

St. Winefride's Catholic Primary School



Pupil Behaviour & Physical Restraint Policy

Mission Statement

*To provide excellence in all aspects of school life,
embedded in the values and beliefs of the Catholic faith.*

Vision Statement

*To be an outstanding school where every member reaches
their true potential and knows the joy of a
personal relationship with Jesus Christ.*

Date of issue	Review date	Date ratified by Governing Body
11 February 2015 14 November 2012	September 2017	11 February 2015 14 November 2012

ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

Pupil Behaviour & Physical Restraint Policy

1 Rationale

Our Mission in school is embedded in the values of the Catholic faith and therefore we require children to behave in an appropriate manner. They should feel valued, have a sense of self-worth, self-respect and show respect for others.

Our 'Traffic Lights' approach to managing behaviour is positive and based on clear high expectations with consistently applied rewards and sanctions in line with the Investors in Pupils philosophy.

In a world where children are increasingly encouraged to mistrust adults and lack respect for authority, we believe that children should be taught to show respect for adults in their lives whilst feeling empowered to recognise and act upon inappropriate commands.

2 Aims

- 2.1 To develop children's own sense of responsibility for their actions.
- 2.2 To encourage children to make right choices about how they behave.
- 2.3 To teach children mistakes can be rectified and relationships healed through forgiveness.
- 2.4 To ensure a calm positive atmosphere in which to learn.
- 2.5 To maintain a safe environment in which to play and learn.
- 2.6 To foster good manners and good inter-personal skills.
- 2.7 To develop a healthy respect and trust for adults and their authority.

3. Procedure

3.1 All children are expected to follow the School Rules

1. Do what any adult in school tells you straight away
2. Always listen when others are speaking
3. Use your hands and feet to be kind
4. Be polite to everyone and show good manners
5. When moving about the school always walk
6. Keep everything tidy and in its proper place.

3.2 In Key Stage Two

Each child begins each week with their name on a 'Green' Traffic Light.

3.3 If they remain on green by Friday they are rewarded by ~

- 1) Child has 30 minutes Golden Time – A variety of activities can be chosen – each action is supervised.

3.4 If they break a rule they move their name to Amber. Amber is divided into 6 sections representing 5 minutes of Golden Time. For each rule broken the child loses 5 minutes of Golden Time.

Lost Golden Time is spent in a classroom in silence. Teacher judgement as to whether to contact parents about regular rule breaking.

Each week children can earn a learning behaviour sticker for completed homework, positive attitude, completed classwork, met targets and read at home. When a child earns 5 stickers they can earn a merit and spend it at the Merit Shop.

- 3.5** After 6 rules are broken the child's name is moved to Red. Parents will be informed of this. Class Teacher may arrange a meeting with the parents/guardian to discuss the child's behaviour/concerns about a change in behaviour etc.

4. Individual Behaviour Management

If a child has a pattern of being on Red the teacher will decide if an Individual Behaviour Management Program is appropriate. The Teacher will then follow the procedure below:

Parents will be informed. An Individual Monitoring Sheet will be used INSTEAD OF THE TRAFFIC LIGHT SYSTEM

The child is NOT entitled to Golden Time but will spend this time in a supervised class completing SEALICS ACTIVITY – until behaviour improves.

Each class and designated areas around the school have a calming zone, where children can go to calm and have quiet time if needed. We follow the St Winefride's stages of crisis for positive handling (see appendix).

If children are in crisis and need time to be alone to calm down or reflect, they will use the Padre Pio Room. The room can also be used as a sanction where children can complete unfinished work or spend time in if they have broken several rules.

5. If concerns about behaviour continue teachers should consider a referral to:

Ready To Play
Behaviour Support Services
School Nurse
Catholic Care
Via the Phase Leader.

6. In Key Stage One

At the end of each school day if a child remains on green on the traffic light, they will be moved a step closer to the 'cookie jar'. If a child has 5 consecutive green days they will reach the 'cookie jar' and during Fridays golden time they will receive their 'golden cookie' (a biscuit) as a reward for their full week on green.

Each child begins each day on green.

If a rule is broken their name moves to Amber.

If 6 rules are broken their name moves to red and Parents are informed at the end of the day.

7. In Early Years

Reception

Each child begins each day with their name on “Green”.

Each class has a merit chart showing every child’s name.

Children earn Smiley Faces for showing kindness, good effort and keeping school rules.

If a school rule is broken the child’s name is moved to Amber.

After 6 rules are broken the child’s name is moved to red

If they remain on Green they earn a smiley face on the chart.

When they have earned five smiley faces they can choose a treat from the “Target Treat Box.”

Each week one child is chosen as “Star of the Week” and their ‘photo is displayed for all to see.

Nursery

Children are reminded of School Rules every day – being kind, sharing, always do what an adult tells them, using good manners, helping.

If a child does something to break a rule they are taken to one side by an adult, what they have done wrong is explained and if appropriate, they have to apologise. If it is a serious misdemeanour they have to do a ‘time out’ – 1 minute in a quiet spot on the carpet with a sand timer (this increases to 3 minutes as the school year progresses).

Every day at home time the children are all given a sticker as they leave, unless they have made the wrong choice, hurt somebody or done something wrong. The children are told quietly why they haven’t got a sticker as they leave. Any reasons for no sticker being given are written in an exercise book kept by the door for reference if needed, or the parents ask why their child hasn’t got a sticker.

Lunchtime Behaviour

One smiley face will be awarded daily by the Lunchtime Supervisor to each class if every child in the class has had outstanding behaviour during lunchtime.

On the last day of every half term, members from School Council will count the smiley faces and each class will be graded as:-

Outstanding – smiley face awarded every day

Good – 75% of smiley faces awarded

Requires Improvement – Less than 75% of the smiley faces available awarded

The rewards/sanctions will be:-

Outstanding classes will be given a sticker and a sweet and the class name will go on the Newsletter. Extra 15 minute play time with the class teacher on the last day of the half term.

Good classes – a sticker will be given to the children and extra 15 minute play with the class teacher.

Requires improvement classes – will spend 15 minutes discussing the school rules with their teacher.

Lunchtime Supervisors will keep a daily record of the classes that have earned their smiley and also the names of the children that have caused the class to lose the smiley. Names that are reoccurring will be referred to the Ready to Play Group.

8. Legal Powers of Staff in School

In light of the Department of Education guidance, and School Information Regulations 2012 Staff have the power to:-

- screen and search pupils for anything that causes concern
- use reasonable force or make other physical contact, using the Team Teach approach.
- discipline beyond the school gate.

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD

Details of pupil or pupils on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used	
Reason for using force and description of force used	
Any injury suffered by staff or pupils and any first aid and/or medical attention required	
Reasons for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against the pupils	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by:	Report countersigned by:
Name and role:	Name of role:
Signature:	Signature:
Date:	Date: