Our Lady of Peace Catholic Primary and Nursery School

"With Christ in our hearts, together we grow."

Positive Behaviour Management & Anti-Bullying Policy

By order of the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

Avoidance of doubt
Following on from DfE Guidelines dated 1st September 2021. The term 'Fixed Term Exclusion' (FTS) has been changed to 'Suspension'.

Review Dates:	**Date Reviewed:** C&S committee 20/01/2022	**Ratified at FGB:** 24/03/2022
Signatures:	**Headteacher:** **Mrs Jan Holden**	**Chair of Governors:** **Mrs Debbie Main**

Statutory Policy
The school has a commitment to safeguarding and promoting the welfare of children.

Annex A: Behaviour principles

All children are expected to:

- Follow any altered routines for arrival or departure
- Follow school instructions on hygiene, such as handwashing and sanitising
- Follow instructions on who pupils can socialise with at school
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus
- Follow the rules about sharing any equipment or other items including drinking bottles
- Follow expectations about breaks or play times, including where children may or may not play
- Only use the designated toilets
- Follow clear rules about coughing or spitting at or towards any other person
- Follow clear rules for pupils at home about conduct in relation to remote education
- Accept rewards and sanction system where appropriate

Identify any reasonable adjustments that need to be made for students with more challenging behaviour and if necessary, an individual risk assessment is to drawn up.

Annex B:

Principles for staff

- Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
- Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Use the 'catch it, bin it, kill it' approach.
- Avoid touching your mouth, nose and eyes.
- Clean frequently touched surfaces often using standard products, such as detergents.
- Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
- Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- Prevent your class from sharing equipment and resources (like stationery).
- Keep your classroom door and windows open for air flow.
- Limit the number of children from your class using the toilet at any one time.
- Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
- It is the responsibility of all staff to ensure that they socially distance appropriately and ensure that other safeguarding measures are adhered to such as hand washing.
- It is the responsibility of all staff to ensure that they seek help and advice from their line manager in the first instance if they have any concerns or anxieties. The school continues to provide counselling support for all staff. The phone numbers are displayed in the school
- It is the decision of all staff members in relation to whether they wear PPE. The school has provided aprons and gloves for use when changing pupils previously and this will continue. PPE is not mandatory in schools.
- It is the responsibility of all staff to ensure that they are pro – active in identifying any resources which are needed such as hand gel/ sanitiser/ towels as soon as identified. The Every System continues to be the school's reporting system.

BEHAVIOUR and ANTI-BULLYING POLICY

(Love one another as I have loved you. John. ch.13 v34)

RATIONALE

Every person in our school has value and worth. Everyone has the right to be treated with respect. This can only be achieved through mutual trust and acceptance. Everyone in our school needs praise, success, recognition and knowledge that they are loved as children of God and that Christ is at the centre of everything we do.

Low self-esteem affects behaviour, learning and relationships. Self-esteem is the personal picture we have of ourselves, our strengths, weaknesses, abilities and limitations. Our image is built up by the positive and negative responses of the people with whom we come into contact.

In order to provide an education that all can access, good order must exist. It is given high priority and lies at the very centre of our school. Gospel values of truth, justice and equity, service and celebration are central to the children achieving success.

MISSION STATEMENT

'With Christ in our hearts, together we grow'

Aims

The primary aim of our school is to create a Christian educational environment, in which each child feels safe, is valued as a unique individual and is encouraged to value and respect others. Christ is at the centre of all aspects of our curriculum and the prayer and sacramental life of our community binds us together in Christ. It is the foundation of our attitude to the wider community of the world around us.

It is our aim to provide opportunities to make prayer and worship real educational experiences that are helpful to the development of the faith of each individual.
We aim to develop the skills of self-discipline, honesty, conscientiousness; co-operation and loyalty as essential values in our community.
We are committed to develop the intellectual, moral, social, spiritual and physical development of each individual. This is of paramount concern to us.
We respect and value diversity of background and faith and aim to provide equal opportunities for all.
We are committed to continuous improvement in every aspect of the school, by providing opportunities for development and training for all.
We aim to live out the teaching of Christ in our school community, which is essentially linked to the parish and home communities which we serve and with whom work.

Children at Our Lady of Peace Catholic Primary and Nursery School are taught that they make choices in their behaviour. They know the standard of expected behaviour and understand the sanctions. They are then encouraged to understand that they have a choice in which way to behave. **At all times the behaviour is criticised and not the child.**

All Pupils should:

- follow the Golden Rules;
- know inappropriate behaviour will always be actioned and the steps that will be taken;
- take responsibility for their own actions;
- display positive behaviour to acquire house points, certificates and stickers;
- contribute during circle time/PSHE
- face each other and tell the other person what behaviour they did not like;
- understand that with every freedom comes responsibility;
- know that posts of responsibility are an act of service;
- work and play together showing respect for themselves and each other; for property, ideas, opinions and differences.

All staff should:

- value every pupil irrespective of ability, race, gender, age or achievement;
- have high expectations of behaviour and work from all pupils;
- encourage children to respect themselves, others and the environment;
- provide a safe environment;
- encourage independence and self-discipline;
- respond immediately to children who do not conform to the agreed standards of work and behaviour;
- provide a discipline that is consistent, fair, firm but kind; talking to the child in a quiet and calm manner.
- give all children equal access to their time and attention;
- form positive relationships with all pupils;
- be aware of the model they present to pupils, remembering that all contact, formal and informal contributes to standards of behaviour;
- value and promote partnership between home, school and our parish;
- form positive relationships with all members of school staff and take an active part as a member of the school team.

The teaching staff should:

- plan effectively considering the different individual needs and abilities of pupils;
- monitor the effectiveness of the planned activities and maintain effective records on their plans and outcomes;
- allow children to be grouped in a variety of ways to allow opportunities to develop self discipline and enhance self esteem;
- plan for collaborative work to allow decision making skills to develop;
- continually raise expectation in work, behaviour and dress;
- plan opportunities for circle time / trust and tell activities.
- Set SMART targets for pupils with SEN which are agreed and reviewed termly.

The learning process should always promote:

- that Christ is at the centre of all we do;
- that success is achieved through, effort and hard work;
- a sense of well being and concern for others;
- a love of God through liturgy, prayer and relationships;
- a sense of stewardship of the environment God has created for us;
- a respect for the individual as a person uniquely created by God;
- the Gospel attitudes and values of peace, joy, justice, equity, celebration, service and love;
- an atmosphere for healing and reconciliation.

The learning process should be structured to provide opportunities for:

- pupils to work as a member of a co-operative group;
- pupils to be prepared to take risks in their learning.
- all pupils to contribute;
- all pupils to experience success through a tolerance that it is OK to make mistakes and that important lessons can be learned;
- pupils, on their own, and together with their teacher, to recognise key achievements and set future targets;
- challenges to be met;
- raising self esteem;
- all children to take an active part in meaningful and relevant worship;
- enabling pupils to make choices and participate in decisions;
- a positive, supportive and secure school environment;
- stimulating experiences to encourage pupils in the development of knowledge, skills, concepts and attitudes;
- each member to develop self motivation and self discipline strategies;
- children to play together co-operatively and safely;
- sufficient and stimulating resources are supplied appropriate to the task

GOLDEN RULES

Be Ready
Be Respectful
Be Safe

(Appendix 2)

Each day is a new day, and everyone deserves a fresh start; however, there may be children who persistently display inappropriate or negative behaviour.

Inappropriate behaviour is sometimes the result of a special educational need. Teaching staff will aim to identify the special needs of individual pupils and take preventative action, including involving the Special Educational Needs Co-ordinator (SENCO) to seek strategies, secure improvement and prevent problems escalating. Those identified children with SEN may need social, emotional and mental health support and clearly defined routines through teaching tools such as a reward chart or timetable. An Individual Provision Map (IPM) would be written in cases such as these and the root cause of their behaviour would be actively sought out through specialised interventions. At other times it may be due to changes at home, bereavement or problems concerning friendships, self-esteem or quality first teaching.

INCENTIVES

- Verbal/non-verbal praise.
- Celebration of class, playground behaviour, through award of house points, stickers and sharing work.
- Children sent to celebrate their achievement to another class/teacher/Headteacher/Assembly.
- Public recognition – 'special awards' to be presented in assembly.
- Special mention in newsletter – Pupil of the Week.

SANCTIONS

- A warning look.
- A reminder:
- I need you to
- I need to see you
- I know you will
- Verbal correction/reprimand.
- Time out to reflect.
- If inappropriate behaviour continues – to follow the line of referral in Appendix 1, 1a.
- Missing part of a playtime/lunchtime.

Sanctions may include:

- Apology
- Missing part of a playtime/lunchtime during which they will be required to reflect on the choice they made and the impact of this on their learning and/or other members of our community
- Write a letter of apology

- An internal exclusion – where a pupil is required to work in another class or in another area of the school for a period of time (e.g. a morning or afternoon).

- For extremely serious incidents, the Headteacher has the authority to exclude a child on a fixed-term or permanent basis. In the absence of the Headteacher the Deputy Headteacher has the authority to do this.

- The sanction imposed will reflect the age of the child and the seriousness of the incident. These are at the discretion of the Headteacher or senior leadership team dealing with the incident.

- If the child is to miss a playtime the teachers on duty will be informed and the child will sit on the bench or walk with the teacher who is on duty.

- On some occasions the child may be required to miss a playtime or go to the Inclusion Manager, Assistant Headteacher, Deputy Headteacher or Headteacher's office.

- Children are NOT to stand outside the office or classroom

Playground sanctions

- A discussion with all pupils involved, including discussions regarding why behaviour may not be appropriate or sensible and agree alternative positive behaviours.
- Helping pupils to recognise the impact of their choices/behaviour on other pupils and when it is appropriate to apologise for this.
- Being removed from the playground for a short period – e.g. 5 minutes sitting on a bench/going to the Peace Room (KS1) or All Saints Room (KS2). Children are NOT to stand by the wall in the lunch hall
- Walking around the playground for 5 minutes with a member of staff.

Serious incidents, including any concerns regarding racism or bullying, are deemed as "Fast Track" incidents and must be referred to the Inclusion Manager or a member of the senior leadership team. The member of staff who has witnessed the incident or first became aware of the incident must record the details of the incident on an incident form. Appendix 3a and 3b. It is essential that the member of staff who records the incident, ensures that all children involved in the incident are given an opportunity to explain their side of the story. Staff must be mindful not to scapegoat or pre-judge an incident.

If a child is Fast Tracked by an adult other than the class teacher, that adult is responsible for logging the incident, signing the form and ensuring the class teacher is made aware and has countersigned the incident form.

Definition of bullying behaviour

"Bullying: All children make friends, break friends, say horrible things to each other, are spiteful, tease and jostle for places in the pecking order of school and family. Bullying is something beyond that."

Keith Sullivan: The Anti-Bullying Handbook:

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful
- repeated over a period of time
- difficult for victims to defend themselves against

Examples of bullying behaviour

Bullying can take many forms over a period of time:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- using text messaging for the above
- inappropriate use of email and social networking sites

There must be a distinction made between bullying and bossiness and between bullying and boisterous play. Most young children grow out of bossiness as they become more self-controlled and learn the social skills of negotiation and compromise.

Research has shown that the school and the playground are the places where most bullying occurs. Bullying can take place several times a week/a day, for months or for years. It does not have to continue for a long time without damaging the victim or those children who have witnessed it.

BULLYING

"Bullying is deliberately and repeatedly hurting people or making them unhappy by what you say or do".

Through our RE and PSHE programmes, our assemblies and collective worship we encourage the children to live out the Gospel values – to respect and love each other.

Bullying, whether verbal or physical, is not tolerated in Our Lady of Peace Catholic Primary School and Nursery. We would encourage any incidents to be reported so we can respond swiftly.

If incidents of bullying, whether verbal or physical was reported by a child, parent or member of staff we would:

1. Give time to investigate the incident fully.
2. If there are genuine concerns about a child, bullying or being bullied, their parents would be informed immediately
3. The parents of the child who was bullying, would need to work with the teacher to agree an appropriate way forward to support the child who was being bullied.
4. Give support to the child being bullied.
5. The school would work in partnership to support the parents of the bullied child.
6. Monitor both children for a given period and take appropriate action as required.

Bullying/Cyber Bullying

Bullying in any form (including cyber bullying) is regarded as an unacceptable behaviour and is not tolerated. Pupils at Our Lady of Peace Catholic Primary and Nursery School are taught this through assemblies, PSHE lessons, Circle time, class and group discussions. Pupils are regularly taught and reminded that bullies can only thrive in secret and that "telling" can break the cycle of bullying. It is essential to provide opportunities for children to be able to confide in an adult and for children to feel safe to do so. Children should be reminded that all the adults in school would treat such disclosures seriously.

If bullying behaviour is reported:

- It will be treated seriously
- The Inclusion Manger or a member of the senior leadership team will be informed- Headteacher/Deputy Headteacher/ Assistant Headteacher.
- Parents of the victim and bully will be informed
- It will be tackled as soon as possible
- All incidents will be recorded, with follow up actions and outcomes
- School staff will be informed to increase vigilance
- Both the victim and the person demonstrating bullying behaviour will be supported
- The situation will be monitored and reported to the Governors
- Schools do have the legal power to intervene and can discipline pupils for bullying that occurs outside school. Where bullying occurs outside school and is reported to the school/ teacher then the school should investigate this and act upon the information given.

Communication with parents

Working in partnership with parents is crucial in supporting pupils to learn how to manage their behaviour and make the right choices. Where there are concerns or there have been specific incidents of unacceptable or inappropriate behaviour, we believe it is essential that parents are informed so they can work together with the school and their child.

- Level 1 and Level 2 warnings are considered as having been dealt with "in-house" and parents will not be informed. However, the class teacher, Inclusion Manager and senior leadership team monitor patterns in behaviour on a weekly basis and if there are concerns then parents will be invited into a meeting to discuss ways the pupil can manage their behaviour more effectively.
- Depending on the nature or seriousness of the incident, the Inclusion Manager or a member of the senior leadership who dealt with the incident may ask the parent to come into school for a meeting to discuss the incident. Alternatively, parents may be informed by a phone call from the school.

Behaviour in the Playground

The members of staff on duty are directly responsible for pupils' behaviour. Strategies should be used to recognise and promote positive behaviour in the playground. Strategies include:

- Ensuring that children know and understand which games are not appropriate and are dangerous games.
- Teaching children lunchtime games. (PE: time allocated for each year teaching games and safe use of lunchtime equipment).
- Teaching children strategies for resolving minor disagreements and ensure they understand where they should go for help.
- Ensuring children are aware when they can use lunchtime play equipment and the adventure playground.
- Teaching children general rules and routines for playtimes and lunchtimes – e.g. they should not leave the playground without permission, lining up routines etc.
- Following up serious incidents when on playground duty and inform the child's class teacher.
- Informing a class teacher when their class has been very well behaved on the playground.
- Verbal recognition/praise for good behaviour which is specific about why the behaviour is being praised
- Smiling or other physical recognition (e.g. nod, a wave, thumbs up sign)
- Awarding a house-point for good behaviour
- Use of stickers
- Informing staff on duty of any incidents or information which may affect play time and lunch time behaviour.
- Ensuring that no children remain inside without adult supervision.
- Ensuring that children know and understand that they require permission from an adult to go inside at lunchtime. (To go to the toilet or to First Aid)
- Teachers or school nurse to inform the lunch time manager if a child has a genuine medical reason to stay inside. The child will be supervised in a suitable location.
- Lunchtime Manager to consult with the Inclusion Manager if a child has difficulties in coping with lunch times or is consistently causing concern or intervention.
- Teaching pupils to deal with their own problems successfully. Often by talking things through with the children, conflicts or disagreements can be resolved.

Searches

Where evidence suggests that a pupil has brought a prohibited item into school, legislation states that the Head Teacher, Senior Leadership Team or a member of staff authorised by the Head Teacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a 'prohibited item.'

Parents will always be informed that this has happened and the outcome of the search.

Prohibited items include stolen items, weapons, alcohol, drugs, tobacco / cigarette papers, fireworks and inappropriate images (including those held electronically on mobile phones). If a search is necessary, the school will endeavour to conduct it with confidentiality and discretion. Two or more staff members will be present during the search.

Exclusions

It is for the Head Teacher to decide whether to exclude a pupil, either for a suspension period or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. The Head teacher will consider excluding a pupil from school in response to serious breaches of the school's behaviour policy or when the behaviour of the pupil is seriously harming their education/welfare or the education/ welfare of other pupils.

Examples of when internal, suspension or permanent exclusion may be used by the Head Teacher are:

- Specific one off incidents of poor behaviour, for example, unprovoked/deliberate physical violence towards pupils or staff (e.g. hitting, kicking), fighting, bullying, racism and malicious stealing (NB: all incidents of stealing will be investigated to establish the reason behind it and the sanction will reflect this).
- Repeated incidents of low level, disruptive behaviour which are in breach of our school rules as set out in the policy; and/or when a pupil has failed to respond to previous sanctions and his / her behaviour is having a negative impact on other pupils' learning, for example, persistent defiance.

Internal or Permanent exclusions may be used for extreme poor behaviour, extreme violence towards others resulting in significant injury or malicious allegations against members of staff.

Permanent exclusion may also be used for the possession of prohibited items such as drugs, alcohol or weapons.

Pastoral care for staff accused of misconduct will be arranged by outside agencies.

Use of Force/Positive Handling Staff will only intervene physically:

- To prevent injury to a child
- If a child is in danger of hurting him / herself.

The actions that we take are in line with government guidelines on the restraint of children. Designated teachers and teaching assistants have received Team Teach Training. This training enables those staff to undertake physical intervention when necessary in the safest way possible, for all involved in that eventuality. Training for staff will be revisited and undertaken as necessary i.e. when new staff join our school. Restraint is only used as a last resort.

Behaviour beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.

When a pupil is wearing the school's uniform, he / she is indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when

travelling to and from school and when on the school premises at the start and end of the school day. Please refer to Parent Code of Conduct. (Appendix 4)

The role of non-teaching staff

It is the responsibility of the LSA/lunchtime staff to deal with minor incidents and to report more serious incidents to the Lunchtime Manager/ class teacher on duty or follow the Line of referral chart (Appendix 1) for more serious incidents of misbehaviour.

Non-classroom-based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the children as they move around school. Any incidents noted by the non-classroom-based staff should be dealt with and where appropriate, be reported to the Inclusion Manager/class teacher.

ADDITONAL

The Governors and Headteacher have agreed the school should adhere to the DFE Behaviour and Discipline in Schools Guidance. Please click on the link for further information www.education.gov.uk. This document can also be downloaded from the policy section.

Discipline Procedure (Appendix 1 flow chart)

If a child chooses inappropriate behaviour (e.g. shouting out, disturbing others) that does not meet our expectations as set out in our Golden Rules, then the teacher will apply the 'Level' system. Appendix 1.

Level 1.
First warning -The **teacher** reminds the child how to behave – verbal communication about expectations.

***If** the child persists with the behaviour.*

Second warning

***If** the child persists with the behaviour.*

Third Warning

***If** the child persists with the behaviour.*

Level 2.

The child is referred to the Phase Leader who reminds the child of the rule he/she is breaking and explains what the correct choice of behaviour would be. Sanctions include removal of lunchtime playtime, child to walk around with an adult support at lunchtime, time out-withdrawn from their class or to another class in that year group for an agreed amount of time.

- Each phase has a "Phase Leader" this is agreed at the beginning of the school year.
- The child should be accompanied by an adult if going to another class
- This process needs to be brisk and calm.
- The behaviour record sheet should include the date, time and a brief description of the behaviour.
- Once in the Phase Leader' s classroom, or teaching partner's classroom the child should be allowed to sit and be left quietly to "reflect" on their behaviour. The other children in the class

should be encouraged to get on with their own work and not engage with any communication with the child.
- When the child returns to class s/he should be allowed to continue with a fresh start.
- Parents will be informed at the end of the school day.

***If** the child persists with the behaviour.*

Level 3.
The child is sent to the INCLUSION MANAGER

MEET WITH CHILD,
CONTACT PARENT,
LIAISE with SENCO who may liaise with EWO, EP, BEHAVIOUR SUPPORT

The Inclusion Manager will contact the parents and request an informal meeting. At this meeting the Inclusion Manager will endeavour to work with parents to find the cause of their child's behaviour, discuss home/school actions and support which can be put in place.

If from this meeting the Inclusion Manager decides the SENCO's need to be informed, as the root cause is linked to social, emotional or mental health needs, a Record of Concern form will be completed with a copy of the incident and minutes from meeting attached. It will be the SEN team's responsibility to refer or seek external agency advice.

If however, the Inclusion Manager feels that through targets and in-class support the child's behaviour will improve, they will feedback actions to the child's class teacher and Phase leader.

It may also be the case that parents are struggling at home. In this situation the Inclusion Manager may refer the case to our SEND team to refer to parental classes to help support home life.

These meetings are important at Level 3 because poor behaviour is often displayed as a result of an underlying issue or root cause. If a child's behaviour has been categorised as Level 3 then it is the parent and schools responsibility to work together to determine why the child is behaving negatively.

Level 4. "Fast Track" for Serious Incidents
The child is sent to a member of the SLT (Assistant Headteacher/Deputy Headteacher/Headteacher)

There may be incidents when a child is 'Fast Tracked' straight to Level 4. This is when their behaviour is deemed to be very serious and may include incidents such as:

- Deliberate and/or unprovoked aggressive behaviour towards another child or adult (e.g. hitting, kicking, slapping)
- Abusive name-calling or use of inappropriate language
- Malicious stealing (NB: All incidents will be investigated to establish the reason the child has done this and the sanction will reflect this)
- Racism
- Deliberate damage to property or equipment
- Bullying
- Evidence that prohibited items have been brought into school (see appendix for a list of prohibited items).

Recording Level 3 and Level 4 Incidents

It is essential that clear and accurate records are kept for recording behaviour incidents. This is to ensure that they are dealt with appropriately and that the school can identify patterns of poor behaviour and implement strategies to deal with this effectively. Appendix 3a and 3b

The Inclusion Manager must investigate the situation thoroughly by speaking to *all* the children and adults involved and record all the evidence **prior** to referring it up to a member of the SLT.

- It is essential that all children involved are given an opportunity to explain what they saw or did.
- Any Level 3, Fast Track or Level 4 incidents will be recorded using an incident form and these will be kept centrally in a file kept in the Inclusion Managers office and logged online. The incident should be clearly recorded on the incident form with the date and all relevant detail. Any additional notes made by the class teacher or adults who witnessed the incident should be attached to the incident form when it is sent to a member of the senior leadership team.
- Space should be left to record any further actions or outcomes.
- The teacher or member of staff who completes the incident form should ensure that the child fully understands which rule they have broken and that it will now be passed to the Inclusion Manager or a member of the senior leadership team.
- All racist incidents will be fast tracked and must be referred to the Inclusion Manager on an incident form**.**

Imposing appropriate sanctions/consequences for Level 3, "Fast-Track" or "Level 4" Incidents

- It is important that children are taught to understand that inappropriate behaviours will have consequences as this will help them manage their behaviour and make 'good choices'.
- For this reason, the Inclusion Manager or member of the Senior Leadership Team who deals with the incident will impose an appropriate sanction and inform parents via a phone call, where a meeting will also be arranged. Depending on the seriousness or nature of the incident they may also meet the parents to inform them of what has happened.
- All incident forms must be signed by the Inclusion Manager or a member of the SLT.

Pastoral Support Programmes

"The Pastoral Support Programme (PSP) is a school-based intervention to help individual pupils manage their behaviour better. It will be needed for those whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic behavioural outcomes for the child to work towards. A nominated staff member should oversee the PSP. It should be short and practical, and administration should be kept to a minimum."

The programme will be shared with the pupil's parents who will be regularly informed of the progress achieved. Other support agencies may also be involved as appropriate. The school also ensures that it works to identify and support children with mental health concerns, and we help the parents make the appropriate referrals where necessary – for example to CAMHS in accordance with the Department for Education's Guidance on Mental Health and Behaviour in Schools (March 2016). We also have a specialised intervention for such concerns in the form of our "Emotional Literacy Support" (ELSA).

Appendix 1

DISCIPLINE PROCEDURE
LINE OF REFERRAL FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

LEVEL 1 – Low level behaviour
CLASS TEACHER
ACTION:
1st Warning
Verbal communication about expectations
- I need you to
- I need to see you
- I know you will

IF NO IMPROVEMENT

2nd Warning
Verbal communication about expectations
5 minutes of Golden time to be missed
IF NO IMPROVEMENT

3rd Warning
Verbal communication about expectations

All of Golden Time will be missed
IF NO IMPROVEMENT

LEVEL 2 -
PHASE LEADER – Repeated low level behaviour
ACTION:
Verbal communication about expectations
MEET WITH CHILD, CHILD TO WALK AROUND WITH ADULT SUPPORT AT LUNCHTIME, TIME OUT- WITHDRAWN FROM THE CLASSROOM OR TO ANOTHER CLASS IN THAT YEAR GROUP FOR AN AGREED AMOUNT OF TIME. REMOVAL OF LUNCHTIME PLAYTIME

IF NO IMPROVEMENT

LEVEL 3 – Continuous low level behaviour – Behavioural incidents
INCLUSION MANAGER
ACTION:
Incident sheet needs to be completed
Verbal communication about expectations
MEET WITH CHILD, AND INFORMAL PARENT MEETING

CONTINUED PERSISTENT INAPPROPRIATE BEHAVIOUR

LEVEL 4 – Serious Incidents or consistent inappropriate behaviour
SLT (ASSISTANT HEADTEACHER/ DEPUTY HEADTEACHER/HEADTEACHER/INCLUSION MANAGER
ACTION:
Incident sheet needs to be completed
ACTION: MEET WITH CHILD, PARENT APPOINTMENT (FORMAL)
SET UP PASTORAL SUPPORT PROGRAMME
IF NO IMPROVEMENT

FOLLOW EXCLUSION PROCEDURES/MANAGED TRANSFER (DFE Guidance on Exclusions- Exclusions from maintained schools, Academies and pupil referral units in England) SERIOUS' BEHAVIOUR WOULD BE BROUGHT TO THE ATTENTION OF THE HEADTEACHER/SMT IMMEDIATELY.

Appendix 2

Golden Rules

BE SAFE

BE READY

BE RESPECTFUL

Appendix 3a (front of form)

Our Lady of Peace Catholic Primary & Nursery School

Incident Form

Pupils First name:	Pupils Surname:	Staff names (witnesses)
Class:	Class teacher:	
Other pupils involved:		
Date: Start time: Finish time:	Lesson/activity:	Area of incident

Antecedents:
Medication Argument Demands/requests Previous Discussion/comments Transition

Difficult/non preferred task Perceived criticism Perceived injustice Restricted access

Unpredictable event/interruption No specific reason known

Behaviour:

Environment: Breaking windows unsettled climbing damage graffiti roaming running around

Spitting throwing/kicking/pushing furniture throwing snow/ice balls

Towards others: Attitude Aggression barging bite chinning choking defiance grab

grabbing clothing hair pull head butt hit inappropriate comments inappropriate gestures/touch

kick name call object used as weapon pinch poke pull push racism refusal to comply

scratch sexualised behaviour slap spit squeeze stamp on feet threatening trip

verbal abuse whinging/whining winding up inciting others

Towards self: Absconding agitated anxious barricading biting self crying/upset

complaining of feeling unwell dropping to the floor easily distracted eating inappropriate objects

falling asleep hitting head on objects/surfaces hitting body hyperactive/bubbly

immature talk/voice paranoid removed seatbelt removed clothing scratching face/arms

sexualised behaviour slap head/face sleeping soiling suicidal comments suicidal actions tantrum

violent references walking out of class

Brief description of incident:

Outcomes: (Must be completed before handing to Inclusion Manager or SLT)

Parent meeting set up parents called into school parents collected pupil Talked to foster carer

parents informed verbally phone call home police involvement

1:1withdrawl bill for damages computer ban external exclusion (no. days .....) Indoor play Intervention Room

Internal exclusion letter home loss of points make up work pupil taken home

Miss after school club miss play miss reward visit miss/lose golden time

Tidied/made good Work in another classroom Stay in at lunchtime

trip ban withdrawal of attention time out of class (how many times) rest. Intervention

Physical Interventions:

	Name of hold	People involved in hold	Duration of hold	Reason
1.				
2.				
3.				
4.				

NB
For reason – please put either: serious disruption (risk/actual); injury to self (risk/actual); injury to staff (risk/actual); injury to other pupil (risk/actual); damage to property (risk/actual) This must be logged in the restraint book kept in the Inclusion Manager's office.

Signed (staff member writing form):

Signed (other witnesses):

Date: Time:

Informed Inclusion Manager/SLT: Who:	Informed others: Social care	Other forms completed: Medical- health check completed

Appendix 3b (Back of form)

Time: Date: Signed:	Police Chair of Governors CAMHS Local Authority	LA Medical form Internal record Racism Accident form

Appendix 4

Our Lady of Peace Catholic Primary and Nursery School

Code of Conduct for Parents & Visitors

At Our Lady of Peace Catholic Primary and Nursery School we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

We expect everybody to behave courteously to each other and set a good example to the children. Inevitably there are occasions where parents may be unhappy or upset about something that may have occurred in school and want to discuss it.

In most cases, complainants are helpful, polite and patient, and they give us time to sort out whatever has happened so that everyone has been listened to and the problem is resolved. However, the behaviour of a minority of complainants can make investigating and resolving a complaint difficult, or they may behave in a way that is unacceptable or inappropriate.

We will never tolerate violence or abuse towards any member of staff. This may include behaviour or language (verbal, non-verbal or written) that may cause staff to feel afraid, threatened or abused; and it may include threats, personal verbal abuse, derogatory remarks and rudeness.

In these instances, parents will be asked to desist from the behaviour, and/or leave the premises. In instances where parents refuse to leave when asked and their behaviour is still causing distress, the police may be called.

The Headteacher may, in certain circumstances, impose a ban, (in writing) on that person until they have had a meeting and taken responsibility for the impact of their behaviour. This is essential to protect staff and allow them to do their job, as well as protecting your children from witnessing inappropriate behaviour by adults.

Parents may also not approach any children in the school to investigate a problem, as this may result in you receiving a warning letter, a final warning or potentially even a ban from the site by the Headteacher. Please let us know what facts you have, and we will thoroughly investigate any concerns you have and let you know the outcome. Parents may also not question staff about sanctions that may have been put in place by the Headteacher, as this will be seen as intimidation or harassment of staff.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish progress and achieve in an atmosphere of mutual understanding.

Guidance

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:

- Respect the Catholic ethos of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help you resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe school environment the school will not tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, visitor, fellow parent/carer or student regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamation of the school's or staff character on Facebook or other social sites.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of their actions towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking and consumption of alcohol or other drugs.
- Cycling on school premises.

- Dogs being brought on to school premises.

Should **any** of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and, if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.