time.

Each incident is taken on its own set of circumstances and therefore, it may be that following a very serious incident, it is dealt with at this stage prior to any of the previous stages.

The use of detention after school may also be appropriate, at the Head Teacher's discretion, which would in most cases be agreed with parents in advance; and would not in any way compromise the child's safety.

In very extreme circumstances, permanent exclusion may be appropriate, either after the above sanctions have been in place, or immediately depending upon the seriousness of the behaviour. (Refer to the Exclusion Policy)

4.) Investigating reported incidents

Incidents reported by children or parents that have not been witnessed by a member of staff will be fully investigated by the adult to whom the incident had been reported. A member of the Senior Leadership Team or the Head Teacher may be involved if appropriate. If the incident had been reported by a parent, a Parent Notification of Outcome Form will be completed if appropriate, to

inform them of the outcome of the incident, or it will be recorded on an Incident Form or in the class Incident Book. (Refer to Complaints Policy) Actions will then be taken in line with this policy.

5.) Putting things right

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again? . If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology. Reference will also be made to the School Promises.

6.) Playtimes and Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment boxes , fixed outdoor equipment and games of football. There are also lunchtime clubs available for KS2 pupils. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of positives for the Class Dojo at KS2 or stickers at FS/KS1. Lunchtime behaviour is also recognized at fortnightly Achievement Assemblies.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Children are encouraged to tell an adult straight away if there are problems so that these can be resolved quickly. Lunchtime staff will: listen to the child and talk to the other children involved in the situation. If what actually happened cannot be established, lunchtime staff will seek to find out from any other children what had happened in order to come to a resolution. If the lunchtime staff are unable to resolve this they will involve the Senior Midday Supervisor and where appropriate or if there has been a serious incident, the Head Teacher or a member of the Senior Leadership Team will be alerted. If this is the case, the most appropriate stage outlined previously will be followed.

As part of the resolution, strategies to avoid future conflict will be discussed - children will be encouraged to consider how their actions made the other child/ren feel and how such incidents could be avoided next time. Children will be encouraged to apologise to one another. Following this, time out on 'the line' may be needed – this will be logged for future reference in the Lunchtime Incident Book, which is monitored regularly by the Head Teacher. Where appropriate, this behaviour will be reported to the class teacher at the end of lunchtime.

Consequences

At play and lunchtimes there are five stages of interventions and consequences.

Stage 1: De-escalation strategies as Appendix 1

Stage 2: Verbal Reminder

Choice presented to child, 'You can choose to ... or you can choose to... If you choose to ... then you will have time out.'

Stage 3: Time Out – child to stand on the line for the designated amount of time, based on the nature of the incident. Incident recorded in the Lunchtime Incident book.

Reminders should then be presented to child on leaving 'the line'. 'You can choose to ... or you can choose to... If you choose to ...then you will be reported to the Senior Midday Supervisor / stand outside the staffroom / go to the Head Teacher or other Senior Leadership Team member.'

Stage 4: Time Out outside the staffroom for remainder of play or lunchtime – Senior Midday Supervisor involved and / or Head Teacher where appropriate. Behaviour Report may be issued where appropriate, see Stage 6 outlined previously or Stage 5 below

Incident recorded in the Lunchtime Incident book, and class teacher informed. Lunchtime staff will follow up an incident of unacceptable behaviour with a conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions. Reference to the School Promises will be made.

Stage 5: Parental Support If stage 3 or 4 has been reached regularly at lunchtime, parents will be informed either informally or via a Behaviour Report and strategies agreed to address the issue. In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period. This may involve further time out or reduced contact with other children in the dinner hall.

Stage 6: Behaviour Support Plan If persistent disruptive behaviour continues at lunchtimes, and/or behaviour reports or discussions have already been held, parents will be invited to meet formally with the teacher, the SENCO and where appropriate the Head Teacher. The nature of the behaviour will be discussed and an agreed support plan will be implemented to be reviewed within an agreed time frame. It may be agreed if appropriate to place the child on the Special Educational Needs register. If this is the case, more personalized provision may be needed in order to support the child in regulating their own behaviour; however, the stages and sanctions within this Behaviour Policy will still apply to them. The involvement of the support of external agencies may then follow. (Refer to the school's SEN policy)

In extreme circumstances, Positive Handling techniques may be used if the child concerned or others around him/her are in a situation where they are unsafe. In this instance, the child will be removed by staff to a safe location to give him/her chance to calm down. (Refer to Physical Contact policy) If this is deemed appropriate, parental support will be sought and any incidents reported to parents where positive handling has been used. In accordance with our Safeguarding procedures, all staff have received appropriate and up to date training to allow them to carry this out if needed. This is always a last resort, and will normally involve parental permission prior to this being needed. Any such incidents will be logged and parents will be informed if this has taken place via the Physical Intervention Record.

Stage 8: Detention / Isolation / Exclusion

If steps taken already have no impact upon the child's behaviour, measures will be taken, in collaboration with parents to support the child via a Pastoral Support or De-escalation Plan to avoid exclusion. However, it may be appropriate to either exclude the child internally (where the child would be in isolation from the rest of the class for a number of sessions with a Teaching Assistant) or to exclude the child for a fixed term period, depending upon the severity of the behaviour.

7. Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school and class council will play an important role in communicating and reviewing aspects of the behaviour policy.

8.) Behaviour out of school

This policy applies to all pupils attending the school, both in school and on educational visits; and when representing the school externally in competitions and matches. Once a child has been collected from the school by parents or other responsible adults, the responsibility for their child's behaviour passes to the parents/adults. The school cannot take responsibility for the behaviour of any child once they are with their parents or other responsible adult. However, if an incident occurs on the way to or from school and the child concerned was not under the supervision of the parent or adult, the school will investigate the allegation and take suitable action in line with this policy. A Parental Notification of Outcome Form or an Incident Form will be completed, and if appropriate, a Behaviour Report will be completed and forwarded to the child's parents. Any other incident which occurs out of school will not normally be followed up in school under this policy, unless the consequences of the incident then become an issue in school. This may also apply to e-safety allegations.

9.) Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, and then the Headteacher if a resolution has not been established. (Refer to the Complaints Policy)

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action in line with policy.

10.) Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. (Refer to the Exclusion Policy)

11. Confiscation of inappropriate items

What the law allows: There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Should a member of staff need to confiscate an item from a child, it will be held safely in either the classroom in a secure location, or in the school office until the end of the school day, and where appropriate, parents informed and the inappropriate item returned.

- 2) Power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Any weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

12.) Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (Section 94 of the Education and Inspections Act 2006 9 Section 550ZA (3) of the Education Act 1996 13) Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. For other issues referring to Physical Contact refer to the school's Physical Contact policy.

13.) Recording, monitoring and evaluating behaviour

Behaviour in school will be recorded through classroom incident logs, lunchtime incident logs and via Behaviour Reports. Progress towards individual targets will be recorded on individual education plans. The Senior Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents. Annual Governor Monitoring visits will also be undertaken by the school's Link Governor for Behaviour Management.

This policy will be reviewed annually by the Governing Body, with opportunities for consultation with staff, pupils and parents.

Appendix 1: De-escalation Strategies / Strategies to create a positive learning environment

- Talk calmly
- Remove stimulus
- Ensure other pupils are safe, where appropriate
- Repeat the request using the child's name, '... I would like you to...thank you.'
- Give time
- Give space
- Offer a distraction
- Reassure and remind
- Praise partial compliance
- Repeat request
- Give a count
- State alternatives and consequences
- Seek support from other staff



Home - School Child Agreement

Our Home - School Child Agreement has been drawn up to foster and maintain the partnership between parents and school. We recognise the importance of parental support and seek to work in partnership with you, the parents, so that together we can best help your child grow in all aspects of school life. As your child matures and develops, they will be invited in Year 3 to sign the Agreement, taking on some of the responsibility of their actions and learning targets for themselves.

We have based the Agreement on the values of our School's Mission Statement.

Family Will:

- ⇒ make sure my child arrives at school on time.
- ⇒ make sure my child attends school regularly and provide explanation by way of a phone call if my child is absent.
- ⇒ attend parents evenings and discussions about my child's progress.
- ⇒ support the school's guidelines for behaviour as reflected in the School's Promises and the Behaviour Management Policy
- ⇒ make the School aware of any concerns that might affect my child's work or behaviour.
- ⇒ support my child in homework and other opportunities for home learning.
- ⇒ make sure my child wears the school uniform.
- ⇒ take seriously issues of safety regarding parking and the collection of my child.

Child's Name:		
Parent's Signature:	Reception:	
	Year 1:	
	Year 2:	
	Year 3:	
	Year 4:	
	Year 5:	
	Year 6:	

School Will:

- ⇒ teach your child in an environment where they are valued, nurtured and encouraged to grow more like Jesus through example, knowledge and teaching.
- ⇒ be welcoming at all times and offer opportunities for you to be involved in the daily life of the School.
- ⇒ encourage your child to develop a positive attitude to work and foster in them habits of self-discipline and good behaviour which recognises responsibility and accountability.
- ⇒ through the teaching of the National Curriculum, aim to provide opportunities for your child to develop lively, enquiring minds in a stimulating environment.
- ⇒ aim to create an environment where your child is encouraged to recognise their own worth and to realise their full potential as individuals.
- ⇒ encourage everyone to recognise and respect the qualities and needs of others within a multi-faith and multi-cultural society.
- ⇒ inform you about what we aim to teach the children each term.
- ⇒ keep you regularly informed about your child's progress as well as general school matters.
- ⇒ provide opportunities for you to discuss your child's progress.
- ⇒ set homework to enhance your child's learning and involve you in the process.

School Promises:

- To always do our best at whatever we do.**
- To treat other people as we would like to be treated.**
- To take care of our environment.**
- To move around the school sensibly, without disturbing other children's learning.**
- To show respect to all adults in school.**
- To play fairly and considerately in the playground.**

Children will:

- ⇒ I will always do my best to keep the School Promises.
- ⇒ Through Sacramental Preparation, School Masses and Assemblies, I will try to be who Jesus wants me to be.
- ⇒ I will share my homework with my parents/family and try my best to hand it in on time.
- ⇒ I will do my best to achieve my termly targets.
- ⇒ I will let someone know if I have any problems.

Child's signature:

Together we will:

- ⇒ communicate with one another to maximise the support of your child's learning.
- ⇒ tackle any special needs.
- ⇒ encourage the children to keep the School's Promises.
- ⇒ support your child's learning to help them achieve their best.

Teacher's Signature:	Reception:	
	Year 1:	
	Year 2:	
	Year 3:	
	Year 4:	
	Year 5:	
	Year 6:	
		Head teacher's signature:

Appendix 3: Sanctions Summary

STAGE 1: De-escalation Strategies

STAGE 2: Verbal Reminders

STAGE 3: Visual Reminders

STAGE 4: Time out (loss of play time, lunchtime or other suitable time out sanction or loss of privilege)

STAGE 5: Time out of class

STAGE 6: Behaviour Report

STAGE 7: SEN register / Behaviour Target Card

STAGE 8: Pastoral Support Plan/ Isolation / Detention / Exclusion