

St Patrick's Catholic Primary and Nursery School Voluntary Academy



St Patrick's
Catholic Voluntary Academy

Then you will have knowledge of righteousness and right acting, and upright behaviour, even of every good way. Proverbs 2:9

Behaviour and Relationship Policy

ST. PATRICK'S CATHOLIC VOLUNTARY ACADEMY

Behaviour and Relationship Policy

AIMS

The main aim of St Patrick's Governors and all staff is to develop a caring community based upon the life and example of Jesus Christ, which pervades everyone and everything in our school. At St. Patrick's we strive to live, and encourage others to live, within the Gospel of Jesus Christ. We lead by example reflecting God's love and instruction in our thoughts, prayers, words and actions in order for others to come to know God's love through us. We aim to provide every child with access to a broad and balanced education and to ensure their continuous progress to meet their full potential. For all children to enjoy their time at school, learning in a happy and caring environment, free from worry and disruption. We want all our children to feel safe. Our behaviour rational is underpinned also by phrase, "visible consistency, visible kindness." Visible consistency, this allows children to know what is expected of them, which enables them to be successful in demonstrating positive behaviours. Visible kindness, like all that we do our behaviour rational is rooted in kindness. Through positive role models and explicit teaching, we will teach children how to be kindness towards adults, each other and themselves.

We aim to achieve this through the following:

OBJECTIVES

- *To provide a Behaviour Management Policy which is underpinned by the teachings of the Catholic Church and on the School's Mission Statement reflecting the Catholic values and ethos of our school.
- *To enable all children to achieve their full potential and develop the personal and social skills necessary for effective and productive interaction.
- *To minimise time lost through unacceptable behaviour in all school situations
- *To provide a platform for celebrating and rewarding children's achievement in the school community.
- *To provide pupils with the opportunity to experience success in a variety of areas of school life.
- *To encourage the children to develop a positive self-image.
- * To promote good behaviour, self-discipline and respect; appreciating that there are consequences for our actions
- *To provide a structure/mechanism for children to be able to identify and acknowledge unacceptable behaviour and modify it accordingly.
- *To teach the children, through instruction and modelling, what is meant by good behaviour and why it is important.
- *To foster in each child a respect for themselves and others, promoting in particular an understanding, respect and acceptance of different faiths, cultures and backgrounds.
- *To provide strategies by which the school community is able to deal effectively with the behavioural challenges that may arise, acknowledging parental support and co-operation as key factors for a successful outcome.
- *To actively seek the involvement and support of parents in all aspects of positive behaviour management to ensure all children receive their full educational entitlement

SCHOOL CODE OF CONDUCT – The St Patrick’s Way

The school’s code of conduct includes the following:

Be kind, honest and truthful with everyone.

Use your words, hands and feet positively and not to hurt.

Stop, look and listen when asked to.

Walk sensibly around the school using wonderful walking.

Treat your environment and other people with care and respect.

Follow instructions first time and complete all tasks set in the time given.

Look after your own and other people’s possessions.

Always behave in a safe way.

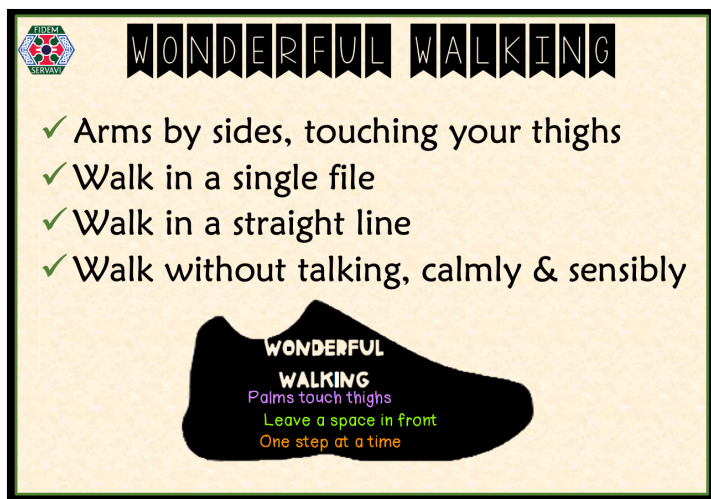
Follow the example set by Jesus in everything you do.

Children will be explicitly taught and modelled positive behaviours by the teaching of our behaviour curriculum. This begins in the Advent term with a week-long ‘Behaviour Bootcamp’ led by members of the senior leadership team. This is then revisited in weekly assemblies, in class around the school environment.

The use of acronyms and phrases within our behaviour curriculum enables all children to be clear of expectations and allows for consistency throughout the school.

Wonderful walking

- Children should walk around school using wonderful walking on the left-hand side off the corridor.
- Children should walk in a line with one person behind the other.
- Children should walk with hands touching thighs.



SLANT

- Children should listen to all adult inputs in lessons, acts of worship and around school exhibiting slant.



SLANT to show respectful listening habits.

S **Sit** up. Strong spine. Shoulders back.

L **Listen** with empty hands held together.

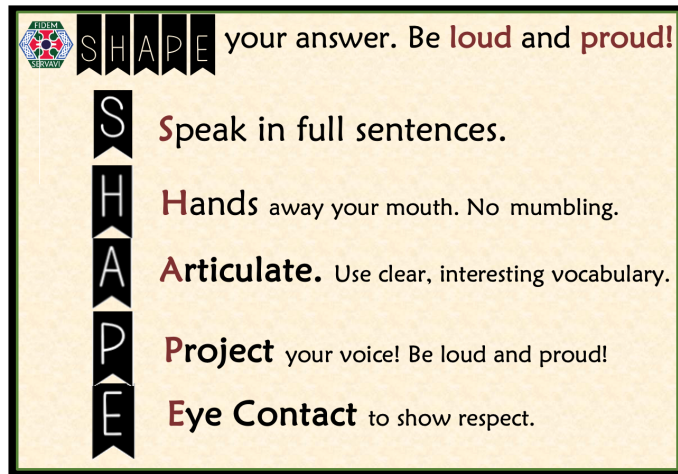
A **Ask** and answer questions.

N **Nod** your head. **N**ever interrupt.

T **Track** the speaker.

SHAPE

- Children should respond to adults and each other using shape.



SHAPE your answer. Be **loud** and **proud!**

S **Speak** in full sentences.

H **Hands** away your mouth. No mumbling.

A **Articulate.** Use clear, interesting vocabulary.

P **Project** your voice! Be loud and proud!

E **Eye Contact** to show respect.

All behaviour expectations of children can be found in our [Behaviour Curriculum](#).

DRESS TO IMPRESS



DRESS TO IMPRESS

- ✓ Uniform is correct and smart
- ✓ School colours only
- ✓ Shirts tucked in
- ✓ Shoe laces tied
- ✓ Wear coats properly



SCHOOL RULES AND EXPECTATIONS FOR ALL PUPILS

Lesson Time

1. Children should listen to all adult's lesson input and instructions exhibiting 'SLANT'
2. Children should respond to questions and speak in class using 'SHAPE'
3. Children should co-operate with one another and all adults in the school.
4. Children should share space and 'take turns'.
5. Children should settle down to work quickly.
6. Children should take a pride in their work content and presentation.
7. Children work calmly and quietly and must not disturb or disrupt other children.
8. Children should respect the need for 'quiet times'.
9. Children should treat equipment with care and respect.

Moving Around the School

1. Children should walk quietly, exhibiting 'Wonderful Walking' using the left hand side of the corridor; groups/classes should walk in a line.
2. When using the hall, children should enter and leave the hall quietly and in an orderly manner.
3. Where there are footpaths, children should use them.
4. Children must never cross the car park.
5. Children are not allowed outside the school building or grounds unless accompanied by an adult.
6. Children must never open the outside security doors unless directed to do so by a member of staff.
7. Children must not touch each other or the adults in school

The Playground

1. Children must not go onto the playground until the teacher on duty or midday supervisor is present.
2. Children must listen to and follow instructions given by all adults in school.
3. Children's own play equipment should not be brought into school.
4. Children must only make positive or kind comments to others and not intentionally hurt other pupils or make unkind remarks towards them.
5. Play activities must take place in the designated areas e.g. areas for football, areas for sitting etc.
6. Children must stand still when the first whistle is blow, come down from any equipment safely and stand in silence.
7. Children walk into school using 'wonderful walking' when their house name is called.

8. At lunchtime, children on the Key Stage 2 playground stand still when they hear the whistle, listen for the class called and walk towards the lunch time.

Uniform

1. Children are expected to dress smartly and to wear full school uniform.
2. The correct kit must be worn for PE and swimming. PE kit can be worn to school on PE days. Tracksuits or tights should not be worn for indoor P.E.
3. Children are allowed to wear watches. In the event of ears being recently pierced and pupils being unable to remove studs for the designated period they must be removed when swimming and for P.E. if necessary cover studs with micropore or a plaster. No other items of jewellery are permitted.
4. Children must wear sensible and safe flat, plain black shoes.
5. No fashion hairstyles, hair decorations, coloured hair extensions, dyed or bleached hair.

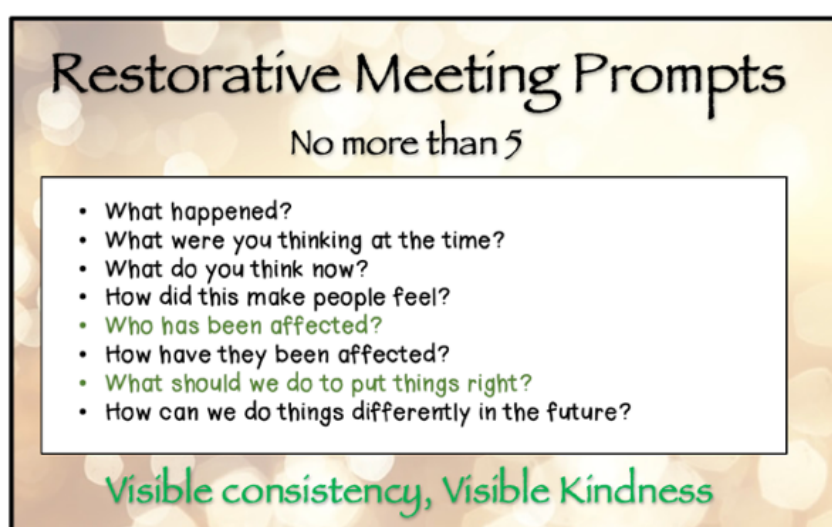
General

1. Children are not allowed in the building at playtimes without the supervision of a teacher, teaching assistant or midday supervisor; classrooms are not to be entered by children during break times.
2. Children must ask permission from the adult on duty to come into school for the toilet.
3. No items of value should be brought to school.
4. Toys, games and collection cards (of all types) should not be brought to school. From time to time it may be necessary to ban other items.
5. Sweets, chewing and bubble gum are not allowed in school (sweets may be brought for the class on a child's birthday and given out at the end of the school day).
6. No breakable containers should be brought to school.
7. Money should only be brought to school for a stated purpose e.g. charity. Children are responsible for storing money in a safe place.
8. Children must not bring mobile phones to school, in the case of year 6 pupils with permission to walk home alone in the summer term, they must leave their phones in the school office upon arrival.
9. Children should treat other people (children and adults) with respect.
10. Use the internet and mobile devices safely in school and at home in line with online safety advice given by school and not use them to hurt, intimidate or cause offence to any other individual or put themselves or others in danger.
11. Children must report unsafe or unkind behaviour to an adult in school.
12. All children have a right say if they do not like the behaviour shown to them by others in a calm, clear, polite way.
13. Children must follow health, hygiene and safety rules in place to protect each other from coronavirus and other illness.

SCHOOL RULES AND EXPECTATIONS FOR ALL STAFF in line with the OLOL Code of Conduct for Staff

1. Staff will act as positive role models at all times in line with the staff Code of Conduct and Catholic school ethos.

2. Staff will not have mobile phones in the classroom, on the playground or use them in areas used by or in the presence of children.
3. Staff will speak and treat pupils and each other respectfully at all times and will not make personal derogatory comments with an intention to intimidate, bully or humiliate.
4. Staff will not 'shout' at children but will deal with incidents calmly and firmly which may require a change in tone but not volume.
5. Staff will use emotion coaching to support pupils at least 40% of the time.
6. All behaviour is communication on the part of the pupil. Staff must always look for the underlying cause/reason for negative or concerning behaviour and consider if it is in response to a safeguarding issue.
7. Staff will use restorative meetings following a sanction to help the child learn how to improve their behaviour. Staff will use a restorative script to support children in learning how to show positive behaviour following a sanction.



REWARDS AND CELEBRATING SUCCESS

There is a wide range of positive reinforcements used within school. This arrangement allows for both formal and informal approaches. The strategies to encourage and celebrate good self-image and positive behaviour are as follows:

Mission Champion

A pupil is chosen by their classmates as the Mission Champion for the House Assembly. This is a child who the class feel has most achieved the aims set out in the Mission Statement. This is announced at the House Assemblies.

House Points

These are allocated for attitude, effort, behaviour and work.

The results of the House Point totals are reported half termly by the House Captains at the House Assembly. There is a House Point Trophy awarded to the House with the most house points at the end of the academic year.

Star Worker

Each class teacher chooses a pupil who has produced outstanding work over the period in between House Assemblies. The work is copied and set out on the special display area near by the library until the next House Assembly as a celebration.

Handwriting Trophy

Each class teacher chooses a pupil who has demonstrated an improved effort in their handwriting.

Discipleship Diamonds

The class that has been the most punctual each half term, their class photo is displayed on the awards board. There is a trophy for the best punctuality for the half term and also for the whole school year.

These are all celebrated at assemblies.

Values Wristbands

Value wristbands are to given who demonstrate that they are living out the school's values. These are a visible sign of children going above and beyond.

P.S.H.E.

A variety of P.S.H.E. strategies are used throughout school based on the weekly values, Mission & the Life to the Tenten program which are introduced at whole school act of worship on Monday and become the focus for the Thursday act of worship.

Shared Achievement

Children who have opportunity to share their work with the Headteacher and other staff and children both informally and also at Assembly.

Responsibility

All children have opportunity to take on responsibilities both within their class and the school.

Record of Achievement

Each child throughout the school has a file that contains a variety of achievement sheets and samples of their work. This is always accessible to the children throughout the year. The ROA is checked each term by the children's class teacher.

GOOD TO BE GREEN BEHAVIOUR MANAGEMENT SYSTEM

- ☐ The strategies available to staff for dealing effectively with children who exhibit behavioural difficulties will be used in a **calm, consistent** manner throughout the school by all staff.
- ☐ The aim is to reward expected positive behaviour and encourage children to manage their own behaviour in line with school CODE OF CONDUCT which was drawn up by staff and pupils in all areas of school- in the classroom, on the playground, in the dinner hall and around school.
- ☐ Each class will display a 'GOOD TO BE GREEN' poster which outlines to all children in child friendly language the rewards and sanctions used in managing behaviour across school.
- ☐ Each class will have a 'GOOD TO BE GREEN' class chart on which all individual children's behaviour is recorded. However, this chart will not be in view of other children.
- ☐ In line with the Catholic ethos of forgiveness, every day is a fresh start and at the start of each day all children begin with a 'GREEN' status and are encouraged to remain 'GREEN' throughout the day.

Stay **green/yellow** all day and receive a house point sticker
 Stay **green/yellow** all week you will receive 3 house point stickers
 Stay **green/yellow** all half term you will receive a certificate from the head teacher to take home.

As the day progresses if a child doesn't follow the expected behaviours in line with school CODE OF CONDUCT the following procedures are followed by all staff using the class chart:

VERBAL WARNING/REMINDER IS GIVEN CLEARLY AND CALMLY TO THE CHILD



IF THE UNACCEPTABLE BEHAVIOUR PERSISTS



YELLOW DOT IS PLACED ON THE CHART NEXT TO THE CHILD'S NAME

IF THE UNACCEPTABLE BEHAVIOUR PERSISTS



ORANGE DOT IS PLACED NEXT TO THE CHILD'S NAME

Children can earn back their yellow/orange status if their behaviour improves within the session

IF THE UNACCEPTABLE BEHAVIOUR PERSISTS



Inform parents



RED DOT IS PLACED NEXT TO THE CHILD'S NAME.

BEHAVIOUR REPORT COMPLETED AND SENT HOME

If a child gets a red dot, the following sanctions are applied:

- The child misses their break time on that day and is supervised during this time (this may on occasion have to be the following day if the red dot is given in the afternoon) The child will complete a Value Reflection sheet during this time.
- A behaviour report is sent home by the class teacher outlining their unacceptable behaviour and must be handed to an adult who collects the child or posted home in the case of a year 6 pupil who walks home alone. It must be signed by the teacher. It is to be signed by the child's parents and returned to school.

In an extreme case a child may be given a red dot for one or more of the following incidents/actions:

- Fighting with an intent to cause harm
- Making racist, sexist or homophobic comments
- Bullying
- Swearing at a member of staff or pupil
- Stealing
- Intentionally coughing, sneezing or spitting in someone's face
- Continued persistent behaviours despite reminders which are disrespectful towards staff
- Continued persistent behaviours despite which disrupt learning for themselves or others

If a child gets 3 red dots in a week the following sanctions will be applied:

- The child will spend ½ day with a member of SLT with work supplied by the teacher
- The head teacher will meet with the child to discuss their behaviour which, depending on the type of behaviour being exhibited; she may request a meeting with parents to discuss their child's behaviour and a way to move forward.
- The child may then be put onto a **weekly report card** for a set period of time in order to monitor their behaviour and to support them in managing their behaviour.
- Parents are informed of this decision and their active support is sought.
- A behaviour contract may then be completed with the child and parents/carers to reset and remind the child about behavior expectations

IMMEDIATE EXCLUSION FROM CLASS

If a child exhibits dangerous behaviour or exhibits persistently disruptive behaviour that is highly disruptive of their own or other's learning during a teaching session, then immediate exclusion from the session is necessary. A member of SLT can be called to support the teacher/TA in removing the pupil if they refuse to leave. Deprivation of P.E. or swimming is only used when the misconduct has been linked in some way with those particular activities and has been a danger to the child or others. If this happens regularly, the parents must be informed. If a child is to miss swimming due to poor or dangerous behaviour at the previous session, then the standard letter of notification is used to inform the parents of this sanction and the reason for it. This must be done with consent of SLT.

WEEKLY TARGET SHEETS

When a child is having a persistent difficulty with a specific aspect of behaviour, then a weekly target sheet system may be used to try to help the child to change the undesirable behaviour pattern by encouraging positive behaviour by breaking down the day into small steps. This is used for a pre-determined period of time and parents are invited to be actively involved.

The child's progress will then be reviewed at the end of the period and a decision will be made at that point as to any further action.

If negative behaviour becomes persistent; a referral may be made to the school ELSA for her to support the child in instances of anger management or difficulties with social interaction.

With regard to children who are felt to be experiencing regular and serious difficulty with their behaviour, the support of outside agencies may be sought through the SENDCo.

Unacceptable Behaviour

Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category. The following list is not exhaustive.

- Disobedience to a reasonable instruction
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, biting, spitting, hitting and kicking
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Carrying knives, drugs, alcohol or any offensive weapon into school
- Truancy
- Racist/Homophobic/Sexist comments or behaviour that causes offence
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk

PUPILS WITH SPECIAL EDUCATIONAL NEEDS & CHILDREN IN THE CARE OF THE LOCAL AUTHORITY

Children with Special Educational Needs and those who are in the care of the local authority who have emotional/behavioural difficulties will be in the first instance supported by staff through quality first teaching and universal provision. If further support is needed, after discussion with parents, referred to the Nottingham City Behaviour Support Team for their support and guidance in managing/finding a solution to the pupil's behavioural difficulties.

Parents/carers/social worker (if one has been allocated) will be involved at this stage and support from other external agencies may eventually sought, including the Educational Psychologist, Social Services, Child and Family Therapy and Education Welfare. For these children, it may be appropriate to have regular multi agency meetings in place to promote communication between external agencies and school and also parents.

At this level, external support may include input from Educational Psychologist, Behaviour Support Team, Multi Agency Link Team, Family Support team, School Nurse, Consultant Pediatrician, CAMHS and others depending on the specific needs of the child.

FIXED TERM AND PERMENANT EXCLUSION/SUSPENSION

Persistent or serious breaches of the school Code of Conduct, particularly when the safety, well-being and learning of other pupils and staff is at risk or significantly disrupted, may result in the child being suspended for a fixed period of time or, if necessary, permanently excluded. This sanction can only be exercised by the Headteacher. This will only be considered after every other possible solution has been exhausted and in consultation with Senior Staff, parents and the relevant Governors of the school. However, the Headteacher reserves the right to use this sanction immediately if the situation is felt serious and urgent enough to necessitate it. This action will be taken in line with the Nottingham City procedures for suspensions and exclusions.

The Head Teacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, Provision Map, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies are successful in managing behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

If this next step is considered, the DfE September 2022 *Suspension and Permanent Exclusion Guidance* is consulted and followed. This document provides advice to headteachers, trust leaders and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. This guidance should only be necessary when strategies, practices and interventions set out within the *DfE's Behaviour in Schools* guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required. Suggested strategies, practice and interventions outlined within this document are included in the school's Behaviour Policy.

BREAKFAST, AFTER SCHOOL CLUBS AND OTHER EXTRA CURRICULA ACTIVITIES.

Children are all expected to follow the Code of Conduct, and persistent or serious misbehaviour may lead to children being excluded from the club, or activities at clubs. In the event of serious instances of misbehaviour e.g. aggression, violence or disrespectful behaviour, then children will be excluded immediately for a period of time commensurate with the gravity of the negative behaviour.

USE OF REASONABLE FORCE

St Patrick's School staff will comply with the guidance set out in the Department for Education circular July 2013, which clearly sets out a definition of what 'Reasonable Force' is, who can use it and when.

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.

A number have staff have been trained in the use of positive handling techniques to support pupils who's behaviour is causing a risk to themselves, other pupils or staff. These techniques will be applied if the situation warrants this in line with the training received.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- ☐ The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- ☐ **Force** is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ☐ '**Reasonable in the circumstances**' means using no more force than is needed.
- ☐ As mentioned above, the school generally uses force to control pupils and to restrain them. **Control** means either passive

physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- ☐ **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- ☐ School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

In accordance with Department for Education guidance July 2013, school does not require parental consent to use force on a pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff faced with a potentially violent situation should try to remain calm, confident and objective. Talking and listening or methods of non-physical communication should be the first line of approach. If practicable, another adult should be sent for before any physical intervention becomes necessary.

Staff should consider the appropriateness of seeking medical assistance after any incident requiring restraint.

Staff should use the minimum force required to control aggression and should apply it in a manner which attempts to prevent rather than provoke further aggressive reaction. Restraint must not be applied any longer than necessary and the adult should continue attempting to calm him/her down and making clear that restraint will cease when it appears safe to do so e.g. "If you stop kicking I will release my hold".

School will not use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- 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.

Force cannot be used to search for items banned under the school rules and consent should be sought as a first option.

Telling parents when force has been used on their child

- The school will speak to parents about **serious incidents** involving the use of force.

In deciding what is a **serious incident**, teachers should use their professional judgement and consider:

- pupil’s behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child’s age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
 - If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- The Governing Body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Our school’s behaviour policy¹ is located on our

website <https://www.st-patricks.nottingham.sch.uk/information/our-policies/#1664373943976-a7cc6436-77e8>

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in below or any other item that the School's Behaviour Policy ² identify as an item which may be searched for.

The list of prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - o to commit an offence, or
 - o to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations³:
 - o tobacco and cigarette papers;
 - o e-cigarettes or vapes
 - o fireworks; and
 - o pornographic images.

³ The Schools (Specification and Disposal of Articles) Regulations 2012 (legislation.gov.uk)

Under common law, our school staff have the power to search a pupil for any item if the pupil agrees. Our member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The DSL will ensure such referrals are made in a timely manner in line with the safeguarding and Child Protection Policy (CPP).

Pupils with significant Emotional /Behavioural Difficulties, Children in the Care of the Local Authority or Previously in the care of the Local Authority and Special Educational Needs or Disabilities.

- School acknowledges its legal duty to make reasonable adjustments for children in the care of the local authority, children with disabilities and children with SEND.
- Staff are all made aware at the start of each academic year, which, if any, pupils have significant special needs with regard to their behaviour/emotional disposition.
- Specific strategies are agreed for all staff to follow are put in place relating to the specific pupils and their specific needs, aiming to ensure that the harm to staff and pupils is reduced as much as possible. This is done through the creation of a personalised risk assessment which is discussed with the child's parents, and depending on the age of the child, with the pupils themselves.
- Staff training in personal handling techniques is delivered by specialized Local Authority Positive Handling Team to

any staff working with pupils who have specific special educational needs that require handling.

Follow up actions

Whenever an incident involving serious physical intervention occurs, all staff and young people involved should be offered an appropriate de-briefing from someone on SLT not involved in the incident. This de-briefing/support should be offered as soon as possible afterwards. Further opportunities for support may be offered at a suitable time when the heightened emotions aroused during the incident have reduced. Schools will need to consider appropriate recovery times for those involved. Where appropriate counselling should be offered.

Staff will log all incidents of restraint on CPOMS detailing:

- the day and time;
- the description of the restraint;
- who was involved;
- the brief reasons as to why the young person needed to be restrained;
- witness statements where possible.

Where a member of staff suffers an injury or is assaulted, the appropriate reporting forms should be completed and a copy sent to Health and Safety Section of the Education Department. Form SR3: Injury/Work Related Illness or disease report. SR5: Violence to staff Incident Report. Medical advice should immediately be sought from a General Practitioner or hospital if necessary.

Debriefing is provided to the victim as soon as possible after the incident.

School will ensure that a full account of any serious incident is provided to the young person's parents/carers. This should include:-

- the pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil and/or member of staff
- The child's age.

This should be done at the earliest opportunity, if possible before the young person leaves the school. In the first instance this might involve a telephone call but would preferably involve a personal meeting and should always be followed up by formal written notification of the incident and the subsequent actions taken. Parents/carers should always be offered the opportunity to meet staff to discuss the incident.

DESCALATION STRATEGIES

Staff will use a range of techniques to de-escalate the situation and these will include **Emotion Coaching as the main strategy and also include:**

Early intervention, remaining calm, taking quietly, avoiding an audience, repeating expectations, offering choices, allowing time and space and getting other staff to take over if they feel the situation is personal or that they are finding it difficult to control their own emotions. Staff may also de-escalate the situation by sitting down, breaking eye contact with the pupil, diverting the child by suggesting an alternative activity, acknowledging the child's emotions and feelings, showing they are listening to what the child has to say, being prepared to apologise to the child if a mistake has been made.

Staff must not: Shout, act in anger, ask rhetorical questions e.g. What do you think you are doing? Who do you think you are? make promises they cannot fulfil, make personal comments, belittle/humiliate or force the pupil into a corner (literally or metaphorically). Staff should avoid invading personal space, and not take angry comments personally.

RECONCILIATION AND FORGIVENESS

As a Catholic school we believe in and teach that pupils must acknowledge and accept responsibility for their actions. Restorative

conferencing is used when responsibility has been accepted to heal the harm/distress caused by an incident. This gives the children involved in an incident the opportunity to place the conflict behind them and move on.

Restorative conferencing can also be used when responsibility has not been accepted by specific persons involved, but the facts relating to the incident are agreed. In this situation, the children's participation must be voluntary and nothing should be done to re-victimise the harmed person.

Once an incident has been dealt with by the school, responsibility for their actions has been accepted and appropriate sanctions applied the pupils involved should be allowed to move on from the incident in the spirit of reconciliation and not be continuously punished for same incident.

Following the above, in the event of continued repeated targeted behaviour towards an individual which could be constituted as bullying, child on child abuse, the school anti bullying policy will be applied.

According to GOV.UK there is no legal definition of bullying. However, it's usually defined as behaviour that is:

- ☒ repeated
- ☒ intended to hurt someone either physically or emotionally
- ☒ often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- ☒ carried out by groups or individuals who appear stronger in some way

It takes many forms and can include:

- ☒ physical assault
- ☒ teasing
- ☒ making threats
- ☒ name calling
- ☒ cyberbullying - bullying via mobile phone or online (for example texts, email, social networks, gaming sites and instant messenger)
- ☒ isolating

In the event of such continued negative behaviour towards an individual or group the school's bullying policy will be applied.

INDIVIDUAL HANDLING PLAN

There may be times when a child has such particular needs that he or she can be expected to require complex or repeated physical management. In such instances, a personalised handling policy will be drawn up and agreed by the School and the child's Parents/Guardians. When appropriate, this policy will also be discussed with the child.

Support is provided by the Local Authority Behaviour Support Team, in drawing up the Handling Policy to meet the specific needs and circumstances of the pupil.

MONITORING OF BEHAVIOUR

Behaviour of pupils is monitored closely at staff, Senior Management and Governor level on a regular basis:-

- Behaviour is discussed at staff meetings, along with any reports of bullying or racist incidents and specific incidents.
- Senior Leadership Team review the policy against the previous year's data (violence to staff, bullying, racism, behaviour reports, exclusions etc) to judge the Behaviour Policy's impact and determine any amendments/improvements to procedures that need to be implemented.
- Headteacher reports in her half termly report to Governors about any exclusions, bullying and racist incidents that have occurred during the term. This report is discussed at every Full Governing Body Meeting and incident logs are shared with governors and signed by the Chair of Governors.
- The weekly class GOOD TO BE GREEN charts are retained by class teachers as a running record of the behaviour of individuals.

PARENT/CARER RESPONSIBILITIES

Parents are expected to support and engage with the school's Relationship and Behaviour Policy.

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign a home-school agreement that outlines the responsibilities of both the parent and the school, including those about behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the head teacher. Appointments with teachers are made through the school office. Parents are informed if the school has concerns about their child's welfare or behaviour.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends to remarks made on the school playground, social networking sites e.g. Facebook. It may lead to individuals being banned from school premises (in accordance with section 547 of the Education Act 1997).

HOME-SCHOOL AGREEMENT

At the beginning of school, parents are asked to sign a home school agreement that outlines the responsibilities of the school and parent with regards to the expectations of behaviour and attendance. Parents are expected to support the school in encouraging their children to show respect and support the school's approach to behaviour management.

PARENT AND PUPIL VIEWS

1. The Behaviour Management Policy is on the school Website for parental access. Parents are able all year round to contact school about concerns regarding behaviour initially by telephone or email to the school office to make an appointment to talk to their child's class teacher and if unresolved to a member of the Senior Leadership Team. Senior Management always responds to each comment/suggestion made by parents regarding behaviour.

2. Pupils views on behaviour, and how safe they feel in school, are gained via the annual Pupil survey/Pupil Voice carried out each

year. These responses are noted and a response given by Senior Management in assembly time. Discussions about behaviour etc are also discussed at class level, key stage level and decisions reported to the children.

The pupils have access to a Pupils' Voice suggestions book where any concerns or observations can be put. The Headteacher reads these and discusses them with staff and the Pupil Voice representatives, and responses are then fed back to children at assembly and via the noticeboard.

Emotional Literacy Support Assistant (ELSA) PROVISION

The ELSA provision is a very highly valued part of St Patrick's School support for pupils' with emotional and social difficulties

- ☒ Two experienced Teaching Assistants are also trained ELSAs. One of these TAS has also attended training as a Mental Health First Aider. The role of the ELSA is broad and varied and is available to children across the school.
- ☒ ELSA time is provided both during curriculum time and also during break time. Pupils who are part of the group can be provided for individually or as part of small groups, depending on their needs.
- ☒ A specific room/area is set aside for ELSA group activities. In certain instances, by prior arrangement with Special Educational Needs and Disabilities Coordinator, pupils are able to go there if they feel threatened, vulnerable or feel the need for time out until they recover.
- ☒ The ELSA Group caters for children with a range of short and long term needs including: attachment needs, anger management problems, low self-esteem, domestic problems at home, problems relating to other pupils, or who may be upset about an incident or series of incidents in their lives.
- ☒ ELSAs will usually meet weekly with the school SENDCo for supervision and termly with ELSA trainer/Educational Psychologist and other ELSAs from the local area for external Supervision.

Reviewed: November 2023

Next Review: Pentecost 2024



APPENDIX 1

ST PATRICK'S CATHOLIC VOLUNTARY ACADEMY

- ❑ **Behaviour Reports are a means of teaching staff recording and reporting unacceptable behaviour to children's parents.**
- ❑ **The report summarises the incident(s) where the unacceptable behaviour has been witnessed, the actions taken by staff to investigate and resolve the matter, and there is a section to record what the child has done in reparation for the misbehaviour.**
- ❑ **Behaviour Reports can only be issued by teaching staff.**

PROCEDURE TO FOLLOW WHEN ISSUING BEHAVIOUR REPORTS

A) When a child receives a red dot teachers alert the child's parents to their child's via BehaviourReport.[]

B) Teacher completes the behaviour report with the details of the misbehaviour, what action has been taken by school and where appropriate, what reparation the child has undertaken to amend for the unacceptable behaviour.

C) Teacher signs the Report and uploads a copy onto CPOMS- the school online safeguarding system.

D) Teacher gives a copy of the Behaviour Report to the adult collecting the child in an envelope with the child. If the adult collecting the child is a parent, an explanation of the incident should be shared with them. The report is to be posted it in the case of year 6 pupils walking home alone with permission. If the parent doesn't collect, the staff member issuing the report must call home to speak to them on the day of issue. A copy is kept on CPOMS

E) Child returns the Behaviour Report to teacher signed by the parent

F) The signed report is then returned to the office for filing in the child's folder.

G) Whenever an investigation is deemed necessary to determine the true facts of the incident, the teacher should interview the children and get a written account from the children (very young children have their accounts written for them).

I) Reparation actions should be in compliance with the Behaviour Policy and where possible directly relate to the nature of the conflict.



ST. PATRICK'S CATHOLIC VOLUNTARY ACADEMY.
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Website: www.st-patricks.nottingham.sch.uk
Headteacher: Mrs T Lane



BEHAVIOUR REPORT

Date:

Dear Parent/Carer,

Unfortunately, your child _____ has today been involved in an incident of unacceptable behaviour; the details are as follows:

In line with our behaviour policy, your child has missed a break time.

Please discuss this incident with your child and sign and return the attached slip to confirm that you have received this letter. Should you wish to discuss this further please contact school to make an appointment to meet with me at a mutually convenient time.

Kind regards,

Class Teacher

.....

BEHAVIOUR REPORT PARENTAL RESPONSE

I have received and read the attached behaviour report.

Tick I

have discussed the incident with my child. Tick

Signed:

Parent of:

Parent/Carer Comments:



Stay **green/yellow** all day and receive a house point on your house point card.
Stay **green/yellow** all week you will receive 3 house points.
Stay **green/yellow** all half term you will receive a certificate from the head teacher to take home.



St Patrick's Value Reflection



Describe what happened and who was affected:

Describe which value or values will you focus on to make things right and how:

The staff member I discussed
this with:

Parent/ Carer signature:

"Be kind to one another, forgiving one another, as God in Christ forgave you." *Ephesians 4:32*



St Patrick's Value Reflection



Describe what happened:

Describe how you felt?

Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other

How can you make things right and which value or values will you follow?

Staff member discussed with:

Parent/Carer Signature:

"Be kind to one another, forgiving one another, as God in Christ forgave you." *Ephesians 4:32*

