



# *Our Lady of the Assumption Catholic Primary School*

## **Draft Positive Behaviour Policy**



Approved by Full Governing Body on 2020

Signed: Chair of Governors

To be reviewed 2023

### **Safeguarding Statement:**

'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all pupils and expects all staff, parents and volunteers to share this commitment.'

### **Our Vision:**

As a Catholic school that puts Christ at the centre, we are committed to encouraging everyone to 'Be the Best They Can Be'

### **Our Values and Ethos**

We believe that everyone is made in the image and likeness of God and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures.

### **Aim of the Behaviour Policy:**

- To provide a safe and nurturing environment which ensures pupils are able to learn.
- To provide clear guide for pupils, staff and parents of expected standards of behaviour
- To provide a consistent and calm approach
- To ensure all adults take responsibility for behaviour and follow-up personally
- To ensure all adults use consistent language to promote positive behaviour
- To use restorative approaches that enable pupils to reflect on their choices

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'wrong choices'
- Encourage pupils to recognise that they can and should make 'right' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

The school has 3 simple rules:

**Be Ready**

**Be Respectful**

**Be Safe**

## OLA Behaviour Blueprint

<b><u>Our Rules</u></b> 1. Be Ready 2. Be Respectful 3. Be Safe	<b><u>Visible Consistencies</u></b> 1. Calm adult behaviours 2. Catch pupils doing the right thing 3. Praise in public (PIP) 4. Remind in private (RIP)	<b><u>Relentless Routines</u></b> 1. Wonderful walking 2. Magnet eyes 3. Lovely lines 4. Calm corridors 5. Super-sitting	<b><u>Above and Beyond Recognition</u></b> 1. Star of the Week 2. Dojo message 3. A comment on the gate 4. Lunchtime postcards 5. Hot Chocolate Friday 6. A visit to SLT
<b>Stepped Boundaries</b>	<b>Scripts and Mantras</b>		
<b>1. Reminder</b>	I noticed you chose to...(noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening		
<b>2. Warning</b>	I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you. If you choose to break the rules again you will leave me no choice but to ask you to, work in another classroom/stand by the fence... Do you remember when...(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make right choices. Thank you for listening / I'm glad we had this conversation		
<b>3. Calming time</b>	I noticed you chose to...(noticed behaviour) after I have already spoken to you. You need to work in another classroom/stand by the fence... I will speak to you in two minutes. Behaviour recorded in class behaviour book.	<b>4. Follow up: repair and restore</b> (staff will draw on Emotion Coaching where appropriate Appendix A)	What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?

We understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

School will communicate behaviour concerns to parents of carers via a conversation at the gate, Dojo message, a phone call or during a meeting, depending on the nature of the concern.

## **Serious Acts of Misbehaviour**

In cases of severe misbehaviour, a child may be excluded.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

- Our policy covers any inappropriate behaviour when pupils are:
- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## **Physical Intervention & Use of Reasonable Force**

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Team Teach), and it can apply to other adults, e.g. unpaid volunteers or parents accompanying pupils on a school trip.
- Staff should use their professional judgement of each situation to make a decision to physically intervene or not.
- Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible.
- Schools do not require parental consent to use force on a pupil.

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others
- Prevent a pupil from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents and use of reasonable force on CPOMS.

## **Screening and Searching Pupils, Confiscation of Items**

### **Searching:**

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

### **Who can search?**

Any teacher who works at the school, and any other person who has the authority of the headteacher.

### **Under what circumstances?**

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **When can I search?**

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

## **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

## **Screening**

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screeningsearching-and-confiscation>



## 4 Steps to Emotion Coaching

Empathy – ‘All feelings are Ok’	Steps	Sample Questions/Scripts
	(1) Recognising the young person's feelings and empathising with them	What is/are the young person feeling (s)? When have you felt something similar? Check out this YouTube clip of 1.18 minutes of a good example of empathy <a href="https://www.youtube.com/watch?v=QT6FdhKriB8">https://www.youtube.com/watch?v=QT6FdhKriB8</a>
Guidance – ‘Not all behaviour is Ok’	(2) Labelling and validating the feelings	Labelling <ul style="list-style-type: none"> <li>• ‘You seem angry to me’</li> <li>• ‘I can see you're feeling angry’</li> <li>• ‘I can tell you are angry...’</li> <li>• ‘The way you are feeling is making you angry...’</li> <li>• ‘You're angry about....’</li> </ul> Validating <ul style="list-style-type: none"> <li>• ‘I'm sorry that happened to you, you must feel very....’</li> <li>• ‘I can see that you get angry when that happens/ when I do this’</li> <li>• ‘I would feel angry if that happened to me’</li> <li>• ‘I would feel angry too’</li> <li>• ‘I understand why you are angry’</li> <li>• ‘It's normal to feel angry about that’</li> <li>• ‘It's OK to feel angry about that’</li> </ul>
	(3) Set limits on behaviour (if needed)	<ul style="list-style-type: none"> <li>• ‘.....it's not OK to behave like that’</li> <li>• ‘.....that behaviour is not acceptable’</li> <li>• ‘.....the rules are that we do not...’</li> <li>• ‘.....these are the rules that we have to follow’</li> <li>• ‘..... doing that is not OK....’</li> <li>• ‘.....behaving like that is not helpful’</li> </ul>
	(4) Problem-solve with the pupil	<ul style="list-style-type: none"> <li>• ‘What were you trying to achieve by.....?’</li> <li>• ‘Let's look together at why we have this rule’</li> <li>• ‘Let's think of what you could have done instead’</li> <li>• ‘Can you think of a different way to deal with your feelings?’</li> <li>• ‘I can help you to think of a different way to cope’</li> <li>• ‘Can you remember feeling this way before and what you did’</li> <li>• ‘Have you thought about doing this instead?’</li> <li>• ‘Try and do this next time you feel like this’</li> <li>• ‘Let's decide what you will do next time you feel like this’</li> <li>• ‘Do you think doing that would be more helpful for you and others?’</li> </ul>

## Summary Emotion Coaching Card

Step 1	<b>Recognise</b> the pupil's feelings and <b>empathise</b> with them
Step 2	<b>Validate</b> the feelings and <b>label</b> them
Step 3	Set <b>limits</b> on behaviour <b>(if needed)</b>
Step 4	<b>Problem-solve</b> with the pupil